



Naugatuck Valley Community College Institutional Self-Study - Appendices

Prepared for:
New England Association of Schools and Colleges
Commission on Institutions of Higher Education

September 2012

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Appendix One
Affirmation of Compliance



New England Association of Schools and Colleges

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

Table with 2 columns: Label (URL, Print Publications) and Content (URLs, Catalog references, Self-Study reference).

- 2. Credit Transfer Policies. The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also Standards for Accreditation 4.44 and 10.5.)

Table with 2 columns: Label (URL) and Content (URL).

Print Publications	Catalog, p. 15 http://www.nv.edu/Portals/0/Documents/Catalogs/2012-13-CollegeCatalog.pdf ; Self-Study, p. 37-38, 42, 123
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3. **Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.nv.edu/Portals/0/Documents/StudentServices/NVCCStudentHandbook.pdf p. 12-18, 22-28.
Print Publications	Catalog, p. 27-33 http://www.nv.edu/Portals/0/Documents/Catalogs/2012-13-CollegeCatalog.pdf ; Self-Study, p. 75, 134

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

URL	http://www.nvcc.commnet.edu/Portals/0/Documents/StudentServices/NVCCStudentHandbook.pdf p. 34-36
Method(s) used for verification	<i>The Connecticut State Colleges and University System (ConnSCU) uses a SunGard Higher Education product (Luminis) as a portal to access Blackboard. Naugatuck Valley Community College students each must enter a unique, secure login and pass code, known as a NetID. This is the process through which Naugatuck Valley Community College establishes 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 as required by The Higher Education Opportunity Act of 2008.</i>

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

URL	
Print Publications	Waterbury Republican, October 5, 2012

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



Chief Executive Officer: Daisy Cocco De Filippis Date: September 18, 2012

Appendix Two

E-Series

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

REVISED 6/7/2010

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	<p>Course Syllabi</p> <p>College Catalog</p> <p>College Website (www.nvcc.commnet.edu)</p> <p>Program Review</p> <p>Accreditation Reports</p>	<p>Graduate Surveys</p> <p>Employer Surveys</p> <p>Licensure Testing</p> <p>Standardized Testing</p> <p>Performance Portfolios</p>	<p>Outcomes Assessment Committee (subcommittee of the Institutional Planning Committee)</p> <p>Program Advisory</p>	<p>Curriculum Development</p> <p>Changes in staffing across programs</p> <p>Purchase of equipment and other budget prioritization</p> <p>Development of college-wide</p>	<p>College strategic plan developed for 2010-13</p> <p>College operational plan developed</p>

<p>For general education if an undergraduate institution:</p>	<p>Yes</p>	<p>They have been presented at all college meetings and are published in the college catalog that is available online. However, the Board of Regents recently passed a requirement that all colleges in the system share the same competencies and outcomes. These outcomes have not yet been</p>	<p>Capstone Courses Common Final Exams</p>	<p>Committees Employers Chairs or Coordinators and Faculty Learning Team</p>	<p>strategic initiatives (e.g., learning communities, service learning, Academic Center for Excellence) Revamping of College Scheduling</p>	<p>annually</p>
			<p>Direct: The Gen Ed Review Task Force began to match specific course objectives and outcomes to general education objectives and outcomes. However, the Task Force discovered that many courses in the common core lacked effective measurable outcomes. Therefore, we are</p>	<p>This has not been determined.</p>	<p>Data is still in the process of being collected.</p>	<p>We have been reviewing the Gen Ed continuously for the last four years.</p>

		<p>developed, but the deadline for establishing them has been set for Sept. of 2013. We will need to substitute these new outcomes for our own once they are completed.</p>	<p>currently auditing and revising all outcomes for courses in the common core. We plan to complete this auditing process by the end of the Spring 2012 or beginning of the Fall 2012 semester. Once we complete this audit, we will need to map the course outcomes to the new Board of Regents Gen Ed outcomes which have not yet been developed but are required by BOR policy. However, the BOR has also declared that all colleges in the system will share the same common</p>			
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				<p>core, so we are not sure how our courses will be affected.</p> <p>Indirect: Faculty Discussions through open forums, composition of committee with representation from disciplines across the curriculum.</p>				
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OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION - ALLIED HEALTH

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Nursing – National League for Nursing Accrediting Commission, Inc.	Spring 2010	The program was in compliance with all standards.	<p><u>NCLEX pass rates</u></p> <p>NVCC receives a copy with results of all schools from the State Board of Examiners for Nursing. Results are not available on the State Board website. The website for the national averages is: https://www.ncsbn.org/1237.htm</p> <p>Program Completion Graduate and Employer Graduate Surveys Job Placement</p> <p>Graduate Survey questions available upon request.</p> <p>Systematic Plan for Evaluation – yearly</p> <p><u>Recent Improvements:</u> <u>Program development</u> – for example, Renovation and</p>	Fall 2017

Respiratory Care- Commission on Accreditation of Allied Health Education Programs	Continuing accreditation January 27, 2005	The program was in compliance with all standards.	expansion of labs, addition of clinical sites, revision of client assessment tool.		<p>Licensure exam pass rates (NBRC and CRT); Graduate and Employer surveys; Job Placement; Retention rates</p> <p>Final capstone exam; Clinical performance capstone;</p> <p>Advisory Committee is composed of the program's communities of interest including employers, current students and graduates.</p> <p><u>Recent Improvements:</u> Laboratory equipment purchases; laboratory curriculum; expansion of physical resources (lab and classroom);</p>	Spring 2011 Final accreditation status ruling approved July 18, 2011- Next accreditation date: 2021 (no month specified. (National Accrediting Body review)
Radiologic Technology- Joint Review Committee on Education in Radiologic Technology	April 2010	The program was in compliance with all standards.	ARRT Registry examination Program retention rates Employer and graduate surveys Job placement Program's outcomes assessment plan			February 2018

(JRCERT)	Physical Therapist Assistant – Commission of Accreditation in Physical Therapy Education	Spring 2010 (based on Progress Report)	Increase program three-year graduation rate to fall within one standard deviation of national average (> 57%, based on Spring 2010 data).	<p><u>Recent Improvements:</u></p> <p>Clinical rotation schedules, curriculum sequence</p> <p>Summer session clinical days changed to provide first year students with contrast media experience procedures.</p>	
				<p>Portfolio review</p> <p>PTA licensure exam pass rates</p> <p>Program Completion</p> <p>Graduate and Employer Surveys</p> <p>Job Placement</p>	Original accreditation date: 1998
				<p><u>Recent Improvements:</u></p> <p>Incorporation of retention strategies -</p> <p>for example, revision of student orientation, expansion of recruitment information, curricular revisions. Installation of a smart classroom and extensive laboratory and classroom renovation</p>	Last re-accreditation: 2003
					Next re-accreditation date: Spring 2013

Arts & Humanities

<p>DEGREE & CERTIFICATE PROGRAMS:</p>	<p>Arts & Humanities</p>					
<p>Liberal Arts and Sciences Program</p>	<p>Programmatic outcomes have been developed; however, these have not been incorporated in the website or catalog.</p>	<p>They are not yet published, but plans are underway to have these outcomes published both in the College's next online catalog edition and on the Arts and Humanities website by June 1, 2012.</p>	<p><u>Direct:</u> oral class presentations; research & writing papers benchmarked against developed rubrics for ENG 101 & ENG 102/200; course-specific assignments in relation to course specific outcomes, as determined by divisions</p> <p><u>Indirect:</u> Student surveys (forthcoming); discussions between full-time faculty & adjunct faculty</p>	<p>The program coordinator, in conjunction with individual full-time faculty, part-time faculty, and external committee members will interpret the evidence through discussion and use of course-specific rubrics or other assessment tools.</p>	<p>N/A</p>	<p>The first program review is in process for 2011-2012.</p>

Digital Arts Technology	Yes	Programmatic learning outcomes are published in the College catalog and on the College	<u>Workroom Documents</u> 1. LAS curriculum sheet 2. Rubrics for ENG 101, 102/200 3. Outcomes for ENG 101, 102/200 4. ENG 101 and ENG 102/200 Assessment Plans	The instructor and department chair or program coordinator	Software has been updated in prior years based on capital bond funding. The	May 2007
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		<p>website. Course-specific outcomes are published on syllabi and on the College Website at www.nvcc.commet.edu</p>	<p>assignments; peer-reviewed presentations <u>Indirect:</u> Instructor's observation of student's technological development</p> <p><u>Workroom Documents:</u> DAT General Projects Criteria form</p>	<p>confer at the end of each semester regarding the quality of final projects and portfolios.</p>	<p>division's 2012-13 budget allows for the continuation of software and licensing upgrades.</p> <p>We are in the process of revising course descriptions to better reflect evolving technology and the skills our students are acquiring in each course.</p>	
<p>Visual and Performing Arts</p>	<p>Yes</p>	<p>Programmatic learning outcomes are published in the College catalog and on the College website. Course-specific outcomes are published on syllabi</p>	<p><u>Direct:</u> Term papers; Comprehensive, cumulative final exams; Portfolios; Public, juried recitals; Weekly</p>	<p>Faculty and chairs/coordinator interpret the evidence. All music faculty are present to evaluate the individual public recitals of music</p>	<p>Portfolios have been re-evaluated using a rubric; new courses were added and others modified in dance through CEAC procedures; students were surveyed; curriculum was</p>	<p>Prior to 2012, program reviews were completed by focus area: music (2003-04); theater</p>

		<p>and on the College Website at www.nvcc.commnet.edu</p> <p>Specific focus URLs are noted below:</p> <p>MUSIC</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs/Courses/Degree-Programs/progid/146</p> <p>THEATER</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs/Courses/Degree-Programs/progid/147</p>	<p>assessments; Capstone course “performance” examinations</p> <p><u>Indirect:</u> Departmental monitoring of all students on the transfer/articulation agreement pathway; student exhibitions and public performances.</p> <p>All outcomes are stated in measurable or demonstrative terms. Due to the nature of the program, evidence</p>	<p>majors; the department chair reviews the success of all transfer students; the dance faculty and state taskforce for dance collaborate to interpret the dance coursework; theater faculty and technical director confer with the department chair to interpret demonstrated learning of theater majors.</p>	<p>adjusted to ensure students pass upper division entrance exams in music; changes were made in staffing; and the schedule was adjusted to accommodate placement of theory and applied lessons students.</p>	<p>(2007-08); art (2004-05); digital design (2006-07); and dance (2002-03).</p> <p>The entire Department of the Arts is currently undergoing a comprehensive review that will be completed at the end of the academic year and reflect the entire</p>
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		<p>DIGITAL DESIGN http://www.nvcc.edu/academics/Credit-Programs/Courses/Degree-Programs/progid/145</p> <p>VISUAL ARTS http://www.nvcc.edu/academics/Credit-Programs/Courses/Degree-Programs/progid/143</p> <p>DANCE http://www.nvcc.edu/academics/Credit-Programs/Courses/Degree-Programs/progid/144</p>	<p>of student learning is often demonstrated by an end product, project, performance, or display of the art form studied.</p> <p><u>Workroom Documents: Music Recital Report form</u></p>	<p>A rubric for each focus area is used to gauge the evidence.</p>	<p>department, instead of individual focus areas.</p>
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English as a Second Language	Yes	<p>ESL programmatic outcomes, applicable towards the Advanced English Proficiency certificate, are published in the College catalog and on the College website.</p> <p>http://www.nv.edu/Subjects/English-as-a-Second-Language</p> <p>Individual course objectives are noted on each section's syllabus.</p>	<p><u>Direct:</u></p> <p>In-class (paragraph and essay) writing; revisions of writing; oral class presentations; listening assessments; quizzes; tests; reading assignments/project s; and research papers benchmarked against developed rubrics for the course</p> <p><u>Indirect:</u></p> <p>Teacher evaluations; regular departmental meetings; discussions</p>	<p>Full-time and adjunct faculty, in concert with the program director, interpret the evidence via discussions, drawing upon professional observations and expertise, as well as the developed rubrics.</p>	<p>Changes were made in textbooks utilized, teaching methodology, rubrics, and evaluation criteria. Enhancement of academic supports and enrichment activities for students were also realized.</p>	2008
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				amongst faculty (full-time and adjuncts); and discussions with students <u>Workroom Documents: ESL Assignment Rubrics</u>				
DISCIPLINES:								
Developmental English	Formal, consistent, measurable outcomes have been developed for English 043 and English 063. We are in the process of developing formal, consistent, revised outcomes for	The current outcomes are located on all syllabi. Once English 053 outcomes have been revised, all outcomes will be included on the division's website.	<u>Direct:</u> Currently, a number of assessment tools serve as evidence of competency, including response papers, essays, oral journals, oral presentations, portfolios, and research projects. Additionally, random samplings of ENG 043 essays	Individual instructors interpret the evidence. At times, the department chair or division director may also assist in this effort, particularly when there are student	We are currently assessing grade distribution data to determine the need for common final projects.	A discipline review is scheduled for 2011-12. The last review was 2006-07.		

	<p>ENG 053. All developmental English outcomes align with collegiate English.</p>		<p>were normed in Feb. 2012. The assessment will measure the outcomes consistent in all syllabi. A second assessment of ENG 063 will take place this semester (spring 2012) and assessment for ENG 053 will occur in Fall 2012. Once data has been reviewed, it will be added to the Developmental English Discipline Review. <u>Indirect:</u> Areas of concern will be met with intervention workshops for all faculty.</p>	<p>appeals.</p>		
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Communications	Yes.	Formal, measurable learning outcomes have been developed and can be found on course syllabi. The division's website is in the process of being redesigned. Once this occurs, all learning outcomes will be located here.	<u>Workroom Documents: ENG 043 and ENG 063 Objectives and New Outcomes</u>	Individual instructors interpret the evidence. At times, the department chair or division director may also assist in this effort, particularly when there are student appeals.	No changes have been made to date.	A discipline review is scheduled for 2011-12.
Collegiate English (English 101, 102, 200+)	Yes.	Formal, measurable learning outcomes have been	<u>Direct: Students demonstrate proficiency via oral presentations, response papers, and research projects.</u> Also, plans for assessment of COM 100 outcomes are in the discussion and planning phase.	Individual instructors interpret the evidence. At	The current outcomes for ENG 102 and 200 are fairly recent	There is no history of a review ever being

		<p>developed and can be found on course syllabi. The division's website is in the process of being redesigned. Once this occurs, all learning outcomes will be located here.</p>	<p>research and response papers, journals, portfolios, and research projects. We have also completed an assessment of English 101 across all sections on three of the course outcomes (Spring 2011), and we have a planned assessment of three English 102 and 200 outcomes across all sections of these two courses (Spring 2012)</p> <p><u>Indirect:</u> Faculty meetings and discussions</p> <p><u>Workroom Documents:</u> ENG</p>	<p>times, the department chair or division director may also assist in this effort. Assessments made across course sections are done by a committee of 3 part-time English faculty and 3 full time English faculty as well as the Humanities Dept. Chair. The Humanities Dept. Chair produces a report based on this cross-sectional</p>	<p>(effective summer 2011) and were devised collaboratively based on a need to assess and provide consistent evidence of student learning. As a result of the data collected in the cross-section assessment of English 101, a planning committee was formed to produce colloquiums whereby faculty who teach English 101 will present innovative lesson plans based on the assessed outcomes.</p>	<p>completed in this area. A discipline review is scheduled for 2011-12.</p>
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Philosophy	Yes	<p>Formal learning outcomes have been developed in Philosophy 101 through the collective efforts of faculty.</p> <p>Individual faculty have created outcomes for other sections, which were approved by the General Education Task force.</p>	<p>101, 102, and 200 Objectives and Outcomes</p> <p><u>Direct:</u> Papers, group and individual oral presentations, and research projects serve as evidence of competency.</p> <p><u>Indirect:</u> Instructors' assessment of student responses to open-ended questioning</p>	<p>assessment.</p> <p>Individual instructors interpret the evidence. At times, the department chair or division director may also assist in this effort.</p>	<p>No changes to date have been made. However, appropriate changes may be recommended as a result of the 2011-12 discipline review.</p>	<p>There is no history of a review ever being completed in this area. A discipline review is scheduled for 2011-12.</p>
Modern Languages	Yes. Objectives and outcomes for all Romance languages are	<p>Formal, measurable learning outcomes have been developed for all Romance</p>	<p><u>Direct:</u> Papers, quizzes and tests, group and individual oral presentations, and research projects</p>	<p>Individual instructors interpret the evidence. At times, the department</p>	<p>Changes have been made in textbook adoption, based on faculty collaboration. Previously, data to</p>	<p>2012-13.</p>

	<p>identical across sections. However, American Sign Language and Chinese have separate outcomes that are in the process of being revised.</p>	<p>languages and can be found on course syllabi. The division's website is in the process of being redesigned. Once this occurs, all learning outcomes will be located here.</p>	<p>serve as evidence of competency.</p> <p><u>Indirect:</u> Instructor's observation of students' language comprehension; students' responses to classroom conversations; instructor's monitoring of peer-to-peer reviews and conversations</p>	<p>chair or division director may also assist in this effort. However, the Quia software used in all Spanish sections is identical in terms of assessment. It is weighted differently, per individual instructor preference.</p>	<p>inform change in the discipline was often anecdotal and stemmed from informal student feedback. The change in textbook addressed the need for a customized text, based on student input.</p>
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Behavioral & Social Sciences

DEGREE & CERTIFICATE PROGRAMS:

2. Behavioral Science (BS)	Yes	<p>Course Syllabi College Catalog (2011-2012 Catalog, pg. 64) College Website http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/94</p>	Not established	<p>Program Faculty Division Director Academic Unit's Academic Council Program Review visiting teams Program Review subcommittee of the IPC</p>	Not established	<p>First program review scheduled for 2010-11 is near completion -Review team will visit in Fall 2011</p>
3. Criminal Justice (CJ)	Yes	<p>Course Syllabi College Catalog</p>	<p>Direct Evidence: <ul style="list-style-type: none"> • Locally developed </p>	<p>Program Faculty Program</p>	<p>Changes in curriculum since the last accreditation</p>	<p>Spring 2010</p>

		<p>(2011-2012 Catalog, pp. 71-76)</p> <p>College Website</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/106;</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/107;</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/108;</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/109;</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/110;</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs-progid/110;</p>	<p>classroom tests, assignments, papers, and projects</p> <ul style="list-style-type: none"> • Cooperative Education work experience with external feedback from employers <p>Indirect Evidence:</p> <ul style="list-style-type: none"> • Employer surveys • Retention and transfer studies (provided by OIR) 	<p>Advisory Board</p> <p>Division Director</p> <p>Academic Unit's Academic Council</p> <p>Program Review visiting teams</p> <p>Program Review subcommittee of the IPC</p>	<p>visit is the addition of the Forensics Option as a degree program.</p> <p>Equipment purchases have included materials and equipment for the forensics and criminal investigations courses.</p> <p>Realignment of budget priorities – division budget process has been revamped so that program is allocated specific resources and coordinator has</p>	
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4. Drug & Alcohol Recovery Counselor (DARC)	Yes	<u>Programs/progid/111</u> Course Syllabi College Catalog (2011-2012 Catalog, pg. 81) College Website http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/116	Direct Evidence <ul style="list-style-type: none"> • Locally developed tests, papers, assignments, and projects • Collections of student work (portfolios including case studies required as part of internship interview process) • Formal internship course with supervision by addiction specialists • Summary review and evaluation by program coordinator • Performance on 	Program Faculty Program Advisory Board Division Director Academic Unit's Academic Council Program Review visiting teams Program Review subcommittee of the IPC	more authority over how they are expended. Changes in curriculum have included addition of DAR 220 Co-Occurring Disorders and a DARC Certificate. Equipment and materials (e.g., models) have been purchased for teaching and for Drug & Alcohol Awareness Days (2009 and 2010). Realignment of budget priorities – division	Program reinstated 2007; first program review scheduled for 2011-2012
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5. Human Services (HS)	Yes	Course Syllabi College Catalog (2011-2012 Catalog, pg. 92)	<p>Direct Evidence</p> <ul style="list-style-type: none"> Locally developed tests, papers, 	Program Faculty Program Advisory	Changes in curriculum have included modifying or	Program review completed Spring
			<p>state certification exam (Certified Addictions Counselor—CAC)</p> <p>Indirect Evidence</p> <ul style="list-style-type: none"> Observation of student behaviors (e.g., simulations and role-plays) Alumni, employer, and student surveys Exit interviews with graduates Graduate follow-up studies Retention and Transfer studies (provided by OIR) 		budget process has been revamped so that program is allocated specific resources and coordinator has more authority over how they are expended.	

		<p>College Website</p> <p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/130</p>	<p>assignments, and projects</p> <ul style="list-style-type: none"> • Collections of student work (e.g., website review, resource manual) • Fieldwork experience with external feedback from employers <p>Indirect Evidence</p> <ul style="list-style-type: none"> • Observation of student behaviors (e.g., simulations and role-plays) • Graduate follow-up studies • Retention and Transfer 	<p>Board</p> <p>Division Director</p> <p>Academic Unit's Academic Council</p> <p>Program Review visiting teams</p> <p>Program Review subcommittee of the IPC</p>	<p>terminating options and certificates so that there is now one program (now named Human Services/Pre-Social Work) where a student can earn her/his degree and a certificate simultaneously.</p> <p>Realignment of budget priorities – division budget process has been revamped so that program is allocated specific resources.</p> <p>and coordinator</p>	<p>2014</p> <p>What is the status, is this taking place now?</p> <p>2010-2011 program review has been successful</p> <p>y completed and accepted by the College. Program coordinator has developed a specific plan for</p>
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Anthropology	Yes	Course Syllabi	<p>Direct Evidence</p> <ul style="list-style-type: none"> • Locally developed tests, papers, assignments, and projects • BSS disciplines are in the process of developing common assessments for introductory courses. Pilot should occur in 2012-2013, with implementation in 2013-2014 	<p>Discipline Faculty Department Chair Division Director Academic Unit's Academic Council Discipline Review visiting teams Program Review subcommitte</p>	<p>has more authority over how they are expended.</p>	<p>addressing the review team's concerns.</p>
Anthropology	Yes	Course Syllabi	<p>Direct Evidence</p> <ul style="list-style-type: none"> • Locally developed tests, papers, assignments, and projects • BSS disciplines are in the process of developing common assessments for introductory courses. Pilot should occur in 2012-2013, with implementation in 2013-2014 	<p>Discipline Faculty Department Chair Division Director Academic Unit's Academic Council Discipline Review visiting teams Program Review subcommitte</p>	<p>Data not available yet. Individual faculty make adjustments in their courses based on their expertise and experiences on a semester-by-semester basis.</p>	<p>First discipline review scheduled for 2012-2013</p>

			<p>Indirect Evidence</p> <ul style="list-style-type: none"> • None noted 	<p>e of the IPC</p>	<p>Data not available yet. Individual faculty make adjustments in their courses based on their expertise and experiences on a semester-by-semester basis.</p>	<p>First discipline review scheduled for 2013-2014</p>
<p>Geography</p>	<p>Yes</p>	<p>Course Syllabi</p>	<p>Direct Evidence</p> <ul style="list-style-type: none"> • Locally developed tests, papers, assignments, and projects • BSS disciplines are in the process of developing common assessments for introductory courses. Pilot should occur in 2012-2013, with implementation in 2013-2014 <p>Indirect Evidence</p> <ul style="list-style-type: none"> • None noted 	<p>Discipline Faculty Department Chair Division Director Academic Unit's Academic Council Discipline Review visiting teams Program Review subcommittee of the IPC</p>		

History	Yes	Course Syllabi	<p>Direct Evidence</p> <ul style="list-style-type: none"> Locally developed tests, papers, assignments, and projects BSS disciplines are in the process of developing common assessments for introductory courses. Pilot should occur in 2012-2013, with implementation in 2013-2014 <p>Indirect Evidence</p> <ul style="list-style-type: none"> None noted 	<p>Discipline</p> <p>Faculty</p> <p>Department Chair</p> <p>Division Director</p> <p>Academic Unit's Academic Council</p> <p>Discipline Review visiting teams</p> <p>Program Review subcommittee of the IPC</p>	Data not available yet. Individual faculty make adjustments in their courses based on their expertise and experiences on a semester-by-semester basis.	Last discipline review completed in 2005-2006. Next discipline review scheduled for 2011-2012
Political Science	Yes	Course Syllabi	<p>Direct Evidence</p> <ul style="list-style-type: none"> Locally developed tests, 	<p>Discipline</p> <p>Faculty</p> <p>Department</p>	Data not available yet. Individual faculty make	Discipline review scheduled for 2010-

Psychology	Yes	Course Syllabi	<p>papers, assignments, and projects</p> <ul style="list-style-type: none"> BSS disciplines are in the process of developing common assessments for introductory courses. Pilot should occur in 2012-2013, with implementation in 2013-2014 <p>Indirect Evidence</p> <ul style="list-style-type: none"> None noted 	<p>Chair</p> <p>Division Director</p> <p>Academic Unit's Academic Council</p> <p>Discipline Review visiting teams</p> <p>Program Review subcommittee of the IPC</p>	<p>adjustments in their courses based on their expertise and experiences on a semester-by-semester basis.</p>	<p>11 is in progress - Review team will visit in Fall 2011</p>
			<p>Direct Evidence</p> <ul style="list-style-type: none"> Locally developed tests, papers, assignments, and projects BSS disciplines 	<p>Discipline Faculty</p> <p>Department Chair</p> <p>Division Director</p>	<p>Data not available yet. Individual faculty make adjustments in their courses based based on their expertise</p>	<p>Discipline review scheduled for 2010-11 is near completion -Review team will</p>

			<p>are in the process of developing common assessments for introductory courses. Pilot should occur in 2012-2013, with implementation in 2013-2014</p> <p>Indirect Evidence</p> <ul style="list-style-type: none"> • None noted 	<p>Academic Unit's Academic Council</p> <p>Discipline Review visiting teams</p> <p>Program Review subcommittee of the IPC</p>	<p>and experiences on a semester-by-semester basis.</p>	<p>visit in Fall 2011</p>
<p>Sociology</p>	<p>Yes</p>	<p>Course Syllabi</p>	<p>Direct Evidence</p> <ul style="list-style-type: none"> • Locally developed tests, papers, assignments, and projects • BSS disciplines are in the process of developing common 	<p>Discipline Faculty</p> <p>Department Chair</p> <p>Division Director</p> <p>Academic Unit's Academic</p>	<p>Data not available yet. Individual faculty make adjustments in their courses based on their expertise and experiences on a semester-by-semester</p>	<p>Last discipline review completed in 2007-2008. Next discipline review scheduled for 2012-</p>

			<p>assessments for introductory courses. Pilot should occur in 2012-2013, with implementation in 2013-2014</p> <p>Indirect Evidence</p> <ul style="list-style-type: none"> • None noted 	<p>Council Discipline Review visiting teams</p> <p>Program Review subcommittee of the IPC</p>	<p>basis.</p>	<p>2013</p>
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (license, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Early Childhood Education (ECE) Accredited by National Association for the Education of Young Children (NAEYC)	Not applicable – NAEYC just started accrediting program in 2007-2008 The Early Childhood Education Program was awarded full accreditation by NAEYC in March 2012.	Not applicable.	NAEYC Standards for early childhood associate degree programs include: Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships <i>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</i> Standard 4. Teaching and Learning Standard 5. Becoming a Professional	First accreditation visit in Fall 2011 The next accreditation visit will be in Fall 2019.
Child Development Center (CDC) Accredited by National Association for the Education of Young Children (NAEYC)	Center accredited 1/2008-1/2013	All indicators were met, but the following were identified as areas for ongoing improvement: 1. Identifying children's interests and needs, and informing program development 2. Promoting and protecting children's health and controlling infectious disease 3. Ensuring children's nutritional	NAEYC Standards for childcare centers include: Standard 1: Relationships Standard 2: Curriculum Standard 3: Teaching Standard 4: Assessment of Child Progress	Full reaccreditation visit in Fall 2012

		<p>wellbeing</p> <p>4. Preparation, knowledge, and skills of teaching staff</p>	<p>Standard 5: Health</p> <p>Standard 6: Teachers</p> <p>Standard 7: Families</p> <p>Standard 8: Community Relationships</p> <p>Standard 9: Physical Environment</p> <p>Standard 10: Leadership and Management</p>	
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*Record results of key performance indicators in form S3. Institutions selecting E1b should also include E1a.

List each degree program: Business

- 1. Accounting yes Syllabi; program review; and catalog Direct: Faculty individually and in discussion review the overall achievement of graduating students. In the classroom, accounting faculty use a variety of assessment measures including tests, Representative businesses and universities invited to speak with the accounting majors meet with students and provide feedback to members of Changes in course content; texts and active teaching methodologies, hybrid courses and late start courses. 2006

projects, presentations, discussions and portfolios. Indirect: Students who have graduated, often provide insights as to the success of the program. This occurs at meetings of professional organizations, and when students call or visit with faculty. Conversations with programs that students transfer into also provide information as to the accomplishment of objectives. Articulations with Universities and Program Review Committee also provide indirect measures of assessment. Workroom

the accounting faculty. IBM, Unilever, the AICPA, GE Capital, Fairfield University, Sacred Heart University, and WestConn, are examples.

<p><u>Documents:</u> tests, projects, presentations, discussions and portfolios.</p>			<p>Findings from surveys and Program Review resulted in Text Changes, course alterations with a Course Leader for Intro to Business as a Foundation course; continued input from Faculty as industry need changes.</p>	<p>2006</p>
<p><u>Direct:</u> Includes oral and written presentations measured against published outcomes.</p>	<p>Ongoing recommendations regarding the development of a Division based Advisory Board; outreach to prospective Employers and Universities; Currently Chair, Full time and adjunct faculty.</p>	<p><u>Indirect:</u> Division Graduate surveys conducted annually; discussions with full and part time faculty. Articulation updates with applicable Universities and Program Review Committee.</p>	<p>Coordinator Positions have been merged into one Chair of Management, Marketing and</p>	
<p><u>Workroom</u> <u>Documents:</u> Written presentations</p>	<p>2.Business Management</p>	<p>yes</p>	<p>Syllabi; catalog; website; program review; Supervision and Organization Behavior as a Capstone course.</p>	

<p>3.Business Finance</p>	<p>yes</p>	<p>Syllabi; program review and catalog</p>	<p><u>Direct:</u> Includes oral and written presentations measured against published outcomes. Financial Management as the Capstone Course. <u>Indirect:</u> Division Graduate surveys conducted annually; discussions with full and part time faculty. Articulations with Universities and Program Review Committee. <u>Workroom Documents:</u> Samples of presentations, capstone student work, surveys.</p>	<p>Business Finance would be part of a Division Advisory Council; outreach to prospective Employers and Universities; Full time and Adjunct Faculty.</p>	<p>2010</p> <p>Finance in order to streamline all three programs. Changed books and course topics; updated use of online tutoring programs such as CONNECT PLUS ; Input from Full time and Adjunct Faculty; Coordinator Positions have been merged into one Chair of Management, Marketing and Finance in order to streamline all three programs.</p>
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4. Business Marketing	yes	Syllabi, Program review, & catalog, & website	<p><u>Direct:</u> Includes oral and written presentations measured against published outcomes.</p> <p><u>Indirect:</u> Division Graduate surveys conducted annually; discussions with full and part time faculty. Articulations with Universities and Program Review Committee.</p> <p><u>Workroom documents:</u> Samples of presentations, surveys.</p>	Marketing would be part of the Division Advisory Council; outreach to prospective employers and Universities.	Once the new review is completed it would be anticipated that an ongoing review of texts used and courses offered will be conducted. Coordinator Positions have been merged into one Chair of Management, Marketing and Finance in order to streamline all three programs.	2000 (A review to be completed by the end of 2012.)
5. CIS – Computer Information Systems	yes	Page 69 NVCC Catalog, website	<p><u>Direct:</u> Tests, Assessments</p> <p><u>Indirect:</u> Program review involving review team from multiple areas: Program</p>	Program review team, Faculty, Dean of Faculty, Division Director	In progress. Results are currently being communicated to senior levels. Recommendations	Program Review Completed 11-15-2011 Review team

review team included community and business program stakeholders. ESPN – Network and Strategic Managers QU – Security Expert High School Principal Student.

Workroom

Documents:

Tests, Assessments

on report sign off by review team 12/2011

report summary of self-study findings – approved 12/2012

6. Computer Information Systems Technology – CSC and CST

Page 69 NVCC Catalog, Website

yes

Direct: Individual portfolios are developed for students in each technology class. Blackboard is the preferred method of capture & retention of information, but this may vary by faculty member. State of the art networking labs are used to ensure students receive hands on training that is current and

New course added in mobile Device programming.

Faculty in each class. Program Review Completed 11-15-2011 Review team report summary of self-study findings – approved 12/2012

relevant.

Indirect:

Based on feedback from active members of the business community, technology trends are monitored and adjustments are made to ensure course work is current and relevant.

Workroom

documents:

Sample Portfolios

7. Networking CST

Yes

Page 69 of
NVCC
Catalog,
website

Direct:

Curriculum for technical networking classes are mapped to current industry certifications. Texts and labs material is chosen based on current standards. Tests and Assessments align with this mapping.

Indirect:

Curriculum for technical networking classes are mapped to current industry certifications. Texts and labs material is chosen based on current standards

Student Surveys, Employer Surveys. <u>Workroom</u> <u>documents:</u> Tests, Surveys	<u>Direct:</u> Tests, Assessments.	
8. Food Service Management - Hospitality Management	Yes	Pg. 90 of 2011-2012 NVCC catalogue and website
National Certification Exams from NRA (HSP 108 & 109), Portfolio of managed events (HSP 202), Course embedded assessments (all classes), Public assessments of catered events (HSP 102, 135, 202), Written assignments through Blackboard (HSP 100, BIO 111), Photographic gallery of production (HSP 101,102,103,202), Observation & tasting of food products, Observation of student/guest interactions in public settings	Program Coordinator, Adjunct Faculty, Program Advisory Board. Through meetings and email messages	Curriculum rewritten to reflect faculty and student recommendati ons. HSP 101 completely revised Sp2012. HSP 102 curriculum and production schedule revised Sp 2012. Student evaluation of field trips required for HSP 100.
		2008

Indirect:

Student surveys mid-term(HSP100,101,108,109,BIO111), Program Advisory Board meetings, Number of students dual enrolled in WSCU.

Workroom documents:

National Certification Exams from NRA (HSP 108 & 109) - will provide the list of certificates awarded from the National Restaurant Association to NVCC students. Portfolio of managed events (HSP 202) - will provide a sample of portfolios from the class of Fall 2011. Course embedded assessments (all classes). Paper copy

of tests, assignments, Public assessments of catered events (HSP 102, 135, 202) - will show photo album of guests and written comment cards from dining guests. Written assignments through Blackboard (HSP 100, BIO 111) - actual assignments that students have submitted (flash drive), Photographic gallery of production (HSP 101, 102, 103, 202) - flash drive with our photos, Observation & tasting of food products - provide copy of lab grading sheets used in class, Observation of student/guest

interactions in public settings – instructor assessments and comment cards by guests. Student surveys mid-term (HSP100,101,108,109,BIO111)- provide samples of surveys submitted by students. Program Advisory Board meetings –provide minutes and copy of revised curriculum, Number of students dual enrolled in WesConn – provide list from WesConn.

9.Hospitality – Hotel management	Yes	Where: Pg. 90 of 2011-2012 NVCC catalogue and website	<u>Direct:</u> National Certification Exams from NRA (HSP 108 & 109), National Certification Exam from AHLEF	Program Coordinator, Adjunct Faculty, Program Advisory	Curriculum rewritten to reflect faculty and student recommendations. HSP 101	2008
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(HSP 242), Portfolio of tour operations (HSP 241), Course embedded assessments (all classes), Public assessments of service skills (HSP 135), Written assignments through Blackboard (HSP 100,BIO 111), Photographic gallery of production (HSP 101), Observation & tasting of food products, Observation of student/guest interactions in public settings.	Board Through meetings and email messages.	completely revised Sp2012. HSP 102 curriculum and production schedule revised Sp 2012. Student evaluation of field trips required for HSP 100.
Student surveys mid-term(HSP100,101,108,109,BIO111), Program Advisory Board meetings, Number of students dual enrolled in WSCU.		

Workroom

Documents:

National Certification

Exams from NRA

(HSP 108 & 109) -

will provide the list

of certificates

awarded from the

National Restaurant

Association to NVCC

students, National

Certification Exam

from AHLEF (HSP

242) - will provide

the list of certificates

awarded from the

American & Hotel

Lodging Education

Foundation, Portfolio

of tour operation

requirements (HSP

241) will be

provided. Portfolios

are not produced by

students until the

end of the semester,

Course embedded assessments, Public assessments of dining room skills (HSP 135) - will show photo album of guests and written comment cards from dining guests, Written assignments through Blackboard (HSP 100, BIO 111) - actual assignments that students have submitted, Photographic gallery of production (HSP 101) - flash drive with our photos, Observation of student/guest interactions in public settings - instructor assessments and comment cards by guests, Student

surveys mid-term(HSP100,101,108,109,BIO111)- provide samples of surveys submitted by students, Program Advisory Board meetings –provide minutes and copy of revised curriculum, Number of students dual enrolled in WSCU – provide list from WSCU.

10. Fire Technology and Administration	Yes.	College Catalog Pg. 87 Course Syllabi College Website http://www.nvc.c.comnet.edu/Academics/Credit-Programs-Courses/Degree - Programs/progi	Direct: The national <u>Fire and Emergency Services Higher Education</u> (FESHE) Model Curriculum publishes syllabi, textbook recommendations, course sequencing, objectives, outcomes, etc., and is	Outside Reviewers, Faculty, Coordinators, and Division Director.	Curriculum development, changes in staffing throughout the program. Purchase of equipment and other budget prioritization. Revamping of schedules and	Program review currently being performed Summer 2011
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d/125
Program
Review

continuously updated and available to view online. The textbook publishers supply instructor resources, usually on CD-ROM or online, with lesson plans, answers to questions, Powerpoint® presentations, computerized test banks, and the FESHE correlation grid. Students are evaluated for mastery of learning objectives by methods of evaluation to be determined by the instructor.

(
http://www.usfa.fema.gov/nfa/highered/feshe/feshe_model.shm#associate)

Indirect: The

development
of program
strategic
initiatives

program has 2 surveys; a Student Exit Survey (at time of graduation) and a Program Survey (all students that were registered in any Fire course (graduates, current, and students who have left the program). Student evaluations are distributed every semester (now online). The adjunct faculty also have an in class evaluation by the Program Director every third semester. There is also a new Program Review.

WorkRoom Documents:
The national Fire and Emergency Services Higher Education (FESHE) Model Curriculum

The Program Review Report (includes a 2011 national syllabus and the course correlation grid, etc.)

SprinklerAge Magazine (December 2008) (An American Fire Sprinkler Association Publication)

11. Legal Assistant Program	Yes	Catalog Hard Copy Website Program Brochures Syllabi	<u>Direct:</u> oral class presentations, research & writing papers benchmarked against developed rubrics for LGL 101 & LGL 202, course specific legal document preparation benchmarked against course specific rubrics, pretest - posttest exam in LGL 101,	Coordinator, Full time and Adjunct Faculty	Pending completion Spring 2012
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pretest/posttests
have been developed
for other LGL courses
for implementation
in Fall 2012.

Indirect:

Student exit survey,
Student Satisfaction
survey, alumni tracking;
discussions between full-
time faculty & Adjunct
Faculty

Work Room

Documents

LGL 101 Oral
Presentation Rubric,
Oral Presentation
Peer review student
samples, Oral
Presentation
Instructor Review
samples, Spring
2011, Fall 2011,
Spring 2012, LGL 101
Student
Pretest/posttest
Spring 2012, LGL 102
& 202 legal Research
rubric, Case brief
rubric, Student Case

Brief Samples, Legal Writing Student Samples, Fall 2011, Spring 2012, LGL H208 Litigation rubric, Pretest/posttests developed for implementation in Fall 2012 for LGL H208, LGL 104, LGL 102, Student satisfaction survey Spring survey instrument & table of results data 2011. Student exit survey Spring 2012 – survey instrument & results, Copy Litigation text developed by Judge Robert Devlin.

12. Aviation Flight curriculum/Mgm t. Curriculum	Yes	<ol style="list-style-type: none"> 1. NVCC Catalog 2. NVCC Web site, AVS page 3. FAR Part 141 course materials 4. Syllabi 5. AVS Program Brochures 6. Federal Aviation 	<p><u>Direct (Flight):</u></p> <ol style="list-style-type: none"> 1. FAA Certification and licensure requires that students meet learning outcomes (NVCC and FAA) for both the Knowledge (written) and Practical (flight) Tests. 2. Students must complete certification and licensure for 	<ol style="list-style-type: none"> 1. Progression into more advanced flight courses requires that students complete certification requirements for a previous course. 2. Student 	<p>1. Lecture curriculum is fixed by FAR Part 141 regulations and course materials. When these program materials change, we change our Lecture courses to correspond with</p>	<p>Program Review is currently in progress (Spring)</p>
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Regulations (FARs)	those courses required by our Degree Program in order to graduate.	progression is assessed by the Program Coordinator once per semester.	Part 141 requirements.	2012).
3. Students are continually assessed in the laboratory component of their courses since instructors work one-on-one with a student during these lab flight simulations. Both knowledge and practical mastery are assessed.	3. The Program Coordinator periodically visits to flight schools to check on students' progress.	2. Flight curriculum is fixed by FAR Part 141 regulations and course materials. When these program materials change, we change our Flight and Lab courses to correspond with Part 141 requirements and integrate changes into our on-campus flight laboratories.		
<u>Direct (Management)</u> 1. Research and writing papers on topics relevant to course.	3. Student progress is assessed during advisement.	3. Economics have dictated more flexibility in locations of flight training and we have adapted our Program.		
2. Oral class presentations, where appropriate	4. Student success on a Program-wide basis is done during Program Review.			
3. On-site student evaluation and assessment (for Airport Management I and II)				
<u>Workroom documents:</u> Sample tests, on-site student evaluations, papers.				
2. Cooperative class projects, where appropriate.				
3. <u>Workroom documents:</u>				
4.				

Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

STEM Division - Assessment and Course Information

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
List each degree program: 1. Environmental Science	Yes	Catalog on pages 85-86 and website at www.nvcc.commnet.edu/Academics/catalogs & schedules	<u>Direct:</u> Program Review process Transferability Locally (instructor specific) developed tests, homeworks and	Outside review team composed of one CC member, one CSU and one industry person Advisory Committee on annual	Elimination of tracks that no longer apply to the industry Focus on transferability to 4 year institutions	2004, Fall, 2012

			<p>lab reports</p> <p><u>Indirect:</u></p> <p>Student surveys conducted for Program review</p> <p>Discussions between full time and adjunct faculty</p>	<p>basis</p> <p>The instructors for each course interprets that the students have achieved the stated outcomes by collecting the assessments and grading them .</p>		
2.Math/Science	Yes	Catalog on page 97 and website at www.nvcc.commnet.edu/Academics/catalogs & schedules	Never been reviewed; however discipline specific assessment information is applicable. Please see below.	Only at the Discipline Level	Program Review will be completed by 2014	Never

2a. Chemistry Discipline	No	Not for discipline as a whole, each individual course has them on the syllabus	<p><u>Direct:</u></p> <p>Outside review team</p> <p>Transferability</p> <p>Locally (instructor specific) developed tests, homeworks and lab reports</p> <p><u>Indirect:</u></p> <p>Student surveys conducted for Program review</p> <p>Discussions between full time and adjunct faculty</p>	<p>Outside review team composed of one CC member, one CSU and one UCONN faculty</p> <p>The instructors for each course interprets that the students have achieved the stated outcomes by collecting the assessments and grading them .</p>	Requested increase in math prerequisite to improve retention in CHE 121	2008
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2b.Biology Discipline	No	Not for discipline as a whole, each individual course has them on the syllabus	<p><u>Direct:</u></p> <p>Outside review team</p> <p>Transferability</p> <p>Locally (instructor specific) developed tests, homeworks and lab reports</p> <p><u>Indirect:</u></p> <p>Student surveys conducted for Program review</p> <p>Discussions between full time and adjunct faculty</p>	<p>Outside review team composed of one CC member, one CSU and one UCONN faculty</p> <p>The instructors for each course interprets that the students have achieved the stated outcomes by collecting the assessments and grading them .</p>	Hired additional Educational Assistant to support weekend classes	2009
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2c. Physics Discipline	No	Not for discipline as a whole, each individual course has them on the syllabus	<p><u>Direct:</u></p> <p>Outside review team</p> <p>Transferability</p> <p>Locally (instructor specific) developed tests, homeworks and lab reports</p> <p><u>Indirect:</u></p> <p>Student surveys conducted for Program review</p> <p>Discussions between full time and adjunct faculty</p>	<p>Outside review team composed of one CC member, one CSU and one UCONN faculty</p> <p>The in-structors for each course interprets that the students have achieved the stated outcomes by collecting the assessments and grading them.</p>	<p>A technician for equipment repairs was requested and hired as a result</p> <p>Technology was added to the laboratory components</p>	2011
2d. Math Discipline	Yes	In the common department syllabus and on the NVCC website.	<p><u>Direct:</u> The basis used to determine that students have achieved the</p>	<p>The Instructors for each course interprets</p>	<p>Technology has been added to almost every course.</p>	<p>Developmental Math Review completed June 2012</p>

	<p>http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Courses</p> <p>http://www.nvcc.commnet.edu/Offices-Departments/Academic-Divisions/Mathematics-Science/Mathematics-Department/itemId/243/Department-of-Mathematics</p> <p>See below link for the detailed information on the Mathematics Department Assessment and Course Information</p>  <p>Mathematics Department Assessment</p>	<p>stated outcomes for the course include: pretest and posttest comparisons for Developmental courses, Common final exam questions with data collection and analysis for most courses, completing case studies, technology projects, graded homework assignments, and exams.</p> <p><u>Indirect:</u> Discussions between Full-time faculty and Adjunct Faculty;</p>	<p>that the students have achieved the stated outcomes by collecting the assessments and grading them.</p>	<p>Almost all courses use some type of homework managerial program. This allows each homework to be graded and reviewed. Course leaders review pretest/posttest comparisons in developmental math to determine if outcomes have successfully been achieved. Course Leaders for each course analyze final exam data to determine if more emphasis needs to be</p>
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			Developmental Math Student Satisfaction Survey <u>Workroom</u> <u>Documents</u> Common final exams, projects, Common final Data Analysis, case studies, and Development al Math Student Satisfaction Survey results		placed on topics.	
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3. Computer-Aided Drafting/Design Engineering Technology	Yes.	College Catalog Pg. 68 Course Syllabi College Website http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/121 Program Review	Direct and indirect. Same as above. Primarily program review using an audit sheet. Ongoing classroom support activities exist including a capstone course. Based on ABET model, we have an ongoing program outcome assessment established that utilizes surveys of students and employers.	Outside Reviewers, Faculty, Coordinators, and Division Director, ind. Advisory committee & employers.	Curriculum development, changes in staffing throughout the program. Purchase of equipment and other budget prioritization. Revamping of schedules and development of program strategic initiatives	We have been reviewing continuously. Supporting curriculum to ABET programs - reviewed November 2010
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4. Engineering Technologies	Yes.	College Catalog Pg. 84 Course Syllabi College Website http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs/progid/119 Program Review	Direct and indirect - same as above. Primarily program review using an audit sheet. Ongoing classroom support activities exist. We have an ongoing program outcome assessment established that utilizes surveys of students and employers.	Outside Reviewers, Faculty, Coordinators, and Division Director, ind. Advisory committee & employers.	Curriculum development, changes in staffing throughout the program. Purchase of equipment and other budget prioritization. Revamping of schedules and development of program strategic initiatives	Program review planned for 2012.
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>ABET TAC - Automated Manufacturing Engineering Technology</p>	<p>Nov. 2011- Site Visit</p>	<ul style="list-style-type: none"> • Development and implementation of more detailed assessment rubrics for assessment of program outcomes. Expanded assessment rubrics are needed to make decisions on continuous improvement plan. • New procedures for prerequisite course waiver and substitutions are more rigorous than in the past – it is now, no longer allowed for the AS degree program. • Advisory groups are now required to meet regularly with program coordinators to discuss program objectives and outcomes. • Purchase of equipment and other budget prioritization. 	<ul style="list-style-type: none"> • Satisfactory performance on the application of fundamental mathematics, science, and engineering principles, as well as ability to use modern technical and computer based tools, knowledge of contemporary issues and recognition of the need for self-improvement based on assessment of quizzes, 	<p>2013 – Update Report on progress</p>

			<p>laboratory reports, peer review, projects, as well as exams, and essays. Satisfactory performance on the application of fundamental mathematics, science, and engineering principles, as well as ability to use modern technical and computer based tools, knowledge of contemporary issues and recognition of the need for self-improvement based on assessment of quizzes, laboratory reports, peer review, projects, as well as exams, and essays. Ongoing classroom support activities exist including a capstone course. Based on ABET requirements, we have an ongoing</p>	
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<p>ABET TAC- Electrical Engineering Technology</p>	<p>Nov. 2011- Site Visit</p>	<p>Development and implementation of more detailed assessment rubrics for assessment of program outcomes. Expanded assessment rubrics are needed to make decisions on continuous improvement plan.</p> <p>Purchase of equipment and other budget prioritization.</p> <p>Revamping of schedules and development of program strategic initiatives</p>	<p>program outcome assessment established that utilizes surveys of students and employers.</p>	<p>Satisfactory performance on the application of fundamental mathematics, science, and engineering principles, as well as ability to use modern technical and computer based tools, knowledge of contemporary issues and recognition of the need for self-improvement based on assessment of quizzes, laboratory reports, peer review, projects, as well as exams, and essays.</p> <p>Ongoing classroom</p>	<p>Seven years</p>
--	----------------------------------	---	--	--	--------------------

<p>ABET TAC- Mechanical Engineering Technology</p>	<p>Nov. 2011- Site Visit</p>	<ul style="list-style-type: none"> • Development and implementation of more detailed assessment rubrics for assessment of program outcomes. Expanded assessment rubrics are needed to make decisions on continuous improvement plan. • New procedures for prerequisite course waiver and substitutions are more rigorous than in the past – it is now, no longer allowed for the AS degree program. • Advisory groups are now required to meet regularly with program coordinators to discuss program objectives and 	<p>support activities exist including a capstone course. Based on ABET requirements, we have an ongoing program outcome assessment established that utilizes rubrics to assess student achievement of each program outcome, surveys of students, graduates and employers are also used.</p>	
			<p>Satisfactory performance on the application of fundamental mathematics, science, and engineering principles, as well as ability to use modern technical and computer based tools, knowledge of contemporary issues and recognition of the need for self-improvement based on assessment of quizzes, laboratory reports, peer review, projects, as well</p>	<p>Seven years</p>

PLANET - Horticulture	2011	<p>outcomes.</p> <ul style="list-style-type: none"> ● Purchase of equipment and other budget prioritization. ● Revamping of schedules and development of program strategic initiatives ● 	<p>as exams, and essays.</p> <p>Ongoing classroom support activities exist including a capstone course. Based on ABET requirements, we have an ongoing program outcome assessment established that utilizes surveys of students and employers.</p>	
	2018	Student attendance at national PLANET conferences.	<p>Student numbers</p> <p>Graduation percentage</p> <p>Number of internships</p> <p>Advisory Committee composition</p> <p>Student attendance at PLANET conferences</p>	

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).*	(6) Date and nature of next scheduled review.
NATEF -Automotive Technician	Fall 2011	Maintaining program standards per last reevaluation period.	Satisfactory performance on quizzes, exams, classroom projects, co-op experience.	2012

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

Appendix Three

S-Series

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for 2012
IPEDS Retention Data						
Associate degree students		56%	60%	63%	58%	63%
Bachelors degree students		N/A	N/A	N/A	N/A	NA
IPEDS Graduation Data						
Associate degree students		7%	7%	7%	8%	10%
Bachelors degree students		N/A	N/A	N/A	N/A	N/A
Other Undergraduate Retention Rates (1)						
a	Part-Time Retention (first time)	38%	47%	44%	50%	63%
b	Overall Retention	51%	57%	57%	55%	63%
c						
Other Undergraduate Graduation Rates (2)						
a	Degree Completions	472	510	558	642	736
b	Certificate Completions	57	51	223	251	284
c	Overall Completions	529	561	781	896	1020
Graduate programs *						
Retention rates first-to-second year (3)		N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time (4)		N/A	N/A	N/A	N/A	N/A
Distance Education						
Course completion rates (5)		68%	66%	69%	69%	75%
Retention rates (6)		N/A	N/A	N/A	N/A	N/A
Graduation rates (7)		N/A	N/A	N/A	N/A	N/A
Branch Campus and Instructional Locations						
Course completion rate (8)		N/A	N/A	N/A	N/A	N/A
Retention rates (9)		N/A	N/A	N/A	N/A	N/A
Graduation rates (10)		N/A	N/A	N/A	N/A	N/A
Definition and Methodology Explanations						
1	100% of students retained Fall to Fall with graduates removed					
2	Count of # of degree/certificate completions in a given academic year (Summer-Spring)					
3	Not applicable					
4	Not applicable					
5	# of total students completing course (D+ or better)/total # of students enrolled in course.					
6	Not applicable					
7	Not applicable					
8	Not applicable					
9	Not applicable					
10	Not applicable					
* An institution offering graduate degrees must complete this portion.						

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for 2012	
Success of Students Pursuing Higher Degree						
1	Heads to 4 year	196	186	243	255	271
2	Heads to 4 yr public	112	103	138	147	160
3	To Public with associates	28	25	26	48	100
4	% to Public with Associates	25%	24%	19%	33%	63%
Definition and Methodology Explanations						
* All students enrolled in Fall 2005, 06, 07, 08 and transferring to a four year institution within three years Spring 2008,09,10,11. ** CT Public 4 year institutions only						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
3						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for 2012
State Licensure Passage Rates *						
1	Nursing	99%	91%	96%	96%	100%
2	Radiologic Technology	100%	100%	100%	100%	100%
3	Physical Therapy Assistant	100%	100%	100%	100%	100%
4	Respiratory Care	100%	100%	100%	100%	100%
5	DARC	100%	100%	100%	100%	100%
National Licensure Passage Rates *						
1	Nursing	86%	88%	86%	87%	100%
2						
3						
4						
5						
Job Placement Rates **						
1						
2						
3						
4						
5						
6						
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
Institutional Notes of Explanation						
a						
b						
c						
d						
e						
f						

Form S4. 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	Most Recent Year (201_)	Goal for 201_
Completion Rates *					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
Placement Rates **					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.					
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.					

Appendix Four
Audited Financial Statement 2010-11

**Combined Financial Statements
with Supplementary Combining Information
June 30, 2011 and 2010**





Board of Trustees
fiscal year 2011

Louise S. Berry, *Chair*

Timothy Ackert

Ryan Ahrens

Murali Atluru

Hilary C. Barhydt

Paul Brady

Rev. David L. Cannon

Darcy Clifford

Hugh Cox

Ronald Gambardella

Lori Granato

Wallace Irish

Jules L. Lang, Esq.

William J. McGurk

Carolyn McKenna

Win Oppel

Laurie Roy

Kenneth E. Wilson, Jr.

Virginia D. Zawoy



Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
Dr. Martha McLeod, President

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

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

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

Gateway Community College
60 Sargent Drive
New Haven, CT 06511
Dr. Dorsey L. Kendrick, President

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

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Ms. Anita Gliniecki, President

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Ms. Dianne E. Williams, President (retired)
Dr. Ross Tomlin, President

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

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Dr. Grace S. Jones, President

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Jonathan M. Daube, Interim President

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

System Office, Connecticut Community Colleges
61 Woodland Street
Hartford, CT 06105
Mr. Marc S. Herzog, Chancellor

Connecticut Community Colleges

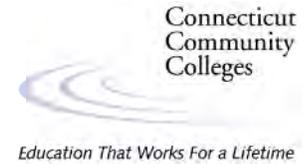
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June 30, 2011 and 2010



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Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



Introduction

The following discussion and analysis provides an overview of the financial position and activities of the Connecticut Community Colleges (“CCC” or “System”) for the fiscal year ended June 30, 2011, along with comparative information for the fiscal year ended June 30, 2010. This discussion has been prepared by and is the responsibility of CCC management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section. The discussion immediately following reflects the System as it existed during fiscal year 2011. Organizational and governance changes which were enacted by the state legislature effective July 1, 2011 are discussed more fully later in this document under the section entitled “Factors Impacting Future Results” beginning on page 17.

The Connecticut Community Colleges are a state-wide system of twelve regional community colleges, serving more than half of the undergraduates in public higher education in Connecticut (the “State”). The CCC’s offer two-year associate degrees and transfer programs, short-term certificates, and individual coursework in both credit and non-credit programs, often through partnerships with business and industry. During fiscal year 2011, 105,867 people registered for credit and non-credit programs at the community colleges. During the fall 2010 semester, 58,253 students enrolled in credit courses, up 5.7% from the previous fall. Full-Time Equivalent (“FTE”) enrollment was the highest in the System’s history, at 33,969 FTE, also a 5.7% increase from the previous fall. During fiscal year 2011, 29,704 students also took a variety of non-credit skill-building and personal interest programs geared to enhancing workforce opportunities and personal development.

The Connecticut Community Colleges serve the needs of communities, students and businesses at convenient locations throughout the State:

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

The Connecticut Community Colleges serve an important role in the State’s economy, providing convenient, accessible and flexible access to higher education for many of the State’s “non-traditional” students. Open admission to all individuals who have a high school degree or equivalency, an emphasis on low student tuition and fees, and a policy goal of making financial aid available to meet the direct costs of attendance for students who demonstrate financial need, help to ensure access to all students regardless of income. The large majority of students study part time (62.4% in fall 2010), most are female (59.6%) and many are employed while pursuing their education. While the typical CCC student is an adult (55.2% of CCC students were age 22 or older in fall 2010), increasing numbers of high school graduates under age 22 are turning to Connecticut’s Community Colleges as a low cost, quality alternative for achieving the first two years of an undergraduate education. The trend toward more full-time students continued in fall 2010, with 21,918 students, or 37.6% of all credit students, studying full time. More than two-thirds of all African-American and Hispanic undergraduates enrolled in Connecticut public higher education in the fall of 2010 studied at one of the Connecticut Community Colleges.

As outlined in Connecticut General Statute 10a-80, the primary responsibilities of the community colleges are:

- 1) To provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and State manpower needs;
- 2) To provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals;

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



- 3) To provide programs of study for college transfer representing the first two years of baccalaureate education;
- 4) To provide community service programs; and
- 5) To provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

Economic Impact of Connecticut Community Colleges

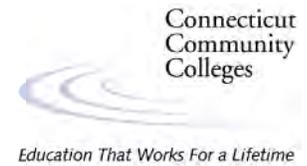
Connecticut benefits directly and indirectly from the presence of its twelve community colleges. A 2008 comprehensive economic impact study quantified the significant economic and social benefits for the State's communities, students and taxpayers. The study was based on a model developed for the Association of Community College Trustees ("ACCT"), and has been subject to peer review and field testing on over 800 colleges and universities throughout the United States and Canada. The benefits attributable to the CCC System based on this economic model include:

- **Regional economic benefits in the form of local job and income formation** valued at \$5.0 billion in annual earnings. This includes college employment, annual spending by the college which generates additional jobs in the local economy, and the accumulated contribution of past instruction which generates further additional earnings and jobs for students who bring their increased skills to the workforce.
- **Student benefits in the form of higher earnings.** Students who attend a Connecticut community college pay tuition and forego current earnings for a lifetime of higher earnings. Each full-time year a CCC student attends generates an additional \$6,930 per year in earnings, or \$197.9 million per year for all past students who remain in the workforce. Associate Degree graduates see an increase in income of approximately \$629,300 over the course of a working lifetime. CCC students receive a 22.6% ROI: every \$1 invested returns \$8.10 in discounted higher future earnings to the student.
- **Broad social benefits in the form of improved health, reduced crime and reduced welfare and unemployment,** with associated avoided costs totaling \$16.1 million per year resulting from less health-related absenteeism, a reduction in smoking and alcohol abuse, fewer incarcerations and lower victim costs, and reduced welfare and unemployment.
- **Taxpayer return on investment.** From the broadest perspective, the value of all future earnings and associated social savings, compared to the State's annual taxpayer support, drives a benefit/cost ratio of 16.4, i.e. every dollar of State tax money invested in the CCC's today returns a cumulative \$16.40 over the course of the students' working careers. From a narrow perspective – increased State revenues and reduced State expenditures – the State's return is 8.6%, with a benefit/cost ratio of 2.0.

Reporting Entity

The combined financial statements report information about the Connecticut Community College System as a whole. The Board of Trustees for Community-Technical Colleges (the "Board" or "Board of Trustees") is established under Connecticut General Statutes 10a-71 et. seq., with authority to administer and govern the regional community-technical colleges, in accordance with state-wide policy and guidelines established by the Department of Higher Education. A new governance structure effective July 1, 2011 is described later in this document. The System is budgeted as a single agency by the State, and operated under the direction of the Board of Trustees through a System Office management staff. However, within guidelines provided by the Board and its System Office, each of the twelve colleges is operated as a separate institution with its own executive, academic and administrative management, and each is held accountable for its academic programs as well as its financial position and financial operations. In addition, each college is recognized as a separate entity for Federal Title IV financial aid programs, and each college achieves separate accreditation from the New England Association of Schools and Colleges ("NEASC") and other specialized accrediting bodies depending upon the particular programs of study. Therefore, supplemental financial statements (excluding the footnotes), and abbreviated management discussion and analysis, are included for each institution to further support and clarify the System financial statements. The CCC System and individual college financial information is presented in the "primary institution" column of the various system-wide and college financial statements that follow.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



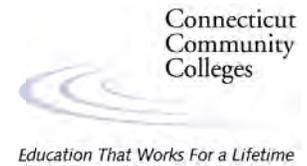
In addition, each of the twelve colleges has a related college foundation (referred to collectively as the “foundations”) which performs fundraising and provides various levels of support and service to its respective college. Each of the college foundations is a legally separate, tax-exempt non-profit organization separate from college control. These foundations, established in accordance with Connecticut General Statutes section 4-37e to provide funding for scholarships or other direct student financial aid, and for programs, services or activities at the associated college, are component units included within the CCC System financial statements based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* (“GASB 39”), regarding criteria for affiliated organizations. Those criteria include the fact that the economic resources of each foundation are received and held entirely for the direct benefit of the respective college; that each college has the ability to access the economic resources held by its foundation, or has historically received resources from or had requests for resources honored by its foundation; and that the foundations’ economic resources are significant to each college.

The financial information of the college foundations is discretely presented and identified in the “component unit” column of the various system-wide and college financial statements. Because under Connecticut statutes each foundation may establish its own accounting (fiscal) year as any twelve month period, not all twelve foundations have a fiscal year-end which coincides with the CCC June 30 year-end – some have fiscal years which end at December 31. GASB 39 allows component unit information to be up to eleven months older than that of the CCC primary institution, therefore the component unit information reflects foundation statements from each foundation’s most recent fiscal year, ending either December 31, 2010 or June 30, 2011. All foundation statement information is based on separately prepared foundation financial statements, which are audited as required by State statute (annually above a certain size, but not less than once every three years). Under pre-existing Connecticut statutory and CCC Board policy requirements, various foundation information, including the foundation financial statements, is reviewed at a high level by the college president and the college chief financial official, and forwarded to the CCC system office annually for transmittal to the State Auditors of Public Accounts. CCC management relies upon individual college and foundation compliance with these requirements, and the independently audited foundation financial statements, to ensure that information presented in the component unit section of the CCC statements is materially correct.

In addition to the college foundations, effective July 1, 2004 the Board assumed responsibility for the Great Path Academy (“GPA”), an inter-district magnet high school located on the Manchester Community College (“Manchester”) campus, whose mission is to provide an innovative learning environment that supports students from diverse backgrounds in developing the values, self-discipline, work habits, academic and life skills needed to achieve success, and to bridge the gap between secondary and postsecondary education by immersing high school students into the college community and providing access to college coursework. Great Path Academy is a separate legal entity established under section 10-2641 of the Connecticut General Statutes. Public Act 04-213 amended C.G.S. 10-2641 to permit the Board, on behalf of Manchester Community College, to sponsor and apply for funding to construct and operate a magnet school. The GPA entity meets the criteria for inclusion as a component unit in the financial statements of CCC and is reflected in a separate column within the Manchester Community College and System statements. The Board, through Manchester Community College, has overall responsibility for the mission, design, implementation and assessment of the GPA magnet school. The Board and Manchester have contracted with the Capitol Region Education Council (“CREC”) to assume responsibility for the day-to-day operations of GPA through June 2012. The Governing Board of GPA includes representation from Manchester Community College and the boards of education of Bolton, Coventry, East Hartford, Glastonbury, Granby, Hartford, Manchester and Tolland.

During the 2008 legislative session, Public Act 08-169 amended C.G.S. 10-283, effective July 1, 2008, to permit the Board, on behalf of Quinebaug Valley Community College, to sponsor and apply for funding to construct and operate an inter-district magnet school. During fiscal year 2009, the Quinebaug Valley Middle College (“QMC”) opened utilizing existing space on the Quinebaug Valley Community College Campus, with 34 tenth grade students, beginning in the fall of 2008. During fiscal year 2009, the Board submitted required information to apply for funding to begin the construction of a separate QMC facility on the QVCC campus. During fiscal year 2010, a building committee composed of college and community representatives and others was formed to guide and provide input to the process, with an architect hired and the design process well underway, with projected opening in September 2013. The QMC vision is based on the notion that student learning flourishes in an environment in which high expectations and achievement are integral; where rigorous, relevant instruction is provided; and where the real-world application of skills is conducted in a community of strong, positive and caring relationships. The QMC has as its theme the middle college experience, with a curriculum focused on

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



literacy in its broadest sense, contextual or problem-based learning, and creativity and innovation. The QMC meets the criteria for inclusion as a component unit in the financial statements of CCC, reflected in a separate column within the Quinebaug Valley Community College and System statements, beginning in fiscal year 2009. The Board has overall responsibility for the mission, design, implementation and assessment of the QMC, and has agreed with EASTCONN, a regional education service center, for EASTCONN to assume responsibility for the day-to-day operations of QMC.

Financial Highlights

The Connecticut Community Colleges had total assets of \$881.7 million, liabilities of \$105.6 million, and a total net asset balance of \$776.1 million at June 30, 2011. Of this amount, \$39.2 million is classified as unrestricted net assets, a \$1.3 million increase from 2010, following a \$13.7 million increase in 2009 and an \$8.6 million reduction in 2008.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were \$214.2 million, a 5.6% increase over the previous year. Operating expenses were \$480.0 million, an increase of 7.1% over the previous year, resulting in an operating loss of \$265.8 million during the year ended June 30, 2011. Net non-operating revenues and other changes were \$281.1 million, down 36.3% from the previous year, reflecting a \$166.8 million reduction in bond appropriations received during fiscal year 2011 following the receipt of funding for the Gateway Community College ("Gateway") downtown campus project during fiscal year 2010. Overall the CCC's experienced a net gain of \$15.3 million during fiscal year 2011.

Cash and cash equivalents were \$266.8 million at June 30, 2011, including \$38.6 million of cash equivalents in the form of State bond appropriations administered by the CCC's, and \$119.3 million of State bond appropriations administered by the Department of Public Works ("DPW") on behalf of the System. DPW-administered cash equivalents (bond appropriations) decreased from \$189.8 million at June 30, 2010, reflecting the expenditure of \$61.4 million of bond appropriations for the Gateway project, \$14.4 million for the science, health and wellness center and campus improvements at Norwalk Community College ("Norwalk"), as well as receipts and disbursements for smaller projects at other colleges. Total current assets were \$302.7 million at June 30, 2011. The ratio of unrestricted current assets of \$132.0 million to unrestricted current liabilities of \$52.9 million is 2.5:1, unchanged from 2010. The current ratio reflects a financial position sufficient to provide short-term liquidity in compliance with the Board of Trustees' net asset policy as the State continues to address severe budget shortfalls over the next few years. Non-current liabilities increased by 3.4%, to a total of \$40.3 million at June 30, 2011. This significant liability includes \$39.9 million for the long-term portion of the accrued value of benefits earned by employees which must be paid out when they retire or otherwise terminate service in the future (net of the estimated amounts to be paid out in the upcoming year). This large and essentially unfunded accrued compensated absence ("ACA") liability continues to represent a long-term obligation on the System's financial flexibility.

Overview of the Financial Statements

This annual report consists of a series of financial statements, prepared in accordance with the Governmental Accounting Standards Board Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities* ("GASB 35"), as amended by GASB Statements No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus, an amendment of GASB Statements No. 21 and No. 34*, ("GASB 37"); No. 38, *Certain Financial Statement Note Disclosures* ("GASB 38"); and No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"). GASB 35 extended the state and local government financial reporting requirements of GASB Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* ("GASB 34") to include public colleges and universities. GASB 35 established standards for external financial reporting for public colleges and universities, and requires that financial statements be presented on a combined basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB 34 and 35, a comparative analysis of fiscal year 2011 financial data with fiscal year 2010 is also presented, both for the CCC *primary institution*, as well as for the twelve college foundations *component unit* information, and for the two magnet high schools component unit information at Manchester and Quinebaug Valley Community Colleges.

During fiscal year 2010, the Connecticut Community Colleges also adopted GASB 51, *Accounting and Financial Reporting for Intangible Assets – Permanent Land Easements*, which provides guidance on the accounting and reporting of intangible

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assets including computer software and land easements. GASB 51 had virtually no impact on the CCC financial statements since the capitalization threshold for intangible assets under CCC fixed asset policy is \$100 thousand, and no such assets were identified. During fiscal year 2011, no new accounting pronouncements impacted the CCC's.

The Connecticut Community Colleges report as a special-purpose government engaged only in *business-type activities* ("BTA"), with much of the cost of providing service recovered through tuition and fees charged to students and other external users in exchange for service. Required financial statements include the Statement of Net Assets ("SNA"), the Statement of Revenues, Expenses and Changes in Net Assets ("SRECNA"), and the Statement of Cash Flows ("SCF"). A review of these financial statements can provide information regarding both short-term profitability and liquidity, as well as long-term financial viability and financing of the CCC's, helping to answer the important question of whether the System's financial condition continues to support the achievement of its operating objectives and mission.

Included in the CCC financial statements as component units, are twelve college foundations, each of which is associated with its respective community college. Also included as component units are magnet high schools at Manchester Community College and Quinebaug Valley Community College. As required by GASB 39, component unit information relative to the foundations is discretely presented, and is based on separately prepared financial statements of each foundation. Because the foundations are private, not-for-profit corporations rather than government agencies, they report using different generally accepted accounting principles ("GAAP") than do government agencies. The primary authority for the promulgation of GAAP for private corporations is the Financial Accounting Standards Board ("FASB"), which has promulgated Statement of Financial Accounting Standards ("SFAS") No. 117, *Financial Statements of Not-for-profit Organizations*, as well as other standards applicable to the college foundations. The magnet high school component unit statements are presented in accordance with GASB requirements, and have been included as part of the CCC system audit. While the CCC financial statements include the foundation and magnet high school statement numbers, no attempt has been made to reformat or compare incompatible FASB standards applied by the foundations, with GASB standard applied by the CCC's, nor have the foundation financial statement footnotes, disclosures or other detailed information included in the separate foundation statements, been re-stated herein. Unless otherwise specifically stated, the management discussion, notes and disclosures in the CCC statements refer to the CCC primary institution, not to the foundation or magnet high school component units.

The *Statement of Net Assets* presents the overall financial position of the System at the end of fiscal year 2011, compared with fiscal year 2010, and includes all assets and liabilities of the Connecticut Community Colleges, including capital assets net of depreciation. The difference between total assets and total liabilities – or net assets – is one indicator of the current financial condition of the System. Over time, increases or decreases in net assets may serve as an indicator of whether the financial health of the Connecticut Community Colleges is improving or deteriorating, although other factors including enrollment and condition of physical facilities must also be considered. The Statement of Net Assets classifies assets and liabilities as *current* and *non-current*. In general, current liabilities are those that will be paid within one year of the date of the statement of net assets. Current assets are those that are available to satisfy current liabilities. Comparisons of current assets to current liabilities can provide an indication of the System's ability to meet its obligations in the short term.

Net asset balances represent resources available to support future operations. Net assets classified as *Invested in Capital Assets* provide an indication of the State's and the System's investment in long-lived assets such as land, buildings, technology infrastructure, library holdings, machinery and moveable equipment, necessary to support the educational mission on a long-term basis. *Restricted-Nonexpendable* net assets are required by donor or legal restrictions to be maintained in perpetuity, such as endowments. *Restricted-Expendable* net assets provide an indication of non-exchange resources available for specific purposes based on donor or legal restrictions, including unexpended capital (bond fund) appropriations, scholarship donations, and other non-capital gifts. *Unrestricted Net Assets* provide an indication of the one-time financial reserves available to supplement current-year revenues or to provide resources for designated program expansions or capital investment, and as such can provide an indication of the financial health and flexibility of the System, as well as its ability to weather short-term financial difficulties.

The *Statement of Revenues, Expenses and Changes in Net Assets*, like the Statement of Net Assets, is prepared using the *economic resources measurement focus*, which includes both financial resources and capital resources. As required by GASB 35, both statements also utilize the *full accrual basis of accounting*, similar to that used by corporations and private

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colleges and universities, which recognizes revenues when goods or services are provided, and expenses when goods or services are consumed, regardless of when the related inflows and outflows of cash occur. The SRECNA provides information regarding whether the System is receiving sufficient revenues each year to cover the costs incurred in providing its educational and other services to students and the public.

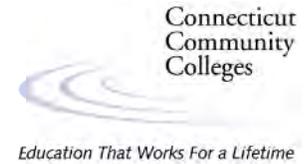
The SRECNA classifies revenues and expenses into *operating* and *non-operating*. Operating revenues – those which are generated as a result of the System's regular educational and public service activities – do not include State appropriations. Therefore, the Connecticut Community Colleges and virtually all public colleges and universities that rely on government appropriations as a major source of (non-operating) revenue, will show an operating loss on the Statement of Revenues, Expenses and Changes in Net Assets.

GASB 34 and 35 require that revenues be reported *net of discounts and allowances*. Therefore, for financial reporting purposes, student tuition, fee and other revenues are reduced by the value of student financial aid and tuition and fee waivers used to pay off these charges. Similarly, student financial aid and waiver expenses are reduced to the extent used to pay off tuition and fee charges. The resulting net revenues reflect only the revenues to be actually paid by or on behalf of students, and the resulting net financial aid/waiver expense reflects only the amount of financial aid actually paid to students above any amounts used to satisfy tuition and fee charges. The SRECNA shows both the gross and contra, or reduction, tuition and fee revenue amounts. (Other student revenues are reported on a net basis only, after reduction for student financial aid used to pay the related student charges.) Users of this financial statement should be aware of the difference from data reported prior to fiscal year 2002, when both tuition and fee revenues, and financial aid/waiver expenses, were reported on a gross basis.

Governments, including public colleges and universities, are required under GASB 34 and 35, to record *depreciation expense* for all capital assets. The SRECNA records a portion of the initial capital outlay each year as depreciation expense, over the expected useful life of the asset. This differs from budgetary practices, which record all capital outlays as expenditure against the current year appropriation or budget.

The *Statement of Cash Flows* presents information related to cash inflows and outflows summarized into the categories of operating, non-capital financing, capital financing and investing activities. (State appropriations, which are considered to be cash equivalents, are also included in this statement. These State appropriations include the CCC general fund appropriation and the value of associated fringe benefits, CCC-administered bond funds, and bond funds administered by DPW on behalf of the System.) The Statement of Cash Flows utilizes the direct method, providing information regarding where cash and cash equivalents came from and what they were used for during the year, and the net change in cash and equivalents during the year. This statement provides information regarding the System's ability to meet short-term financial obligations, its ability to generate future cash flows, and its liquidity, solvency and financial flexibility. It can also help users assess the reasons for differences between changes in net assets and the associated cash receipts and payments.

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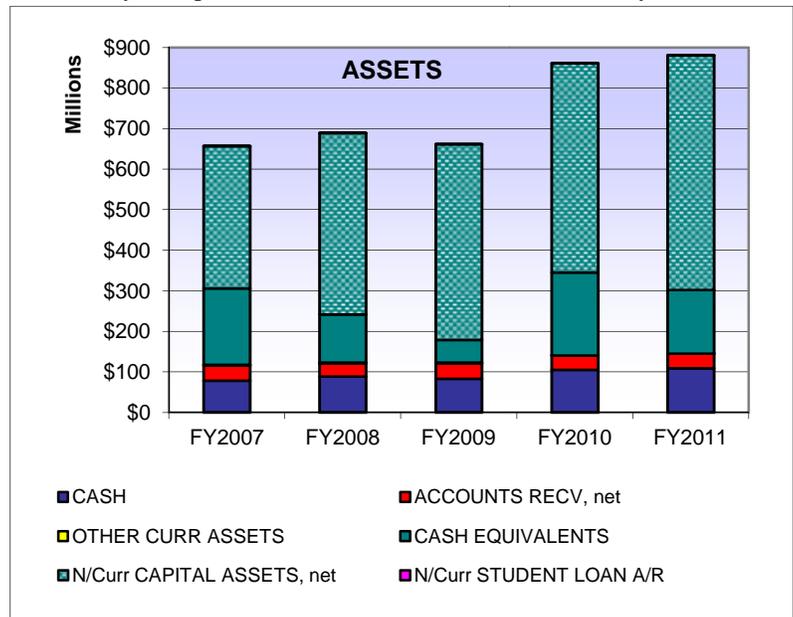


Condensed Financial Information

Condensed Statements of Net Assets June 30, 2011, 2010 and 2009 (in thousands)

	2011	Primary Institution		% Change	
		2010	2009	current yr	prior yr
ASSETS					
Current assets	\$ 302,720	\$ 344,661	\$ 178,346	(12) %	93 %
Non-current assets	578,935	516,289	483,574	12	7
Total assets	<u>\$ 881,655</u>	<u>\$ 860,950</u>	<u>\$ 661,920</u>	<u>2 %</u>	<u>30 %</u>
LIABILITIES					
Current liabilities	\$ 65,282	\$ 61,233	\$ 61,012	7 %	0 %
Non-current liabilities	40,303	38,966	36,567	3	7
Total liabilities	<u>105,585</u>	<u>100,199</u>	<u>97,579</u>	<u>5</u>	<u>3</u>
NET ASSETS					
Invested in capital assets	578,431	515,841	483,137	12	7
Restricted-nonexpendable	20	20	20	-	-
Restricted-expendable	158,429	206,983	56,942	(23)	263
Unrestricted	39,190	37,907	22,242	3	70
Unrestricted-mandatory transfer to State	-	-	2,000	-	(100)
Total net assets	<u>776,070</u>	<u>760,751</u>	<u>564,341</u>	<u>2</u>	<u>35</u>
Total liabilities and net assets	<u>\$ 881,655</u>	<u>\$ 860,950</u>	<u>\$ 661,920</u>	<u>2 %</u>	<u>30 %</u>

Total assets were \$881.7 million at the end of the 2011 fiscal year, up from \$861.0 million at the end of fiscal year 2010 and up from \$661.9 million at the end of fiscal year 2009. *Current assets* include cash and cash equivalents of \$266.8 million, comprised of \$1.4 million of cash held in restricted agency accounts for student activity, institutional welfare, and student loan funds, \$107.6 million in restricted and unrestricted operating funds, \$38.6 million in agency-administered bond appropriations, and \$119.3 million in DPW-administered bond appropriations. The \$41.9 million net decline in current assets from the previous year includes a \$46.4 million reduction in agency- and DPW-administered bond appropriations, and a \$3.8 million increase in cash from current operations. The increase in current assets reported from fiscal year 2009 to fiscal year 2010 reflects a \$148.6 million increase in agency- and DPW-administered bond appropriations, as well as a \$22.0 million increase in cash from operations. Current assets also include tuition and fee accounts receivable of \$3.0 million, net of a \$1.5 million allowance for doubtful accounts. Net tuition and fee accounts receivable represent current amounts due for the summer 2010 through spring 2011 academic terms, and are approximately 1.8% of total gross tuition and fee revenues, down slightly from 1.9% last year. Accounts receivable also include \$28.3 million of employee

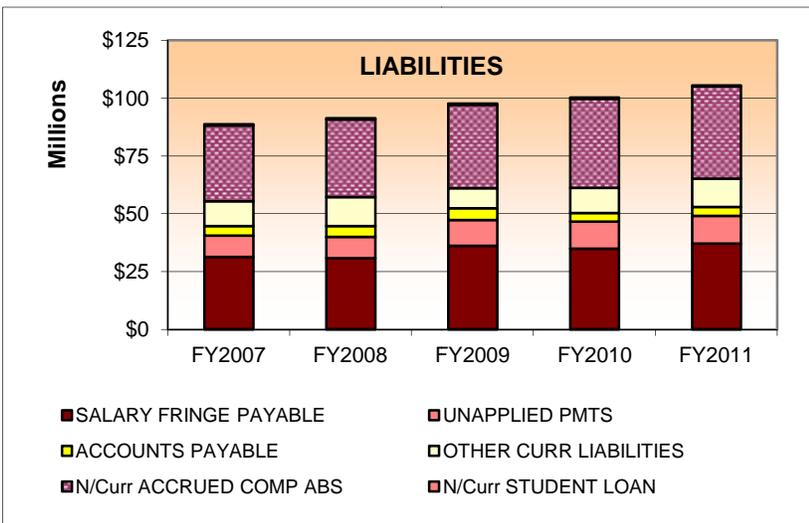


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salary and fringe benefit expense accrued at June 30, 2011 due from the State general fund, a 0.7% reduction from the previous year, which in turn was 7.5% below 2009. Also included in accounts receivable are \$3.3 million of restricted government and private grant receivables. Finally, current assets also included \$243 thousand in prepaid expense at June 30, 2011. Investment of cash is handled by the State of Connecticut Treasurer’s Office, which invests cash balances in a Short Term Investment Fund (“STIF”) on behalf of State agencies. The CCC’s do not carry any other separate investments.

Non-current assets increased 12.1% from \$516.3 million at June 30, 2010, to \$578.9 million at June 30, 2011, following an increase from \$483.6 million in fiscal year 2009. Student loan receivables rose by 12.5% to \$504 thousand, following a 2.5% increase in 2010, which was preceded by several years of decline. Capital assets, net, increased by 12.1% from \$515.8 million to \$578.4 million at June 30, 2011. At June 30, 2011, capital assets in service totaled \$785.2 million, offset by \$206.8 million in accumulated depreciation; this compared with \$705.5 million and \$189.7 million, respectively, at the end of fiscal year 2010. Buildings and building improvements increased by \$468 thousand or 0.1%, reflecting only minor changes in fiscal year 2011 to completed facilities at Northwestern, Three Rivers and Naugatuck Valley. By comparison, the 16.1%, \$54.4 million building increase in 2010 reflected the completion of the new Beacon Hall at Housatonic, as well as the construction of a new maintenance building at Manchester, and additional work on the Naugatuck Valley technology center. Building improvements in 2010 included completion of renovations at Three Rivers made in conjunction with its building expansion, elevator and lobby renovations at Capital, improvements to the performing arts center at Housatonic, and boiler replacement at Gateway.

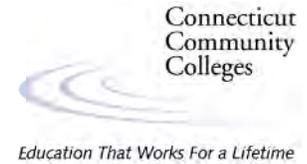
Construction-in-progress (“CIP”) decreased from \$69.9 million at June 30, 2009 to \$51.9 million at June 30, 2010, and increased to \$128.5 million at June 30, 2011, as a result of the 2010 completion of Housatonic’s Beacon Hall, and continuing work in progress during fiscal year 2011 at Norwalk (health and sciences building and wing A renovations), at Gateway (downtown campus consolidation), at Tunxis (Phase II renovation and new building expansion), at Northwestern (Joyner building renovations), at Capital (expansion lease improvements) and at Quinebaug Valley (new fire sprinkler system), all of which were also included (at lower levels) in CIP at June 30, 2010. Non-current assets also included land and land improvements of \$15.3 million and \$7.4 million, respectively, infrastructure, vehicles and software, as well as furnishings and equipment of \$18.9 million net of accumulated depreciation, and library books of \$4.3 million net of depreciation at June 30, 2011.



Total liabilities were \$105.6 million at the end of fiscal year 2011, an increase from \$100.2 million at the end of fiscal year 2010 and \$97.6 million at the end of fiscal year 2009. The increase from 2010 to 2011 includes increases in current wage and accounts payable and commitments (retainage) associated with capital projects, as well as long-term accrued compensated absence liabilities. The increase from 2009 to 2010 primarily reflects a 3.3% reduction in salary and fringe payables reflecting the impact of budget reductions and staff retirements in fiscal year 2009, offset by increases in long-term accrued compensated absence liabilities, unapplied student payments, and retainage associated with capital projects. *Current liabilities* consist

primarily of employee salary and fringe benefits payable of \$37.0 million, unapplied payments of \$12.0 million, primarily collected in advance for late-summer and fall 2011 academic terms, and deferred revenues of \$3.3 million for restricted grant activities to be performed. Additional current liabilities include vendor accounts payable of \$4.0 million, agency fund liabilities of \$1.3 million, and \$1.8 million for the estimated value of accrued compensated absences (sick and vacation time benefits) that will be paid within the coming year to employees who terminate or retire, as well as \$5.6 million of retainage on facility projects.

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Non-current liabilities consist almost exclusively of long-term accrued compensated absences – \$39.9 million net of \$1.8 million of current liabilities – to be paid out to terminating employees over time in the future beyond one year. The total ACA liability of \$41.7 million (long-term and current) represents approximately 31.6% of the existing *unrestricted* current assets that are available to pay for these previously earned employee benefits, and causes the reported unrestricted net asset balance to be significantly reduced. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net assets. An unusually large level of employee turnover, such as occurred following the 2009 state Retirement Incentive Program and again during the 2011 State Employee Bargaining Agent Coalition (“SEBAC”) concession negotiations – if accompanied by reduced operating budgets, such as occurred during fiscal years 2009 through 2012 – could require the use of existing assets to cover these obligations.

The total net asset balance includes \$578.4 million *Invested in Capital Assets* net of related debt and depreciation. The Connecticut Community Colleges do not carry any capital debt, as property acquisitions, facility construction and major renovations are financed by capital appropriations made to one or more of the CCC’s. Bonding and debt repayment are the responsibility of other State agencies and are not reflected in the CCC financial statements. Capital additions may also be financed by the use of unrestricted net asset reserves generated from student tuition and fee revenues and other operating activities, and by capital gifts and grants.

One of the critical factors in continuing the quality of the System’s academic and public service programs is in the development and renewal of its capital assets, including facilities, technology infrastructure and equipment. The significant pace of technological change and obsolescence means that educational equipment, technology infrastructure and computer software and hardware systems must be replaced and upgraded on a regular basis. The Connecticut Community Colleges continue to implement a long-range capital plan to provide for new and renovated campus facilities necessary to meet academic program needs, and to provide for on-going capital equipment and technology upgrades and replacement, through significant on-going support of the governor’s office and annual bond funding authorized by the State legislature.

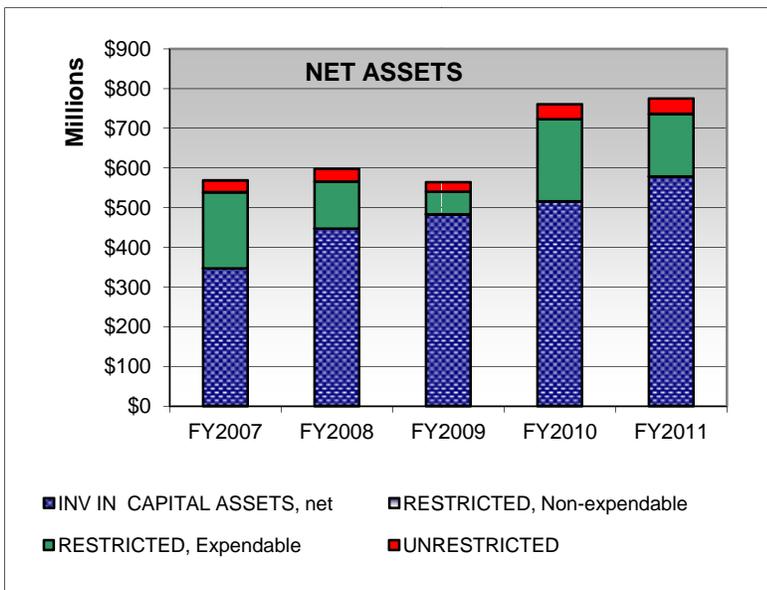
In addition to major projects underway at Gateway (downtown campus) and Norwalk (health and sciences building expansion and renovations), the updated five-year FY2012-FY2016 capital plan includes nineteen projects and initiatives valued at \$389.3 million in campus construction and expansion, infrastructure investment, equipment and technology at June 30, 2011. Cumulative bond authorizations approved by the Legislature for the nineteen projects were \$116.8 million at the end of fiscal year 2011, with an additional \$47.3 million and \$66.7 million authorized for fiscal years 2012 and 2013, respectively, for a total legislatively approved budget of \$230.9 million through fiscal year 2013. Funding of \$35.1 million was allocated during fiscal year 2011, and is reflected as 2011 appropriation revenue, including \$30.0 million in capital equipment and technology funding originally authorized in fiscal years 2008 and 2009, but not allocated for expenditure until 2011. In addition, \$5.1 million was allocated for design work related to campus renovations at Asnuntuck, parking, site improvements and fire code compliance at Manchester, site and road improvements at Naugatuck Valley, and Joyner Building renovations at Northwestern, along with funding for deferred maintenance projects. In addition during fiscal year 2011, \$1.0 million in bond appropriations were allocated to fund a two-year jobs initiative for the development and delivery of short-term, non-credit programs targeted at helping unemployed workers in Connecticut gain the skills needed to reenter the job market. During fiscal year 2010, funding of \$202.5 million was allocated for Norwalk’s health and science center and east campus roof repairs, for the Gateway downtown campus, for fire code improvements at Quinebaug Valley and for minor deferred maintenance projects.

Existing legislative authorizations of \$164.1 million at July 1, 2011 which still require allocation by the Bond Commission before they can be spent included funding for demolition, construction and renovation related to the phase II and III expansion at Tunxis, phase II auditorium and art classrooms at Three Rivers, and Joyner Building construction/renovations and nursing program infrastructure at Northwestern. Other pending allocations include campus renovations at Asnuntuck, campus expansion at Capital, Lafayette Hall renovations at Housatonic, parking, site improvements and fire code work at Manchester, site improvements and Founders Hall renovations at Naugatuck Valley, acquisition of property and Founders Hall renovation at Middlesex, additional code work at Quinebaug Valley, as well as additional system funding for equipment, infrastructure and technology. The continuing and significant State commitment of resources will help ensure that the Connecticut Community Colleges are able to remain competitive in an ever-changing higher education marketplace, and provide much of the equipment and facilities needed to meet academic program, student and State employer needs.

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The CCC's have a minimal level of *Restricted-Nonexpendable* net assets as the colleges do not generally carry any permanent endowment as a direct activity. However, each college has a related foundation which administers an endowment fund on behalf of its respective college, in accordance with the State's endowment matching grant program. Under this program, beginning in calendar year 1998 through calendar year 2012, eligible gifts made to the endowment were to be matched by a 50% State match up to specified maximum amounts. During the 2005 legislative session, the 50% match was amended to apply to eligible gifts received through calendar year 2004, with a lower 25% match to be provided for subsequent years, and with no new matching funds to be appropriated until the State's Budget Reserve Fund equals ten percent of net General Fund appropriations. During fiscal years 2009, 2010 and 2011, no State match funding was received. During fiscal year 2008, \$192 thousand was received from State carry-forward funds to pay a portion of the State's matching requirement for calendar year 2004 and 2005 eligible gifts. Remaining State matching receivables of \$2.9 million for calendar year 2004, 2005, 2006, 2007, 2008 and 2009 gifts remain unfunded. The match for calendar year 2010 gifts is not due until fiscal year 2012. Investment income earned on the endowment may be used for scholarships and programmatic enhancements by each college or by its foundation on behalf of the college. Financial information related to the college foundations is included in the CCC financial statements, but is discretely presented as *component units*, and is therefore not reflected within the CCC *primary institution* restricted-nonexpendable net assets. Most college foundations are no longer reflecting the State match as a receivable due to the unpredictable timing of its receipt, but will instead reflect revenues if and when the match is provided. The sum of the net receivable for the State match included by the foundations in their statements at June 30, 2011 is \$373 thousand.

Restricted-Expendable net assets represent primarily bond fund appropriation balances at June 30, 2011 (\$37.5 million for projects managed by the CCC's and \$113.6 million for projects managed by DPW), funds held in restricted accounts pending distribution under the terms of the Board's collective bargaining agreement with its professional unions (\$5.5 million), loan fund balances of \$0.3 million, as well as private gifts and donations, mostly for scholarships, whose revenues have been recognized but not yet expended. Changes in restricted-expendable net assets are related primarily to the change in bond fund appropriation revenues and expenses in connection with various facility projects. Other restricted activities include a significant level of federal, state and private "exchange" grants and financial aid programs which do not generate any net asset balance because all revenues are offset by corresponding expenses, with a net difference of zero. Revenue is recognized only when the exchange occurs, generally at the point of expenditure.



Unrestricted net assets ("UNA") increased by \$1.3 million to \$39.2 million during fiscal year 2011, following an increase of \$13.7 million in 2010 and a reduction of \$8.6 million in 2009. During the 2009 fiscal year, a 5.0%, \$7.5 million general fund salary budget rescission, plus a reduction of approximately \$3.7 million in associated fringe benefit revenues, was imposed as part of the State's effort to deal with a worsening budget deficit. In addition, reductions were made for voluntary and mandatory furlough day savings, and certain new wage agreements were not funded by the State. The timing of the reductions at the very beginning and very end of the year, and the pressure to expand operations in response to student enrollment growth, meant that CCC could not simply reduce operations to accommodate the reductions, but was forced to use tuition reserves in addition to imposing strict limitations on non-essential spending. During

fiscal years 2010 and 2011, the CCC's completed the implementation of a comprehensive budget plan which included the elimination of more than 100 previously-funded positions, in order to accommodate continuing permanent reductions in state funding support, additional unfunded wage obligations, while also accommodating continued enrollment growth. The continuation of strict spending limitations and delays in re-filling vacant positions following the June 2009 statewide

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retirement incentive program, combined with enrollment-driven revenue growth, allowed the CCC's to restore and maintain its unrestricted net assets in 2010 and 2011.

CCC Board of Trustees policy provides that unrestricted net assets should be maintained at a level that covers all carry-forward obligations, and allows for a system contingency reserve of 1.2% of total operating expense and college contingency reserves of up to 3%, plus other optional reserves for specific college or system needs including new facility transition expenses, new academic program startup initiatives, technology and telecommunications upgrades, and other projects that may require more funds than would be available in a single year's budget. Based on this policy, the System and colleges had \$5.1 million committed or prepaid at year end for expenditure under existing contracts and purchase orders, \$5.6 million in system and college contingency reserves totaling 1.2% of operating expense (down from 2.8% a year earlier), \$14.1 million for fiscal year 2012 operations, including a one-time \$8.6 million 27th payroll which occurs once every ten years due to the manner in which the State budgets payroll and a net \$14.4 million in other designated reserves, most of which were held for transitional new facility costs, deferred maintenance, academic program initiatives, student services support and information technology projects. At the end of fiscal year 2011, one of the twelve colleges had negative UNA, compared with two in 2010 and five in 2009. Board policy requires colleges which do not meet its minimum net asset and liquidity requirements to implement budget plans over the succeeding three years to bring their UNA and unrestricted current ratio into compliance with Board policy in order to enhance their short- and long-term financial health and viability, and to permit the continued development of responsive academic programs and services.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



**Condensed Statements of Revenues, Expenses and Changes in Net Assets
Years Ended June 30, 2011, 2010 and 2009
(in thousands)**

	Primary Institution			% Change	
	2011	2010	2009	current yr	prior yr
OPERATING REVENUES					
Student tuition and fees	\$ 167,526	\$ 154,794	\$ 131,470	8 %	18 %
Less: Scholarship discounts and allowances	<u>(70,071)</u>	<u>(57,688)</u>	<u>(42,921)</u>	<u>21</u>	<u>34</u>
Net tuition and fees	97,455	97,106	88,549	0	10
Government grants and contracts	106,922	89,734	64,773	19	39
Additional operating revenues	<u>9,780</u>	<u>15,879</u>	<u>13,392</u>	<u>(38)</u>	<u>19</u>
Total operating revenues	214,157	202,719	166,714	6	22
OPERATING EXPENSES					
	<u>479,985</u>	<u>447,961</u>	<u>446,451</u>	<u>7</u>	<u>0</u>
Operating loss	<u>(265,828)</u>	<u>(245,242)</u>	<u>(279,737)</u>	<u>(8)</u>	<u>12</u>
NON-OPERATING REVENUES					
State appropriations - general fund *	244,782	238,525	240,511	3	(1)
State appropriations - bond fund **	36,127	202,964	2,850	(82)	7,022
Other non-operating revenues (expenses), net	<u>238</u>	<u>163</u>	<u>2,649</u>	<u>46</u>	<u>(94)</u>
Net non-operating revenues	281,147	441,652	246,010	(36)	80
Net income	<u>15,319</u>	<u>196,410</u>	<u>(33,727)</u>	<u>(92)</u>	<u>682</u>
Change in net assets	15,319	196,410	(33,727)	(92)	682
NET ASSETS					
Net assets, beginning of year	<u>760,751</u>	<u>564,341</u>	<u>598,068</u>	<u>35</u>	<u>(6)</u>
Net assets, end of year	<u>\$ 776,070</u>	<u>\$ 760,751</u>	<u>\$ 564,341</u>	<u>\$ 2 %</u>	<u>\$ 35 %</u>

* Including fringe benefits

** Including agency and DPW administered

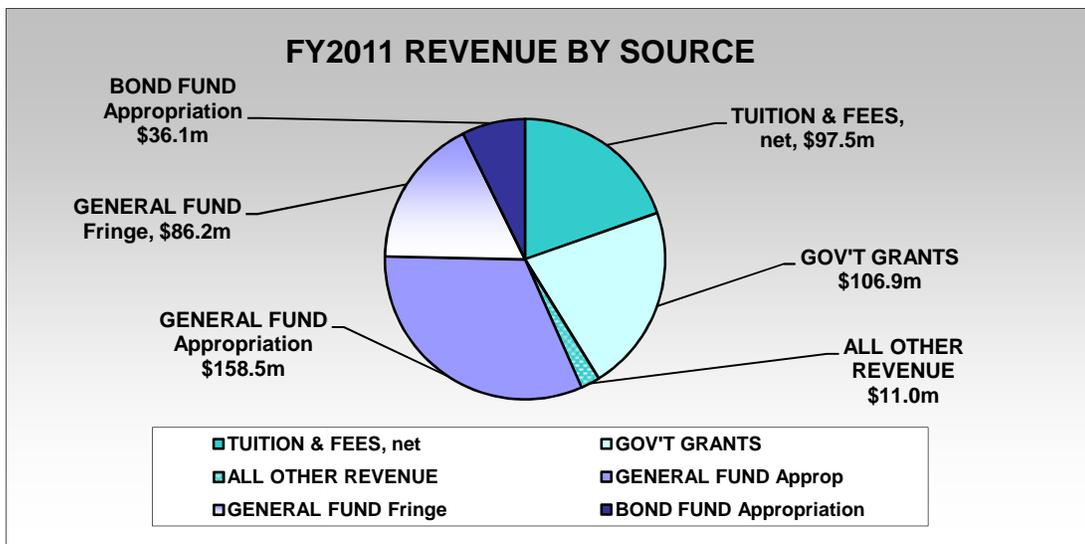
Total *operating revenues* for fiscal year 2011 were \$214.2 million after reduction for scholarship allowances as required by GASB 35, up 5.6% from \$202.7 million in fiscal year 2010 and \$166.7 million in fiscal year 2009. When the impact of fiscal year 2010 bookstore revenues is eliminated, operating revenues increased 8.2% in fiscal year 2011. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis, but are offset by \$70.1 million of student financial aid and waivers applied to student tuition and fee charges, resulting in net tuition and fee revenue of \$97.5 million after scholarship allowances. This differs from budgetary practices, which recognize revenue on a gross basis without offset for scholarship allowances. On a gross basis, fiscal year 2011 tuition revenues increased 10.2% from the previous year, to \$121.8 million, following a 18.1% increase from 2009 to 2010. These revenues reflect FTE credit enrollment increases of 3.1% in fiscal year 2011 and 10.7% in fiscal year 2010. Extension fee revenues of \$22.9 million declined overall by 0.6% during fiscal year 2011, with credit revenues for summer and other credit programming remaining strong and increasing to \$11.9 million, and non-credit continuing education programs declining to \$11.0 million, impacted by the declining economy. Extension revenues grew by 16.6% on a gross basis during fiscal year 2010, with gross revenues of \$11.1 million for summer and other credit extension programs, and \$11.9 million for non-credit continuing education and business and industry instructional offerings. Other fee revenues (gross) included college services fees of \$17.6 million;

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required laboratory, studio and clinical fees totaling \$3.9 million; and other fees of \$1.3 million, including application fees, installment payment plan fees, late fees, credit by exam fees, check return fees, and others.

Government grant revenues were \$106.9 million, up 19.2%, representing primarily student financial aid programs including the Federal Pell and Supplemental Education Opportunity Grant (“SEOG”) programs, and the State Connecticut Aid to Public College Students (“CAPCS”) grants. Other government grants include funding for various program-related activities.

Additional operating revenues include approximately \$4.0 million in sales or commission revenues from college- or vendor-operated cafeterias, bookstores, daycare centers and other activities, up 26.6% from 2010. Bookstore revenues were eliminated during fiscal year 2011, compared with \$3.2 million in net bookstore revenues at four colleges which were phasing out college-operated bookstores to join the other eight in a system-wide agreement under which an external vendor provides this service. Fiscal year 2010 also reflected one-time revenues of \$1.7 million associated with the sale of college bookstore inventories. During fiscal year 2011, additional operating revenues also included \$548 thousand of incidental gross sales revenues related to the student experience component of various instructional programs including early childhood education, food services and allied health. Private grant and contract revenues of \$4.4 million are also reflected, down from \$6.2 million in fiscal year 2010 but up from \$3.7 million in fiscal year 2009. (Private resources also included \$973 thousand of private *non-operating* gifts.)



Total *operating expenses* for fiscal year 2011 were \$480.0 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees, reflecting an operating expense increase of 7.1% from \$448.0 million in fiscal year 2010, compared with an increase of 0.3% from \$446.5 million in fiscal year 2009. When the impact of fiscal year 2010 bookstore purchases is eliminated, operating expenses increased 8.2% over 2010. The 2011 increase reflected normal wage increases as well as a 22.8% increase in wage payouts to terminating employees, an 8.1% increase in fringe benefit costs, a 9.4% increase in non-payroll expense excluding the \$4.7 million impact of bookstore purchases in fiscal year 2010 which no longer occurred in 2011, and a 24.6% increase in net student financial aid expense. The essentially flat operating expenses in 2010 included a 2.1% reduction in state-supported salary and fringe benefit expense, a 1.4% reduction in other general operating expense, and a 56.4% reduction in non-capital bond-supported expenses, offset by a 22.7% increase in depreciation expense and a 54.4% increase in grant- and tuition-supported net scholarship aid.

Operating expenses included \$350.1 million for salary and wages and related fringe benefits, or 72.9% of total operating expense, \$44.0 million in net scholarship aid expense refunded to students, \$20.8 million in depreciation expense and \$65.1 million for all other service and supply costs, including \$9.3 million in non-capital telecommunications and information technology-related services and supplies; premises and property-related expenses including utilities, security, maintenance

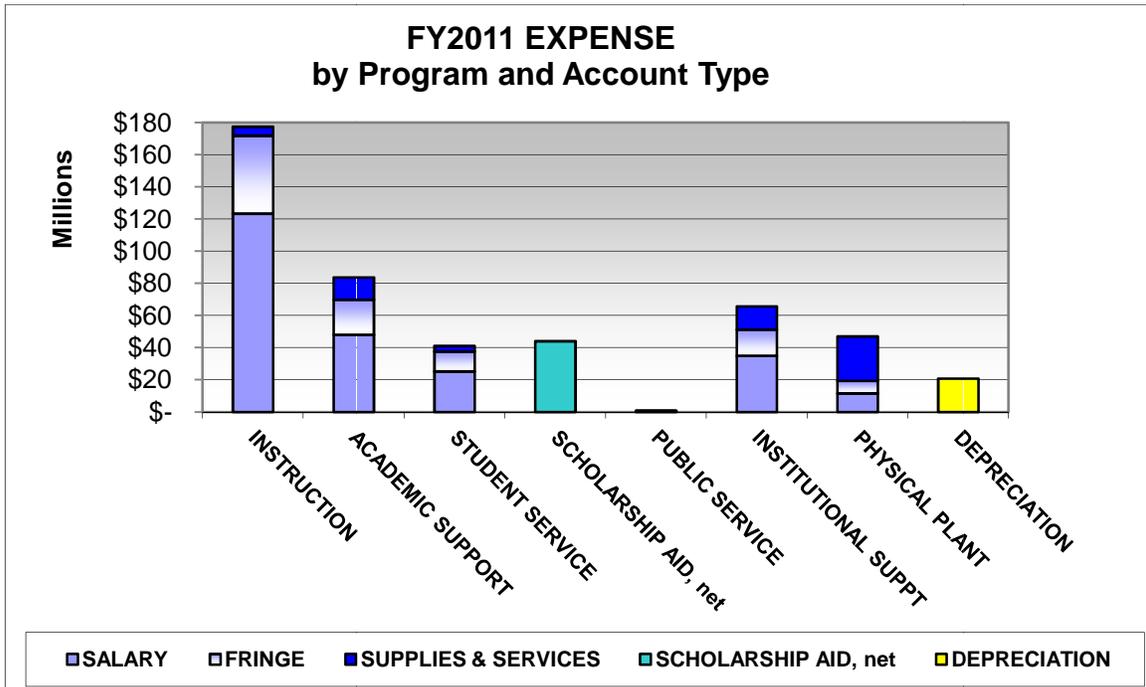
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and repairs, custodial and grounds, and other related costs totaling \$25.8 million; and all other non-personnel costs of operating the colleges.

All financial aid grants and waivers which are applied to pay off student tuition and fee charges are reported as a reduction or “discount” of tuition and fee revenue. Only the financial aid amounts actually refunded to students above the amount used to pay for required tuition and fees is recorded as a financial aid expense. This differs from budgetary practices, which record all student *financial aid grants and waivers* as expenditure against current year appropriation or budget. On a *gross* basis, \$114.1 million of student *financial aid grants and waivers* were awarded, up 20.3% in fiscal year 2011 from \$94.8 million in fiscal year 2010, and \$68.4 million in fiscal year 2009. During award year 2011, 26,453 students received federal Pell grant awards, an increase of 4,473 students and 20.4% compared with 2010. The prior year increase also reflected increases in Pell awards driven by enrollment growth. Fiscal years 2011 and 2010 gross aid also included \$22.7 million and \$19.0 million, respectively, in financial aid and tuition waivers paid from institutional funds generated by student tuition and fee revenues, as well as \$13.1 million and \$12.7 million in state and private grant aid. (Other non-grant aid in the form of work study and loan assistance is not included in these numbers.) Of the \$114.1 million gross financial aid, \$70.1 million was used to pay off student tuition and fee, bookstore and other student charges, and \$44.0 million was provided directly to students, and is reflected as operating expense.

Operating expenses also include *depreciation* of \$20.8 million. In fiscal year 2011, \$83.4 million of initial capital outlay was recorded and has been reclassified as capital assets for GASB reporting purposes. Depreciation expense related to current and prior year capital purchases is reflected as operating expense, to apportion the cost - and consumption - of each asset over the expected useful life during which it will be used. This method attempts to match costs associated with doing business to the time period in which the assets are used in generating revenues.



The Connecticut Community Colleges recorded an operating loss of \$265.8 million during the year ended June 30, 2011. In major part, this results from the fact that the State general fund appropriation and related fringe benefits, as well as State bond fund appropriations are classified as *non-operating revenues* under GASB 35, although the expenditure of these resources on personnel, non-capital equipment and depreciation are considered to be an operating expense. Other non-operating activity includes private gifts and donations, investment income earned on cash balances invested by the State treasurer’s office, and non-mandatory transfers between individual colleges and the System Office. During fiscal year 2011, private gift revenues decreased to \$973 thousand, as compared with \$1.0 million in fiscal year 2010. Investment

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income decreased 16.0% to \$249 thousand, following a decline of 78.2% from \$1.4 million in 2009 to just \$296 thousand in 2010, impacted by low interest rates despite the increase in cash balances. The State general fund appropriation for salaries increased by 1.4% and the associated revenues to cover fringe benefit costs increased by 4.2%, to \$154.5 million and \$86.0 million, respectively. Bond fund appropriation revenues declined from \$203.0 million in fiscal year 2010, which included funding for Gateway's campus construction, to \$36.1 million in 2011. When the full value of the general fund appropriation and fringe benefits, capital appropriations, and other non-operating revenue and expense is taken into account, the System recorded a total 2011 net income of \$15.3 million, compared with \$196.4 million in 2010.

**Condensed Statements of Cash Flows
Years Ended June 30, 2011, 2010 and 2009
(in thousands)**

	Primary Institution			% Change	
	2011	2010	2009	current yr	prior yr
NET CASH PROVIDED BY (USED IN)					
Operating activities	\$ (251,049)	\$ (228,670)	\$ (257,410)	(10) %	11 %
Investing activities	260	372	1,793	(30)	(79)
Capital and related financing activities	(67,066)	148,792	(55,776)	(145)	367
Noncapital financing activities	<u>275,269</u>	<u>250,086</u>	<u>242,859</u>	<u>10</u>	<u>3</u>
Net change in cash and cash equivalents	(42,586)	170,580	(68,534)	(125)	349
CASH AND CASH EQUIVALENTS					
Cash and cash equivalents, beginning of year	<u>309,426</u>	<u>138,846</u>	<u>207,380</u>	<u>123</u>	<u>(33)</u>
Cash and cash equivalents, end of year	<u>\$ 266,840</u>	<u>\$ 309,426</u>	<u>\$ 138,846</u>	<u>(14) %</u>	<u>123 %</u>

Major sources of *operating activity* cash inflows include receipts of student tuition and fees (\$96.7 million, flat from 2010) and receipts from government grants and contracts (\$106.1 million, up 18.2% from 2010). Cash is also received from private grants and contracts, miscellaneous auxiliary and educational sales, and other activities. The largest operating cash outflows include salaries paid to employees (\$236.2 million, up 5.5%), fringe benefits paid on behalf of employees (\$106.7 million, up 9.3% from 2010), vendor payments (\$78.3 million, up 9.0% from 2010 following a 9.7% decline from 2009) and payments to students (\$46.2 million, up 16.3% from 2010 following an increase of 40.6% from 2009) including financial aid grants and loans (above the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. Net cash provided by operating activities declined 9.8% during fiscal year 2011 compared with an increase of 11.1% during fiscal year 2010.

The largest inflow of cash related to *non-capital financing* is State appropriations (\$266.6 million), including general fund appropriations for salaries and related fringe benefits, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. Unlike the four-year public institutions in Connecticut, the Community Colleges do not actually receive cash from the State in support of the general fund appropriation. However, the appropriation is treated like a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement. Additionally, the CCC's do not actually have a State appropriation for fringe benefits, nor do they receive cash, again unlike the other public units of higher education. Fringe benefit payments are made by the Connecticut State Comptroller on behalf of the CCC's, and information regarding the associated fringe benefit expense is provided to the System with each biweekly payroll. This is also treated as a cash equivalent on the cash flow statement, as both a non-operating cash inflow and an operating cash outflow. While this is a somewhat unusual treatment, to not include the general fund appropriation and fringe benefits as a cash item would seriously impact the usefulness of the cash flow statement as an indicator of Community College activity and invalidate comparison with other institutions of higher education. Other non-capital financing cash inflows include private gift receipts of \$842 thousand, Federal Family

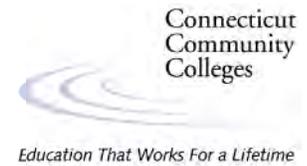
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Education Loan Program (FFELP) receipts of \$8.8 million, and the mandatory transfer of \$1.0 million in student tuition resources to the State. In addition, non-capital financing cash inflows and outflows occur between individual colleges and the System Office during the course of the fiscal year, in order to transfer resources in conjunction with budgeted spending authority. These inflows and outflows net to zero for the System as a whole, and are not reflected on the system-wide cash flow statement. However, these resource moves represent a significant impact to individual colleges and the System Office, and are reflected in the individual institutional statements.

Capital financing cash flows result primarily from the receipt or reallocation of capital appropriations and from cash outlays made to purchase capital assets either by the CCC's directly, or by DPW on the System's behalf. During fiscal year 2011, capital financing net cash inflows of \$14.6 million reflected the receipt of bond appropriations for overdue capital equipment and technology projects originally authorized in fiscal years 2008 and 2009, funding for a two-year jobs initiative, as well as design funding for a number of college facility projects, and the net impact of other bond fund and operating fund receipts and disbursements. Cash provided by *investing activities* represents interest income earned on operating fund cash balances invested by the State treasurer on behalf of the System, and distributed quarterly. Despite the increase in cash balances, low interest rates resulted in a continued decline in cash inflows from the Short Term Investment Fund ("STIF") to only \$260 thousand in fiscal year 2011 compared with \$372 thousand in fiscal year 2010, \$1.8 million during fiscal year 2009 and \$4.2 million during fiscal year 2008.

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Factors Impacting Future Results

“American community colleges are much like the nation that invented them. They offer an open door to opportunity to all who would come, are innovative and agile in meeting economic and workplace needs, and provide value and service to individuals and communities. Little wonder that they are increasingly emulated around the world and have become the largest and fastest-growing segment of U.S. higher education.” (*Democracy’s Colleges, The Evolution of the Community College in America, Prepared for: White House Summit on Community Colleges*, George R. Boggs, American Association of Community Colleges, August 19, 2010.)

In October 2010, Connecticut Community College Chancellor Marc S. Herzog was among a select group of community college administrators, faculty, and students, business and philanthropic leaders, as well as federal and state policy leaders from around the nation, to be invited to a **White House Summit on Community Colleges** to discuss the role of community colleges in achieving an educated workforce that will help to ensure the ability of American business to compete in the global economy. As part of a larger success effort aimed at higher education generally, President Obama in 2010 set a national goal for community colleges to produce an additional 5 million degree- and certificate-graduates and program completers over the next ten years, by 2020.

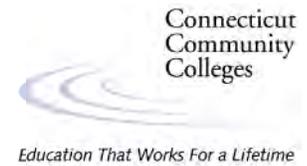
Chancellor Herzog’s participation in the White House Summit reinforced the active role that Connecticut’s community colleges have played in recent years around a national agenda that seeks to improve student completion and success while continuing to maintain and expand access to quality, affordable higher education. This agenda presents challenges not only in the identification of “what works” to improve student success, but also around the identification of resources that enable CCC’s to research, pilot, develop, implement and sustain strategies to improve student outcomes and success. In a time of diminishing State budget resources, and with many students requiring financial assistance to attend even low-cost community colleges, the CCC’s have relied primarily on a combination of external Federal and private grant funding to move these efforts forward.

The CCC system and three of its colleges were early participants in **Achieving the Dream: Community Colleges Count**, a national initiative funded by the Lumina Foundation for Education and supported by other partner organizations. Achieving the Dream (“AtD”) is aimed at improving the success of community college students by emphasizing a culture of evidence and the analysis and use of data in making policy and program changes that support student success. During fiscal year 2011, the CCC system and two of its colleges began implementation of a \$1.8 million privately funded **Developmental Education Initiative** (“DEI”) announced in June 2009 by the Bill & Melinda Gates Foundation and MDC, Inc. to “...build upon the most promising programs developed through *Achieving the Dream*..., a multi-year national initiative to boost graduation rates at community colleges, particularly among low-income students and students of color. The remedial education models developed by the 15 community colleges receiving these grants represent some of the most promising work in the country aimed at boosting college completion rates among struggling students.” The three-year DEI grant will allow the CCC system to validate common statewide student assessment standards and to assess and align developmental pre-requisites and delivery models, and will permit Housatonic and Norwalk Community Colleges to develop and implement innovative and expanded programs, delivery methods and support services to improve remedial success.

In addition to its continuing focus on enhancing student outcomes and success, the CCC’s continue to leverage external, state and student resources and partnerships to provide relevant academic programming responsive to student and State workforce needs, including the following highlights during fiscal year 2011:

- Funding received from four U.S. Department of Labor **Community-Based Job Training grants** beginning in fiscal year 2006, together with significant CCC-industry partnerships and internal allocation of resources, continued to support workforce development, programming enhancements and student support services in nursing and allied health, manufacturing and sustainable operations.
- A \$1.5 million, three-year award under the federal American Recovery and Reinvestment Act **Weatherization and Assistance Program** (“ARRA WAP”) received via the state Department of Social Services, provided funding for CCC program development, training, and scholarship assistance to students in weatherization, energy auditor and inspector training, as well as basic skills training.

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- Funding from the National Science Foundation which supports the CCC *College of Technology* was continued.
- During the spring of 2010, the Carnegie Foundation for the Advancement of Teaching selected four Connecticut Community Colleges to participate in the national *Carnegie Statistics Pathway Network* (“Statway”), a multi-year initiative to help students overcome achievement gaps in mathematics by pioneering the design and implementation of an accelerated pathway for developmental mathematics students who place into elementary algebra, bringing them through developmental math through transfer-level statistics.

During fiscal year 2011, the CCC’s also continued to focus on delivering and enhancing cost-effective services that support student success. Student financial aid award recipients increased by 12.8% in 2011, to almost 35 thousand students, following an even larger increase of 25.9% in 2010. Financial aid awards of \$106.8 million increased by 5.4% from \$101.3 million in 2010. The CCC’s unique *financial aid delivery system* has received national attention, with many other states seeking to replicate its success. At the White House Summit on Community Colleges, Chancellor Herzog highlighted its contribution to the tremendous growth of CCC enrollments and financial aid applications and awards over the past decade, statistics which were later cited in reports on the event, and in remarks by Melinda Gates on *PBS NewsHour*, in which she singled out Connecticut’s technology-based financial aid delivery system as “a fantastic system.”

During fiscal year 2011 CCC enrollments continued to grow, with credit headcount enrollments reaching more than 58 thousand in fall 2010, and total unduplicated credit and non-credit headcount at 105,867 for the year. Despite credit enrollment increases of nearly 14% and more than 7,000 students from fall 2008 to fall 2010, State general fund resources have declined each year in actual dollars from fiscal years 2008 through 2011, representing about 48% of total budgetary revenues in 2010 and 46% in 2011.

Looking ahead to fiscal year 2012, the CCC’s face both challenges and opportunities. Effective July 1, 2011, a new governance structure for Connecticut higher education was recommended by the Governor and enacted by the State legislature. A new Board of Regents for Higher Education (“BOR” or “Board of Regents”) will replace the former Board of Governors for Higher Education and three separate constituent unit boards effective January 1, 2012, with responsibility for a merged community college, four-year state university and on-line (Charter Oak) college system (excluding the University of Connecticut). During a six-month transition period from July 1 through December 31, 2011, the existing boards remain in place but all actions taken are subject to ratification by the new Board of Regents, which held its first meeting in October 2011. At the same time, new executive leadership under Dr. Robert A. Kennedy, named Interim BOR President, a merged BOR staff and organizational structure will be implemented by 2011 calendar year-end.

Continuing to promote the community college mission, provide open access to community college education, and serve CCC’s enormous and diverse student population in ways that promote student success, will be very challenging for the new Board of Regents as the State’s economic circumstances continue to deteriorate. Following the 2009 Retirement Incentive Program (“RIP”) loss of 177 long-time faculty and staff from CCC, fiscal years 2010 and 2011 saw negotiated wage concessions, unpaid furlough days and health benefit changes from virtually all employee unions, offset by job security provisions through fiscal year 2011, and coupled with budget reductions which resulted in the elimination of 132 positions and the transfer of other critical positions as well as adjunct faculty and clinical obligations from general fund state support to the operating fund supported by student tuition and fees. Remaining funds allowed for the permanent full-time refill of about 77% of faculty vacancies and 57% of non-faculty vacancies. During the 2011 legislative session, even more severe reductions were enacted in the two-year State operating budgets for fiscal years 2012 and 2013, with new wage concessions including a two-year wage freeze offset by four years of job security for most State employees through fiscal year 2015. The fiscal year 2012 general fund net operating budget is \$27.7 million lower than the amount of funding required to continue all activities at the same “current services” level as in 2011, and is lower in actual dollars than the fiscal year 2008 budget of four years earlier. About \$4.9 million of the 2012 shortfall was covered by the wage freeze, \$10.1 million by the elimination and transfer of non-faculty positions, \$5.8 million by the transfer of fiscal year 2012 one-time “27th payroll” obligations to the operating fund at a cost including fringe benefits of about \$8.6 million, and the balance through additional budget eliminations and transfer of obligations to student tuition and fee support. In the face of budget reductions and organizational change, more than 100 additional long-time faculty and staff retired during calendar 2011. Additional general fund shortfalls in the fiscal year 2013 enacted budget are estimated to be \$9.5 million.

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A talented and dedicated faculty and staff, innovative academic programming and student support services, along with its strong financial position, a continued focus on generating external resources, its expanded and modernized facilities, along with continuation of CCC's unique centralized/decentralized administrative and governing structure which promotes efficiency, eliminates duplication of effort, and focuses resources, decision-making and delivery of educational services at the local and community level, can all contribute to CCC's and BOR's success in meeting these challenges and turning them into opportunities. In remarks at Community College Professional Day on October 15, 2010, now-retired CCC Chancellor Herzog noted: "Each of you here today has contributed greatly to the success of our system and to the success of our students. We have much to be proud of in what we have accomplished together, and with my recent experience representing each of you before the President of the United States, I've never felt prouder to have the honor to lead the Connecticut Community College system. . . . as a community of professional educators I have confidence that we will embrace a national agenda for college completion and degree attainment. Our colleges, in the words of Dr. Biden [wife of Vice President Biden], can be 'at the center of our efforts to educate our way to a better economy.' For our students to reach their full potential they deserve nothing less from us. I thank each of you for your continued contributions to our student success agenda and for your commitment to provide our students in the words of President Obama, with 'a new future filled with possibilities.'"

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Asnuntuck Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 6,962	\$ 5,599	24 %
Non-current assets	5,640	5,695	(1)
Total assets	<u>\$ 12,602</u>	<u>\$ 11,294</u>	<u>12 %</u>
LIABILITIES			
Current liabilities	\$ 1,954	\$ 1,855	5 %
Non-current liabilities	1,696	1,681	1
Total liabilities	<u>3,650</u>	<u>3,536</u>	<u>3</u>
NET ASSETS			
Invested in capital assets	5,640	5,694	(1)
Restricted-nonexpendable	-	-	-
Restricted-expendable	1,966	246	699
Unrestricted	1,346	1,818	(26)
Unrestricted-mandatory transfer to State	-	-	-
Total net assets	<u>8,952</u>	<u>7,758</u>	<u>15</u>
Total liabilities and net assets	<u>\$ 12,602</u>	<u>\$ 11,294</u>	<u>12 %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 5,433	\$ 5,277	3 %
Less: Scholarship discounts and allowances	(2,136)	(1,710)	25
Net tuition and fees	3,297	3,567	(8)
Government grants and contracts	3,039	2,302	32
Additional operating revenues	194	197	(2)
Total operating revenues	<u>6,530</u>	<u>6,066</u>	<u>8</u>
OPERATING EXPENSES			
	<u>17,356</u>	<u>15,702</u>	<u>11</u>
Operating loss	<u>(10,826)</u>	<u>(9,636)</u>	<u>(12)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	9,565	9,460	1
State appropriations - bond fund **	1,881	-	100
Other non-operating revenues (expenses), net	33	32	3
Net non-operating revenues	<u>11,479</u>	<u>9,492</u>	<u>21</u>
Net income (loss) before other changes	<u>653</u>	<u>(144)</u>	<u>553</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	109	(100)
Interagency transfers	541	426	27
Total other changes	<u>541</u>	<u>535</u>	<u>1</u>
Change in net assets	1,194	391	205
Net assets, beginning of year	7,758	7,367	5
Net assets, end of year	<u>\$ 8,952</u>	<u>\$ 7,758</u>	<u>15 %</u>

* Including fringe benefits
** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (10,796)	\$ (9,110)	(19) %
Investing activities	9	14	(36)
Capital and related financing activities	1,302	(259)	603
Noncapital financing activities	10,738	10,103	6
Net change in cash and cash equivalents	<u>1,253</u>	<u>748</u>	<u>68</u>
Cash and cash equivalents, beginning of year	4,251	3,503	21
Cash and cash equivalents, end of year	<u>\$ 5,504</u>	<u>\$ 4,251</u>	<u>29 %</u>

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Asnuntuck Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 204	\$ 181	13 %
Receivables	4	10	(60)
Investments	137	135	1
Other Assets	4	3	33
Total assets	<u>\$ 349</u>	<u>\$ 329</u>	<u>6 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ -	\$ -	- %
NET ASSETS			
Unrestricted	177	141	26
Temporarily Restricted	35	53	(34)
Permanently Restricted	137	135	1
Total net assets	<u>349</u>	<u>329</u>	<u>6</u>
Total liabilities and net assets	<u>\$ 349</u>	<u>\$ 329</u>	<u>6 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 12	\$ 31	(61) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	84	87	(3)
Dividends and Interest Income Total	4	9	(56)
Other	-	-	-
Total Revenue, Capital Gains and Losses and other Support	<u>100</u>	<u>127</u>	<u>(21)</u>
EXPENSES			
Fundraising Expense	34	32	6
Program Expense	4	8	(50)
Financial Aid expenses	32	18	78
Administration and Other	10	8	25
Total Expenses	<u>80</u>	<u>66</u>	<u>21</u>
Change in net assets	<u>20</u>	<u>61</u>	<u>(67)</u>
NET ASSETS			
Net assets, beginning of year	<u>329</u>	<u>268</u>	<u>23</u>
Net assets, end of year	<u>\$ 349</u>	<u>\$ 329</u>	<u>6 %</u>

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Asnuntuck Community College

Asnuntuck Community College (“Asnuntuck” or “ACC”) was chartered in 1972 to serve the eight towns of the service area in north-central Connecticut. The eight service towns are Enfield, Somers, Windsor Locks, Suffield, East Windsor, East Granby, Stafford and Ellington. The beautiful campus of nearly 37 acres of land in Enfield includes a walking track, football field, three baseball fields and several soccer fields. The buildings and grounds were purchased by the State of Connecticut, from the Town of Enfield, in January 2008 for \$2.0 million after leasing the buildings and grounds for over 25 years.

Asnuntuck had total assets of \$12.6 million, liabilities of \$3.7 million, and a resulting total net asset balance of \$9.0 million at June 30, 2011. Of this balance, \$5.6 million was invested in capital assets, \$2.0 million was restricted net assets (expendable), and \$1.3 million was unrestricted net assets. Board policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity, and to allow for specific one-time needs. Unrestricted net assets at the end of fiscal year 2011 were designated to cover costs associated with projects that include roof repairs, enhanced classroom technology, electronic campus security and other campus improvements. In addition to maintaining its positive unrestricted net assets during fiscal year 2011, at year-end the short-term current ratio of unrestricted current assets to unrestricted current liabilities at Asnuntuck was 2.8:1, providing sufficient short-term liquidity for Asnuntuck. Total operating revenues (net of scholarship allowances) increased 7.6% to \$6.5 million for the year and non-operating revenues increased 20.9% to \$11.5 million due primarily to the receipt of bond fund cash equivalents for a roof repair project and for equipment and technology initiatives. Total operating expenses increased 10.5% to \$17.4 million and other changes were a positive \$541 thousand. Overall net assets increased by \$1.2 million (15.4%) in fiscal year 2011. Fiscal year 2012 General Fund budget reductions impacting ACC by \$362 thousand, coupled with a new CCC governing structure effective July 1, 2011, will present future challenges and opportunities.

ACC continues to use its operating funds to make improvements to the building. The college completed its first Master Plan in 2003 and design funds in the amount of \$1.2 million were authorized by the Bond Commission during fiscal year 2011. The construction total of \$8.3 million will be used to upgrade the building’s mechanical, electrical and plumbing systems (the building was built in 1966), roof replacement and update the science labs. A redesign of the main entrance and lobby is also included in the scope of the work. Although the capital project is much anticipated, there are serious concerns that the funding is insufficient to upgrade the building systems and bring the college into the 21st century with respect to technology.

The Advanced Manufacturing Technology Center (“AMTC”) has been accredited by the National Institute of Machining Standards (“NIMS”) since 2007 and serves both youth and adults through full-time enrollments in certificate and associate degree programs of technology; incumbent worker upgrading and retraining for Pratt & Whitney and the 69 member companies of Aerospace Components Manufacturing; College Connections, a dual credit system serving juniors and seniors from high schools across the district; and scholarships and internships designed to serve both students and area manufacturers. The graduates of the various advanced technology programs continue to transition successfully to related career employment positions with entry-level income levels of more than \$40 thousand annually.

The division of workforce development and continuing education increased enrollment by 29.6% over the past two years. ACC now offers ten allied health non-credit certificate programs compared with just three programs two years ago. Additional new courses in lifestyle and special interests are also offered that include power yoga, cooking classes, and digital photography as well as extreme couponing for the money saving enthusiast.

Asnuntuck’s fifth year report for the New England Association of Schools and Colleges (“NEASC”) was completed and accepted. The early childhood education program was accredited by the National Association for the Education of Young Children (“NAEYC”) in March. Out-of-date certificate offerings have been replaced with new offerings including: office user specialist and software development certificate. Completion of a new microbiology lab allowed ACC to offer new courses in spring 2011 that filled rapidly.

ACC’s scores in the Community College Survey of Student Engagement (“CCSSE”) improved significantly in all five major benchmarks this past year. The academic skills center increased both on-ground and online tutoring. Seventy-three

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percent of students tutored earned a grade of C or better. ACC successfully launched “Accelerated Mathematics,” a self-paced option for elementary algebra. New graduation outcome rubrics were piloted during spring 2011.

The fall 2010 semester had the highest headcount enrollment (1,762 main campus) in the previous ten years and the highest full-time equivalent (“FTE”) enrollment in the college’s history (1,032). Asnuntuck Community College increased the number of Associate Degrees granted by 8.3% between 2010 and 2011. As a result primarily of enrollment growth between 2008 and 2011, the number of financial aid Pell grant recipients more than doubled from 312 to 717 and the associated dollar amount awarded to students grew from \$651 thousand to \$2.2 million.

The publications *Military Times Edge* and *G.I. Jobs* rated Asnuntuck Community College as one of the “101 Best Colleges and Universities for Veterans.” This honor ranks ACC in the top 15% of all colleges, universities, and trade schools in the nation as a military friendly school.

There has been a significant growth in transfer initiatives and an increase in student participation of transfer agreement programs. Asnuntuck has seen a dramatic increase in the number of students enrolled in both the Connecticut State Universities’ Dual Admissions Transfer Compact program and the UCONN Guaranteed Admission Program from academic year 2009 to academic year 2011.

The Asnuntuck Community College Foundation, Inc. (“ACCF” or “ACC Foundation”) continues its ongoing mission to support the college. During calendar year 2010, three major fundraising events, the annual murder mystery dinner, the annual golf tournament, and the annual appeal, raised nearly \$50 thousand for the ACC Foundation. The total assets of the ACCF increased by 6.1% in its fiscal year ended December 31, 2010, while the ACCF awarded \$32 thousand in scholarships and \$4 thousand in mini-grants to support various college activities. The total of nearly \$36 thousand represents an increase of \$10 thousand, or 39.0%, from the previous year.



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Capital Community College	Primary Institution		
Condensed Statements of Net Assets	(in thousands)		
June 30, 2011 and 2010	2011	2010	% Change
ASSETS			
Current assets	\$ 16,630	\$ 14,565	14 %
Non-current assets	52,184	53,958	(3)
Total assets	<u>\$ 68,814</u>	<u>\$ 68,523</u>	<u>0 %</u>
LIABILITIES			
Current liabilities	\$ 3,806	\$ 3,842	(1) %
Non-current liabilities	3,041	2,948	3
Total liabilities	<u>6,847</u>	<u>6,790</u>	<u>1</u>
NET ASSETS			
Invested in capital assets	52,175	53,950	(3)
Restricted-nonexpendable	-	-	-
Restricted-expendable	7,418	6,273	18
Unrestricted	2,374	1,510	57
Total net assets	<u>61,967</u>	<u>61,733</u>	<u>0</u>
Total liabilities and net assets	<u>\$ 68,814</u>	<u>\$ 68,523</u>	<u>0 %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets	(in thousands)		
Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 13,063	\$ 12,364	6 %
Less: Scholarship discounts and allowances	(8,481)	(7,323)	16
Net tuition and fees	4,582	5,041	(9)
Government grants and contracts	12,198	11,381	7
Additional operating revenues	517	919	(44)
Total operating revenues	<u>17,297</u>	<u>17,341</u>	<u>0</u>
OPERATING EXPENSES			
	<u>40,264</u>	<u>38,139</u>	<u>6</u>
Operating loss	<u>(22,967)</u>	<u>(20,798)</u>	<u>(10)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	18,161	18,902	(4)
State appropriations - bond fund **	1,944	-	100
Other non-operating revenues (expenses), net	25	29	(14)
Net non-operating revenues	<u>20,130</u>	<u>18,931</u>	<u>6</u>
Net income (loss) before other changes	<u>(2,837)</u>	<u>(1,867)</u>	<u>(52)</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	625	(100)
Interagency transfers	3,071	1,570	96
Total other changes	<u>3,071</u>	<u>2,195</u>	<u>40</u>
Change in net assets	234	328	(29)
Net assets, beginning of year	61,733	61,405	1
Net assets, end of year	<u>\$ 61,967</u>	<u>\$ 61,733</u>	<u>0 %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows	(in thousands)		
Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (21,815)	\$ (19,376)	(13) %
Investing activities	14	14	-
Capital and related financing activities	680	(562)	221
Noncapital financing activities	22,942	20,927	10
Net change in cash and cash equivalents	<u>1,821</u>	<u>1,003</u>	<u>82</u>
Cash and cash equivalents, beginning of year	10,871	9,868	
Cash and cash equivalents, end of year	<u>\$ 12,692</u>	<u>\$ 10,871</u>	

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Capital Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 199	\$ 241	(17) %
Receivables	29	22	32
Investments	1,073	955	12
Other Assets	-	-	-
Total assets	<u>\$ 1,301</u>	<u>\$ 1,218</u>	<u>7 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 16	\$ 1	1,500 %
NET ASSETS			
Unrestricted	81	93	(13)
Temporarily Restricted	429	350	23
Permanently Restricted	775	774	-
Total net assets	<u>1,285</u>	<u>1,217</u>	<u>6</u>
Total liabilities and net assets	<u>\$ 1,301</u>	<u>\$ 1,218</u>	<u>7 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 40	\$ 242	(83) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	77	79	(3)
Dividends and Interest Income Total	33	31	6
Other	87	23	278
Total Revenue, Capital Gains and Losses and other Support	<u>237</u>	<u>375</u>	<u>(37)</u>
EXPENSES			
Fundraising Expense	15	21	(29)
Program Expense	31	204	(85)
Financial Aid expenses	107	41	161
Administration and Other	16	19	(16)
Total Expenses	<u>169</u>	<u>285</u>	<u>(41)</u>
Change in net assets	<u>68</u>	<u>90</u>	<u>(24)</u>
NET ASSETS			
Net assets, beginning of year	<u>1,217</u>	<u>1,127</u>	<u>8</u>
Net assets, end of year	<u>\$ 1,285</u>	<u>\$ 1,217</u>	<u>6 %</u>

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Capital Community College

Capital Community College (“Capital”) is located in the city of Hartford and serves residents of the greater Hartford area with almost 8,300 students in credit and continuing education programs. Capital’s student body is one of the most diverse in New England, serving students from over thirty countries. Programs of study include more than 60 associate degree and certificate programs. Capital is accredited by the New England Association of School and Colleges, with national accreditation for professional programs including business, nursing and other health careers, and early childhood education. Capital offers many educational opportunities keeping in mind the basic needs of its student constituency. Its lab school provides both a learning environment for the study of early childhood development as well as child day care. Capital also provides transit bus passes to students to satisfy transportation concerns.

Capital is situated in downtown Hartford with numerous nearby cultural and historic institutions and businesses. The college takes full advantage of this proximity by weaving it into programs, such as an introduction to theatre course with Hartford Stage, and creating internship opportunities for students at neighboring businesses. Capital’s historic, art deco eleven-story building on Main Street (formerly the G. Fox department store) boasts a five-story atrium with skylight, an auditorium (Centinel Hill Hall), which retains much of the original building design, a lecture hall, internet café, two section art gallery that features student as well as local artists and high-tech classrooms. The location is accessible for commuting students who live and work in the Hartford area, and Capital’s state-of-the-art facility offers residents and area businesses an appealing environment that addresses their educational and training needs. Capital is the co-founder and partner of the Capital Preparatory Magnet School (Pre-K thru 12), whose mission is social justice and college preparation. The school operates all year under the direction of a board of directors, chaired by the college president.

Capital’s fiscal year 2011 highlights include:

- Designated as a “Leader College” in the Federal Achieving the Dream initiative to implement strategies to successfully close achievement gaps for economically and educationally disadvantaged first time college students.
- One of 18 institutions selected to develop the new “Statway” mathematics pathway for students to advance studies from developmental instruction to college level courses.
- One of 82 colleges in the nation selected to launch the Federal Health Information Technology curriculum to provide education and training on electronic health records systems.



Capital’s full-time equivalent (“FTE”) credit enrollment was up for fiscal year 2011 by 2.3% on an annualized basis over fiscal year 2010. Fall 2010 FTE increased by 6.8% over fall 2009, but spring 2011 declined by 1.9% from spring 2010.

Total operating revenue for the year was down by \$44 thousand or 0.3% to \$17.3 million in 2011. Gross tuition and fee revenues of \$13.1 million were up 5.6% from fiscal year 2010’s \$12.4 million, due to increased credit enrollment and a modest tuition and fee increase. There was a dramatic shift in revenues from business and state agency non-credit programs, which were down 23.8% to \$1.1 million from the prior fiscal year’s \$1.5 million, to programs related to worker retraining and student success initiatives funded by federal and private grants. The loss of non-credit revenue can be attributed to the overall state economy and personnel turnover, which resulted in cancelling of some new contracts and classes, in particular in-service training and professional development.

Federal grants revenue was \$10.6 million in fiscal year 2011 up 8.9% from fiscal year 2010. A 200% Pell authorization program implemented in the summer 2010, resulted in the amount of Pell awarded in aid year 2011 to reach \$9.2 million or 11.2% over the 2010 total of \$8.3 million. Capital became part of the Health Information Technology (“HIT”) Consortium with Tidewater Community College to implement a Federal Health Information Technology curriculum. Over 150 students were trained with the \$174 thousand received in fiscal year 2011. Capital was selected to receive \$392 thousand from the National Endowment for Humanities to encourage and strengthen the teaching and understanding of American History and Culture. The college humanities department expended \$37 thousand in fiscal year 2011 on professional development and seminars activities conducted at many Hartford historical places.

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Private grant revenues were \$371 thousand, down 23.5%. During fiscal year 2011, The Achieving the Dream Initiative reached its funding limit. Also completed was the Hartford Foundation of Public Giving English as Second Language (ESL) grant, to transition non-native English speaking students into College ESL courses. The regional award winning Capital Crossroads to Careers program, sponsored by Travelers and United Healthcare Travelers Education initiative (C3 program) expended \$136 thousand in fiscal year 2011. Eleven students participated in professional development training and/or a 3-credit summer course and nine students received tuition and book support. The Hartford Insurance grant of \$39 thousand was fully expended for scholarships and creation of a career center at the Capital Preparatory Magnet School.

Non-operating revenues in fiscal year 2011 totaled \$20.1 million, a 6.3% increase over fiscal year 2010's \$18.9 million. Government appropriations increased by 6.4% in fiscal year 2011 over fiscal year 2010, primarily from \$1.9 million in bond cash equivalent allocations for capitalized products related to information technology. Factoring out the \$1.9 million bond allocation, non-operating revenues were \$18.2 million, down 3.9% from the prior fiscal year.

Operating expenses for the year increased by 5.6%. Total expenses were \$40.3 million and \$38.1 million for fiscal years 2011 and 2010, respectively. Escalating fringe benefit costs, collective bargaining increases and student employment, were the factors that increased personnel costs by \$945 thousand to \$27.2 million or a 3.6% increase over fiscal year 2010.

Non-capital other expenses were \$6.1 million, up 23.5%, driven by premises and property which were \$2.5 million, 78.8% more in fiscal year 2011 than fiscal year 2010's \$1.4 million. During the fiscal year Capital started making reimbursement to the Department of Public Works on a 44,417 square feet expansion space lease that has yet to be turned over officially to the college. Excluding the additional lease payments, non-capital other expenses grew by 4.0%.

Total current assets were \$16.6 million at the 2011 fiscal year end, up 14.2% from the previous year. Cash and cash equivalents comprised of \$12.7 million of the total assets up 16.7% from fiscal year 2010. Cash equivalents were boosted by an additional allocation of equipment and bond funds. Also, unfilled vacancies rendered savings because hiring was on hold and these positions were temporarily filled by part-time workers at lower wage and fringe rates. Total receivables were \$3.9 million for fiscal year 2011, an increase of 6.6% over fiscal year 2010's \$3.7 million. Primary factors for this increase were due to student aid, new Federal grants activity and outstanding technology infrastructure funds bonded late in fiscal year 2011 but not distributed to colleges until early 2012. Gross student receivables for fiscal year 2011 decreased by \$207 thousand or 31.3% from fiscal year 2010, primarily due to a reduction in non-credit activity. These program fee receivables were down \$227 thousand or 61.1% from fiscal year 2010's \$371 thousand.

At the end of fiscal year 2011, unrestricted net assets were \$2.4 million up 57.1% from \$1.5 million at the end of 2010. Capital is maintaining reserves for the renovation and furnishing of the new expansion space. Board policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity. At year-end, the short-term current ratio of unrestricted current assets to unrestricted current liabilities at Capital was 2.7:1. The poor economy has impacted state revenues and the college is proactively planning for staff reductions and developing new revenue sources from educational entrepreneurial programs. Fiscal year 2012 General Fund budget reductions impacting Capital by \$766 thousand, coupled with a new CCC governing structure effective July 1, 2011, will present future challenges and opportunities.

Capital Community College Foundation ("CCCF") net assets totaled \$1.3 million compared to 2010 fiscal year net assets of \$1.2 million. Net assets included \$81 thousand in unrestricted funds, \$429 thousand in temporarily restricted net assets including grants received by CCCF to support Capital programs and \$775 thousand in permanently restricted net assets. Total revenues for fiscal year end 2011 including gains on investments and dividends were \$237 thousand compared to \$375 thousand recorded for the fiscal year end 2010. Expenses were \$169 thousand which includes \$107 thousand in scholarships and \$16 thousand in administrative costs. During the year the Capital Community College Foundation held its 6th Changing Lives Gala, a signature event that raised both unrestricted funds and increased scholarship funds that were used in 2011. CCCF hit a high mark for scholarships awarded to new and continuing students.

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Gateway Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 110,940	\$ 168,944	(34) %
Non-current assets	110,709	49,491	124
Total assets	<u>\$ 221,649</u>	<u>\$ 218,435</u>	<u>1</u> %
LIABILITIES			
Current liabilities	\$ 10,405	\$ 8,383	24 %
Non-current liabilities	3,821	3,710	3
Total liabilities	<u>14,226</u>	<u>12,093</u>	<u>18</u>
NET ASSETS			
Invested in capital assets	110,703	49,486	124
Restricted-nonexpendable	-	-	-
Restricted-expendable	95,144	155,024	(39)
Unrestricted	1,576	1,832	(14)
Total net assets	<u>207,423</u>	<u>206,342</u>	<u>1</u>
Total liabilities and net assets	<u>\$ 221,649</u>	<u>\$ 218,435</u>	<u>1</u> %

Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 20,554	\$ 18,649	10 %
Less: Scholarship discounts and allowances	(9,613)	(7,992)	20
Net tuition and fees	10,941	10,657	3
Government grants and contracts	13,487	11,814	14
Additional operating revenues	973	982	(1)
Total operating revenues	<u>25,401</u>	<u>23,453</u>	<u>8</u>
OPERATING EXPENSES			
Operating loss	<u>51,234</u>	<u>47,763</u>	<u>7</u>
	<u>(25,833)</u>	<u>(24,310)</u>	<u>(6)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	24,425	24,051	2
State appropriations - bond fund **	1,897	182,330	(99)
Other non-operating revenues (expenses), net	87	89	(2)
Net non-operating revenues	<u>26,409</u>	<u>206,470</u>	<u>(87)</u>
Net income (loss) before other changes	<u>576</u>	<u>182,160</u>	<u>(100)</u>
OTHER CHANGES			
Capital and other additions (deductions)	121	518	(77)
Interagency transfers	384	6	6,300
Total other changes	<u>505</u>	<u>524</u>	<u>(4)</u>
Change in net assets	1,081	182,684	(99)
Net assets, beginning of year	206,342	23,658	772
Net assets, end of year	<u>\$ 207,423</u>	<u>\$ 206,342</u>	<u>1</u> %
* Including fringe benefits			
** Including agency and DPW administered			

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (26,452)	\$ (24,799)	(7) %
Investing activities	21	30	(30)
Capital and related financing activities	(58,160)	151,271	(138)
Noncapital financing activities	25,993	25,687	1
Net change in cash and cash equivalents	<u>(58,598)</u>	<u>152,189</u>	<u>(139)</u>
Cash and cash equivalents, beginning of year	165,083	12,894	1,180
Cash and cash equivalents, end of year	<u>\$ 106,485</u>	<u>\$ 165,083</u>	<u>(35)</u> %

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Gateway Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 398	\$ 225	77 %
Receivables	1,127	193	484
Investments	305	193	58
Other Assets	-	-	-
Total assets	<u>\$ 1,830</u>	<u>\$ 611</u>	<u>200 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 11	\$ 1	1,000 %
NET ASSETS			
Unrestricted	59	(51)	216
Temporarily Restricted	1,447	416	248
Permanently Restricted	313	245	28
Total net assets	<u>1,819</u>	<u>610</u>	<u>198</u>
Total liabilities and net assets	<u>\$ 1,830</u>	<u>\$ 611</u>	<u>200 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 1,544	\$ 273	466 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	56	102	(45)
Dividends and Interest Income Total	4	7	(43)
Other	7	(10)	(170)
Total Revenue, Capital Gains and Losses and other Support	<u>1,611</u>	<u>372</u>	<u>333</u>
EXPENSES			
Fundraising Expense	84	128	(34)
Program Expense	154	41 *	276
Financial Aid expenses	103	114 *	(10)
Administration and Other	61	62	(2)
Total Expenses	<u>402</u>	<u>345</u>	<u>17</u>
Change in net assets	<u>1,209</u>	<u>27</u>	<u>4,378</u>
NET ASSETS			
Net assets, beginning of year	<u>610</u>	<u>583</u>	<u>5</u>
Net assets, end of year	<u>\$ 1,819</u>	<u>\$ 610</u>	<u>198 %</u>

* See Note 15 in Audited Financial Statements

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Gateway Community College

Gateway Community College ("Gateway") provides the residents and businesses of the Greater New Haven area with innovative educational programs and social and cultural opportunities at its campuses in New Haven and North Haven. During the academic year 2010-2011, Gateway served the educational needs of 10,706 full- and part-time students enrolled in ninety-two educational programs or program options that lead to a certificate or associates degree in arts, sciences or applied sciences, and awarded 725 degrees/certificates to 660 students. In addition 2,042 students enrolled in non-credit courses for personal enrichment and workforce development through the college's business and industry services programs.



This past year brought with it major progress in the construction of Gateway's new \$198.1 million, state-of-the-art campus located in downtown New Haven. The foundations were completed and steel was erected culminating in a December 2010 topping-off ceremony. In January 2011 construction focused on the outside walls and stairways and by June the building was 50% complete with work beginning in earnest on the interior. Gateway expects to take occupancy of the facility during the summer of 2012. It will be the first public building in the state to achieve a gold-certified LEED (Leadership in Energy and Environmental Design) designation to validate its environmentally friendly design and sustainable building construction. Meanwhile, the Gateway college community eagerly began to prepare for the move. A

campus transition team and six purpose-specific action teams were established to ensure a smooth transition engaging over 100 Gateway students, faculty and staff volunteers to be part of the planning process. To date, one of the major outcomes has been the redesign of the master class schedule to meet student needs and best utilize space.

Concurrently, the Gateway Community College Foundation, ("GCCF") continued to solicit leadership donations for the new \$6.0 million building equipment and endowment campaign that includes a faculty and staff solicitation component. During the year GCCF held two events to raise scholarship, professional development, and technology funds from the private sector: Gateway's Annual Hall of Fame Induction and Reception, the major scholarship fundraiser and a new event, The Kitchen Tour, which featured noted cookbook author and travel writer Jane Stern. GCCF plans to host both events again in 2011.

The Division of Continuing Education and Workforce Development ("CE/WFD") exists to provide credit-free certificate programs and courses designed to meet the evolving current and future training needs of business, industry, state and local government agencies, other educational institutions, and the workforce and citizens of the Greater New Haven region. During the year the staff of CE/WFD partnered with local business and industry leaders such as the New Haven Housing Authority, Metro-North Railroad, and the New Haven Regional Contractors' Alliance to develop creative training solutions to problems encountered in their organizations. CE/WFD continues to pioneer new approaches for developing the skills of people from all walks of life. This year, the groundbreaking Step Forward Program that teaches life skills to learning or physically challenged young adults was expanded to include second year participants and to offer a unique new program for students with Asberger's Syndrome. The Step Forward Program is the first of its kind in Connecticut. The program assists nearly 30 participants each year to achieve a life of inclusiveness and meaningful contribution to society.

As an urban community college located in one of the poorest cities in the nation, Gateway continues to confront major challenges to meet disparate academic and socioeconomic student needs. Gateway's student population includes:

- Students who are not academically prepared for college. In the fall of 2010, 71.0% of students tested in reading, 81.5% in writing and 88.5% in math skills were placed into a corresponding developmental class prior to beginning their degrees; 67.0% of students tested were placed into all three developmental areas concurrently further delaying the time it will take them to reach their academic goals. Only 58 of the students tested, or 4.7% had the skills necessary to be placed directly into college level course work.
- Students with documented learning, sensory impairment, mobility/orthopedic, chronic health-related, mental health or other disability. In the fall of 2010, 780 students, 10.6% of the credit population, requested disability assistance. Gateway continues to enroll the largest population of students with disabilities in the CCC system.

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- Veterans with a wide array of challenges impeding them from becoming successful college students. In the fall of 2010, 208 veterans, 2.8% of the credit population, were enrolled at Gateway.
- Students who have significant financial need. Gateway continues to have the most students with financial needs in the CCC system. During the year the financial aid office processed 8,555 financial aid applications and awarded students \$10.5 million in Federal Pell grant awards, up 21.9% from the previous year. During the spring 2011 semester 596 students were eligible for Supplemental Nutrition Assistance Program ("SNAP") benefits from the USDA.

Many of Gateway's students are the first in their family to ever attend college and are unfamiliar with the opportunities and expectations of higher education. In June 2011 Gateway launched a New Student Advising and Registration ("NSAR") program to address their unique needs. Approximately 1,500 new students attended a two hour session during the months leading up to the fall semester. Through interactive presentations, students were acquainted with academic expectations of college. With the assistance of peer mentors, the students then gained hands-on experience with myCommNet online portal resources and tools for academic planning and registration. Over 22 different staff and faculty members assisted with advising, helping to establish student-advisor relationships early on in students' academic careers.

Total net assets increased by \$1.1 million during the year to \$207.4 million on June 30, 2011. The change primarily reflects a \$1.3 million increase in restricted bond funds that Gateway will use to help make up for a shortfall in the new facility equipment budget. Restricted-expendable bond fund net assets totaling \$59.4 million funds were converted to construction-in-progress net assets and retainage liabilities during the year as a result of the construction activity. Unrestricted net assets were reduced by negative \$256 thousand to \$1.6 million. Gateway's short-term current ratio of unrestricted current assets to unrestricted current liabilities decreased to 1.9:1 compared to 2.0:1 at June 30, 2010; still sufficient to provide short-term liquidity and within the Board's guideline for a college of Gateway's size.

Total operating revenues during the year grew by \$1.9 million or 8.3% to \$25.4 million after reduction for scholarship allowances. Demand for credit programs continued to be strong. Gross tuition revenues were increased by \$1.5 million, or 11.1% to \$15.2 million, reflecting enrollment that rose in the fall 2010 semester by 7.0% to 7,328 students. Revenues from non-credit programs rose 2.3% to \$1.1 million inclusive of a 5.4% increase in workforce development program income that was offset by a negative 9.4% decline in personal development revenues. Non-operating revenues from state appropriated general funds for salary and wages increased by a total of \$374 thousand including an increase of \$359 thousand for fringe benefits, \$183 thousand for accruals and a decrease of negative \$169 thousand in the general fund block grant on a cash basis. The reduction in state appropriated bond funds reflects \$182.3 million in appropriations that were received last fiscal year for construction. Operating expenses increased by \$3.5 million or 7.3% to \$51.2 million. Labor costs paid from the unrestricted operating fund supported by student tuition and fees rose significantly: salaries and wages increased by \$2.1 million or 21.9% to \$11.6 million and fringe benefit costs excluding employee waivers increased by \$659 thousand or 34.1% to \$2.6 million. Gross scholarship aid paid from unrestricted operating resources rose \$505 thousand or 27.7% to \$2.3 million excluding tuition and fee waiver expense.

The approved biennial state budget for fiscal years 2012 and 2013 contained significant permanent reductions in the general fund appropriation for Connecticut Community Colleges. The impact for Gateway was a permanent reduction of negative \$1.0 million in the general fund budget base for fiscal year 2012. In order to maintain the basic level of services required to meet the disparate needs of its academically and socioeconomically challenged student population, Gateway transferred the financial support for many of its full-time positions into the operating fund, thereby incurring further fringe benefit expenses. Gateway anticipates drawing down its unrestricted net assets in fiscal year 2012 by \$1.5 million in order to offset the general fund budget reduction and to cover the cost of the 27th pay period. Additional budget reductions are expected for fiscal year 2013.

As an urban community college with a diverse student population, the long-term outlook for Gateway is both exciting and fiscally challenging especially in these times of continued economic uncertainty. Next academic year Gateway students will enjoy the benefit of the long overdue state-of-the-art campus in downtown New Haven. The new campus will position Gateway to streamline operations, gain environmental sustainability and economic efficiency, augment student services, and provide continued quality education to meet the workforce needs of Greater New Haven. Nonetheless, the number of younger students with developmental challenges will continue to increase unless we obtain the additional resources needed to enhance our partnerships with the K-12 schools and to pioneer the innovative approaches that are needed to reverse the current trend.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**

Housatonic Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 17,992	\$ 17,113	5 %
Non-current assets	83,320	85,045	(2)
Total assets	<u>\$ 101,312</u>	<u>\$ 102,158</u>	<u>(1) %</u>
LIABILITIES			
Current liabilities	\$ 5,333	\$ 4,762	12 %
Non-current liabilities	2,897	2,780	4
Total liabilities	<u>8,230</u>	<u>7,542</u>	<u>9</u>
NET ASSETS			
Invested in capital assets	83,290	85,064	(2)
Restricted-nonexpendable	20	20	-
Restricted-expendable	2,024	1,266	60
Unrestricted	7,748	8,266	(6)
Unrestricted-mandatory transfer to State	-	-	-
Total net assets	<u>93,082</u>	<u>94,616</u>	<u>(2)</u>
Total liabilities and net assets	<u>\$ 101,312</u>	<u>\$ 102,158</u>	<u>(1) %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 17,116	\$ 15,197	13 %
Less: Scholarship discounts and allowances	(8,882)	(6,887)	29
Net tuition and fees	8,234	8,310	(1)
Government grants and contracts	13,643	10,948	25
Additional operating revenues	1,031	753	37
Total operating revenues	<u>22,908</u>	<u>20,011</u>	<u>14</u>
OPERATING EXPENSES			
	<u>43,982</u>	<u>39,607</u>	<u>11</u>
Operating loss	<u>(21,074)</u>	<u>(19,596)</u>	<u>(8)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	18,854	17,592	7
State appropriations - bond fund **	1,344	-	100
Other non-operating revenues (expenses), net	38	46	(17)
Net non-operating revenues	<u>20,236</u>	<u>17,638</u>	<u>15</u>
Net income (loss) before other changes	<u>(838)</u>	<u>(1,958)</u>	<u>57</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	-	-
Interagency transfers	(696)	(623)	(12)
Total other changes	<u>(696)</u>	<u>(623)</u>	<u>(12)</u>
Change in net assets	(1,534)	(2,581)	41
Net assets, beginning of year	94,616	97,197	(3)
Net assets, end of year	<u>\$ 93,082</u>	<u>\$ 94,616</u>	<u>(2) %</u>

* Including fringe benefits
** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (18,937)	\$ (16,795)	(13) %
Investing activities	34	50	(32)
Capital and related financing activities	273	(1,260)	122
Noncapital financing activities	19,078	18,739	2
Net change in cash and cash equivalents	448	734	(39)
Cash and cash equivalents, beginning of year	14,620	13,886	5
Cash and cash equivalents, end of year	<u>\$ 15,068</u>	<u>\$ 14,620</u>	<u>3 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**

Housatonic Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 107	\$ 91	18 %
Receivables	62	30	107
Investments	959	738	30
Other Assets	5	6	(17)
Total assets	<u>\$ 1,133</u>	<u>\$ 865</u>	<u>31 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 40	\$ 25	60 %
NET ASSETS			
Unrestricted	208	176	18
Temporarily Restricted	289	365	(21)
Permanently Restricted	596	299	99
Total net assets	<u>1,093</u>	<u>840</u>	<u>30</u>
Total liabilities and net assets	<u>\$ 1,133</u>	<u>\$ 865</u>	<u>31 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 710	\$ 323 *	120 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	109	104 *	5
Dividends and Interest Income Total	21	15	40
Other	130	57	128
Total Revenue, Capital Gains and Losses and other Support	<u>970</u>	<u>499</u>	<u>94</u>
EXPENSES			
Fundraising Expense	136	94	45
Program Expense	304	256	19
Financial Aid expenses	145	160	(9)
Administration and Other	132	79	67
Total Expenses	<u>717</u>	<u>589</u>	<u>22</u>
Change in net assets	<u>253</u>	<u>(90)</u>	<u>381</u>
NET ASSETS			
Net assets, beginning of year	<u>840</u>	<u>930</u>	<u>(10)</u>
Net assets, end of year	<u>\$ 1,093</u>	<u>\$ 840</u>	<u>30 %</u>

* See Note 15 in Audited Financial Statements

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Housatonic Community College

Fiscal year 2011 was a year of milestones for Housatonic Community College (“HCC” or “Housatonic”). It was a year in which the college served more students than ever before while garnering national recognition and establishing international ties.

In the fall 2010 semester, Housatonic set a new overall enrollment record, registering 6,197 students. This represents a 134 percent increase in enrollment since the college’s 1997 move from the city’s east end to its current downtown campus. In the spring 2011 semester, the college registered 5,989 students, a spring-semester record.

Fiscal year 2011 was also the year in which Housatonic established international education ties, partnering with early childhood education professionals from the Royal Bafoking Kingdom in South Africa, which is building an early childhood laboratory school. In January 2011, a team of early childhood education specialists from the Bridgeport area, including HCC early childhood education coordinator, Laurie Noe, visited South Africa to observe and interact with their counterparts. In April, a contingent from South Africa visited Bridgeport, attending workshops and discussions at HCC and formally observing Housatonic’s nationally acclaimed early childhood laboratory school, which President Clinton in his March 1998 visit described as “what every child in America needs.” As a result of the partnership, Housatonic began offering online courses for Bridgeport and South African early childhood education specialists and created an online discussion board that linked HCC’s early childhood lab school with its counterpart being established in South Africa.

During this year Housatonic was also represented at the White House during an official ceremony. In October 2010, Housatonic student Adriana Cedenó was chosen to attend an Executive Order signing at the White House. That order extended the White House Initiative on Educational Excellence for Hispanic Americans, which seeks to improve the educational experience of Latinos. Adriana was one of a dozen people who were present as President Obama signed the order. She personally met and was photographed with President Obama. HCC President Anita T. Gliniecki was also among those in the audience during the signing.

The Housatonic Museum of Art is a valuable asset not only to the college but also to the community at large. The collection was valued at approximately \$14.0 million as of June 30, 2011 and included over 4,500 works of art. The museum is funded by the college and the Housatonic Community College Foundation, Inc. In addition to student and faculty exhibits, the museum gallery is also used for special short term exhibits. One of the exhibits featured this year was an exhibit of the work of Andy Warhol and contemporary artists who were inspired by his work. During fiscal year 2011, HCC completed a \$400 thousand renovation project for several art storage areas to ensure long term environmental protection of the artwork.



During fiscal year 2011, Housatonic Community College continued its active participation in several federal, state, and private grant-funded programs addressing student success. HCC entered its second year of the Developmental Education Initiative (“DEI”) program focusing its efforts on the college’s self-paced math and English courses, iMath program, and early Accuplacer testing in area high schools. In addition, funding from the U.S. Department of Education’s congressionally-directed grant sustained Housatonic’s middle college program for a sixth year, providing a rigorous academic enrichment program for seniors from Bassick, Central, and Harding High schools. In the same manner, the State of Connecticut Gear Up project continued its support of HCC’s summer Gear Up program. This initiative supported a six-week academic program for graduating Gear Up

participants. Students were enrolled in both an English and mathematics course and participated in a series of college readiness workshops including: college orientation, career planning, financial aid, academic advising, and transfer to four-year universities. Also during fiscal year 2011, the Statistics Pathway (“Statway”) grant from the Carnegie Foundation for the Advancement of Teaching allowed an HCC team of math faculty to focus on curriculum development concurrently with representatives from eighteen colleges nationwide.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Fiscal year 2011 was marked by continued growth for Housatonic Community College's financial aid programs, with \$15.5 million in grant, loan and work study aid awarded for the 2011 academic year, impacting both operating revenues and expenses. Gross financial aid expenses, including grants and tuition and fee waivers, were up 27.6% to just under \$15.0 million in fiscal year 2011. All funding sources, federal, state and private were spent to the maximum of their allotments. Federal Pell grants alone increased by 22.0% from a previous \$8.5 million awarded for aid year 2010 to \$10.3 million awarded for aid year 2011.

Along with the overall increase in financial aid awards, there was also a corresponding increase of 19.1% in Free Application for Federal Student Aid ("FAFSA") applications from 7,397 in aid year 2010 to 8,812 in aid year 2011. This ultimately led to an 11.9% increase in unduplicated financial aid recipients from 3,940 in 2010 to 4,408 in 2011.

In fiscal year 2011, Housatonic Community College initiated a number of planned internal renovation projects for Lafayette Hall, in a continuing effort to bring Lafayette Hall up to the same level as Beacon Hall in the areas of security, environmental control systems and building maintenance. All of these projects are expected to be completed in fiscal year 2012. Also in fiscal year 2011, an additional 17 classrooms in Lafayette Hall including science laboratories were successfully converted to an educational multi-media status. These additional transformed laboratories and classrooms have been received well by the students and faculty. A technological upgrading of HCC's computer classrooms was also completed in fiscal year 2011. This effort provided students and instructors with a technologically modern instructional computer platform which ultimately better prepares students for the workforce.

With delays in information on state bond allocations, HCC continued to use its internal funds to begin the Phase II renovations of Lafayette Hall in fiscal year 2011. In addition, Housatonic is developing a new manufacturing laboratory on campus to further address the workforce needs of the local businesses. Housatonic is also in the final stages of creating an educational design studio complex to address various computer graphics programs, AutoCAD needs as well as computer modeling for the science disciplines. Both of these two new studio/laboratories will be completed in fiscal year 2012. Lastly, HCC is continuing with its efforts to complete an interior cosmetic facelift to Lafayette Hall, which is currently sixteen years old and beginning to show its age. Plans have been developed and are being implemented for extensive interior painting, carpeting and ceiling replacement for this building. Additional designs are being developed to renovate the existing restroom facilities within this building.

During fiscal year 2011, operating revenues increased 14.5% while operating expenses increased 11.0%. Operating revenues reflected enrollment-driven increases in tuition and fee revenues, and government and private grant revenues including both financial aid and other programmatic revenues. Operating expenses were impacted by enrollment-driven wage and fringe cost increases, one-time facility projects, increases in student financial aid, offset by a \$1.2 million reduction in depreciation expense related to prior year depreciation that was recorded in fiscal year 2010.

Housatonic continued to maintain its strong financial condition in fiscal year 2011. Total net assets as of June 30, 2011 were \$93.1 million. This represents a decrease of \$1.5 million from the previous \$94.6 million as of June 30, 2010. Unrestricted net assets decreased 6.3% in fiscal year 2011 to \$7.7 million. This reduction is attributed to the use of college funds to finance the capital projects described above.

Housatonic maintains sufficient resources to ensure both short-term and long-term financial health and liquidity, including a 3.0% contingency reserve, as part of a very respectable positive unrestricted net assets balance at year-end. The ratio of current assets to current liabilities as of June 30, 2011 was also a very strong 3.4:1. Housatonic's strong financial position is especially important in the face of state budget cuts impacting the college by \$793 thousand for fiscal year 2012. Continued sound fiscal management as well as emphasis on enrollment growth through new programs and state-of-the-art classrooms will help maintain the college's fiscal position. The college is also awaiting approval for design funding for an additional four story annex (Phase II of renovations) for Lafayette Hall which will further increase available classroom space.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**

Manchester Community College	Primary Institution		
Condensed Statements of Net Assets	(in thousands)		
June 30, 2011 and 2010	2011	2010	% Change
ASSETS			
Current assets	\$ 15,854	\$ 14,340	11 %
Non-current assets	66,919	69,267	(3)
Total assets	<u>\$ 82,773</u>	<u>\$ 83,607</u>	<u>(1) %</u>
LIABILITIES			
Current liabilities	\$ 7,364	\$ 7,631	(3) %
Non-current liabilities	4,314	4,103	5
Total liabilities	<u>11,678</u>	<u>11,734</u>	<u>0</u>
NET ASSETS			
Invested in capital assets	66,888	69,235	(3)
Restricted-nonexpendable	-	-	-
Restricted-expendable	2,522	293	761
Unrestricted	1,685	2,345	(28)
Total net assets	<u>71,095</u>	<u>71,873</u>	<u>(1)</u>
Total liabilities and net assets	<u>\$ 82,773</u>	<u>\$ 83,607</u>	<u>(1) %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets	2011	2010	% Change
Years Ended June 30, 2011 and 2010			
OPERATING REVENUES			
Student tuition and fees	\$ 22,133	\$ 20,908	6 %
Less: Scholarship discounts and allowances	(7,867)	(6,877)	14
Net tuition and fees	14,266	14,031	2
Government grants and contracts	11,134	11,046	1
Additional operating revenues	976	866	13
Total operating revenues	<u>26,376</u>	<u>25,943</u>	<u>2</u>
OPERATING EXPENSES			
Operating loss	56,989	53,311	7
	<u>(30,613)</u>	<u>(27,368)</u>	<u>(12)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	29,758	29,237	2
State appropriations - bond fund **	2,922	17	17,088
Other non-operating revenues (expenses), net	55	81	(32)
Net non-operating revenues	<u>32,735</u>	<u>29,335</u>	<u>12</u>
Net income (loss) before other changes	<u>2,122</u>	<u>1,967</u>	<u>8</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	5	(100)
Interagency transfers	(2,900)	(3,705)	22
Total other changes	<u>(2,900)</u>	<u>(3,700)</u>	<u>22</u>
Change in net assets	(778)	(1,733)	55
Net assets, beginning of year	71,873	73,606	(2)
Net assets, end of year	<u>\$ 71,095</u>	<u>\$ 71,873</u>	<u>(1) %</u>

* Including fringe benefits
** Including agency and DPW administered

Condensed Statements of Cash Flows	2011	2010	% Change
Years Ended June 30, 2011 and 2010			
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (28,149)	\$ (24,176)	(16) %
Investing activities	25	45	(44)
Capital and related financing activities	667	(627)	206
Noncapital financing activities	28,580	26,013	10
Net change in cash and cash equivalents	1,123	1,255	(11)
Cash and cash equivalents, beginning of year	10,041	8,786	14
Cash and cash equivalents, end of year	<u>\$ 11,164</u>	<u>\$ 10,041</u>	<u>11 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**

Manchester Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 521	\$ 723	(28) %
Receivables	651	301	116
Investments	2,188	1,775	23
Other Assets	-	-	-
Total assets	<u>\$ 3,360</u>	<u>\$ 2,799</u>	<u>20 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 15	\$ 18	(17) %
NET ASSETS			
Unrestricted	141	173	(18)
Temporarily Restricted	1,030	438	135
Permanently Restricted	<u>2,174</u>	<u>2,170</u>	<u>0</u>
Total net assets	<u>3,345</u>	<u>2,781</u>	<u>20</u>
Total liabilities and net assets	<u>\$ 3,360</u>	<u>\$ 2,799</u>	<u>20 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 677	\$ 304	123 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	62	70	(11)
Dividends and Interest Income Total	243	281	(14)
Other	-	-	-
Total Revenue, Capital Gains and Losses and other Support	<u>982</u>	<u>655</u>	<u>50</u>
EXPENSES			
Fundraising Expense	64	47 *	36
Program Expense	80	88 *	(9)
Financial Aid expenses	177	108	64
Administration and Other	<u>97</u>	<u>58</u>	<u>67</u>
Total Expenses	418	301	39
Change in net assets	<u>564</u>	<u>354</u>	<u>59</u>
NET ASSETS			
Net assets, beginning of year	<u>2,781</u>	<u>2,427</u>	<u>15</u>
Net assets, end of year	<u>\$ 3,345</u>	<u>\$ 2,781</u>	<u>20 %</u>

* See Note 15 in Audited Financial Statements

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**

Manchester Community College

Component Unit - Great Path Academy

Condensed Statement of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Current assets	\$ 622	\$ 2,331	(73) %
Non-current Assets	30,588	30,352	1
Total assets	<u>\$ 31,210</u>	<u>\$ 32,683</u>	<u>(5)</u>
LIABILITIES			
Current liabilities	\$ 370	\$ 1,072	(65) %
Non-current liabilities	45	38	18
Total liabilities	<u>415</u>	<u>1,110</u>	<u>(63)</u>
NET ASSETS			
Invested in capital assets, net of related debt	30,588	30,352	1
Restricted-expendable	365	1,371	(73)
Unrestricted	(158)	(150)	(5)
Total net assets	<u>30,795</u>	<u>31,573</u>	<u>(2)</u>
Total liabilities and net assets	<u>\$ 31,210</u>	<u>\$ 32,683</u>	<u>(5) %</u>

Condensed Statement of Revenues, Expenses and Changes in Net Assets

Year Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
OPERATING REVENUES			
District Contributions	\$ 1,015	\$ 1,083	(6) %
Government grants and contracts	3,218	3,700	(13)
Total operating revenues	<u>4,233</u>	<u>4,783</u>	<u>(11)</u>
OPERATING EXPENSES	5,572	5,954	(6)
Operating income	<u>(1,339)</u>	<u>(1,171)</u>	<u>(14)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	561	535	5
State appropriations - DPW Administered	-	18	(100)
Net non-operating revenues	<u>561</u>	<u>553</u>	<u>1</u>
Net income (loss)	<u>(778)</u>	<u>(618)</u>	<u>(26)</u>
Change in net assets	(778)	(618)	(26)
Net assets, beginning of year	31,573	32,191	(2)
Net assets, end of year	<u>\$ 30,795</u>	<u>\$ 31,573</u>	<u>(2) %</u>

* Including fringe benefits





Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Manchester Community College

Manchester Community College ("Manchester") founded in 1963, advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. Manchester served 15,584 students (unduplicated headcount) in fiscal year 2011. There were 7,540 full- and part-time students enrolled in credit-bearing courses during the fall 2010 semester. In addition, 5,393 students enrolled in credit-free programs during the year offered through the continuing education division. These programs focus on personal development, workforce development, and a variety of business and industry training needs.

Total annualized credit FTE remained unchanged at 4,447 in fiscal year 2011 compared to 4,467 in fiscal year 2010. Manchester experienced a small 3.0% decrease in enrollment of 4,461 credit FTE for the fall 2011 semester compared to 4,600 credit FTE for the fall 2010 semester. Manchester has strived to maintain a flat enrollment level due to constraints on both financial resources and classroom space. As enrollment grows there is an increased demand to provide students with more academic support and student services such as tutoring, academic planning, counseling, student activities and accommodations for students with disabilities.



Total operating revenues increased 1.7% or \$433 thousand in fiscal year 2011 compared to fiscal year 2010. Gross student tuition and fees increased 5.9% or \$1.2 million, from \$20.9 million in fiscal year 2010 compared to \$22.1 million in fiscal year 2011. Enrollment growth in extension credit programs, along with higher tuition and fee rates in both the regular academic and extension programs, contributed to the increase. Scholarship discounts and allowances also increased 14.4% or \$990 thousand in fiscal 2011 compared to fiscal 2010 and can be attributable to the increase in financial aid. Government grants and contracts experienced a slight increase of \$88 thousand. Operating expenses increased 6.9% or \$3.7 million in fiscal year 2011 compared to fiscal year 2010, due to increases in salaries and wages, fringe benefits, and scholarship aid.

Total net assets were \$71.1 million at June 30, 2011 compared to \$71.9 million at June 30, 2010. This change reflects a \$2.3 million net decrease in the invested in capital assets component of the net assets in fiscal year 2011, which was impacted by annual depreciation expense of \$3.0 million, offset by a \$2.2 million increase in restricted-expendable net assets due to the bonding and receipt of capital equipment and technology bond funds originally authorized in FY2008 and FY2009. The unrestricted net asset component decreased \$660 thousand from \$2.3 million to \$1.7 million. The increase in student tuition and fee revenue was offset by additional costs for salaries and wages, including adjunct faculty, fringe benefits, and scholarship aid. Operating resources were also utilized to complete several one-time strategic initiatives including the renovation and redesign of various classrooms to support new academic programs, renovations to student support spaces, and the development of a comprehensive way-finding plan. Total unrestricted cash at June 30, 2011 was \$8.9 million compared to \$9.3 million at June 30, 2010. Board policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity. At June 30, 2011, the short-term current ratio of unrestricted current assets to unrestricted current liabilities at Manchester remained unchanged at 1.9:1 compared to June 30, 2010, sufficient to provide short-term liquidity and within the Board's guideline for a college of Manchester's size.

State bond funds totaling \$1.1 million were received by Manchester in July 2010, including \$705 thousand bonded in fiscal year 2010 but not distributed to colleges until 2011. This funding was used to meet current operating needs consisting of new and replacement equipment, technology and telecommunications initiatives, and related technology infrastructure improvements. Additional bond funds totaling \$914 thousand are being managed by the Department of Public Works to fund the design of fire code and sprinkler upgrades to the Lowe building and design of parking lot repairs to Lot B, including the construction of 225 new parking spaces. State bond funds totaling \$1.3 million were received in June 2011 for the purchase of new and replacement equipment, technology and telecommunications initiatives, and related technology infrastructure improvements. Those resources will be fully expended in fiscal year 2012.

Great Path Academy ("GPA") is an inter-district "middle college" magnet high school located on the Manchester Community College campus. The building, consisting of 74,500 square feet, is the first high school constructed on a community college campus in Connecticut. GPA enrollment for the fall 2011 semester is 247 students. Manchester fully utilizes the GPA facility for evening classes to accommodate increases in college enrollment growth.

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Great Path Academy is a separate legal entity established under section 10-264I of the Connecticut General Statutes. Public Act 04-213 amended C.G.S. 10-264I to permit the Board, on behalf of Manchester Community College, to sponsor and apply for funding to construct and operate a magnet school. The GPA entity meets the criteria for inclusion as a component unit in the financial statements of CCC and is reflected in a separate column within the Manchester Community College and System statements. The Board, through Manchester Community College, has overall responsibility for the mission, design, implementation and assessment of the GPA magnet school. The Board and Manchester have contracted with the Capitol Region Education Council ("CREC") to assume responsibility for the day-to-day operations of GPA through June 2012. In September 2011, Manchester issued a Request for Proposal ("RFP") seeking a management group to handle GPA operations for the five year period through June 2017. The Board and Manchester expect to have a fully executed contract completed no later than February 2012. The Governing Board of GPA includes representation from Manchester Community College and the boards of education of the participating towns of Bolton, Coventry, East Hartford, Glastonbury, Granby, Hartford, Manchester and Tolland. During fiscal year 2011, GPA served 285 students and generated total operating revenues of \$4.2 million.

Manchester recognizes the importance of seeking private resources in support of its mission. The Manchester Community College Foundation, Inc. ("MCCF") is a charitable organization organized under the laws of the State of Connecticut. MCCF is legally and fiscally separate from Manchester, however MCCF expenditures support college programs and activities. Total MCCF permanently restricted endowments were \$2.2 million at December 31, 2010, unchanged from the previous year. The annual "An Evening of Fine Wines" fundraising auction held in April 2011 raised \$160 thousand to support scholarships, student programs and program enhancements.

Manchester has partnered with Paulien & Associates Inc. to develop a comprehensive educational master plan that takes into consideration findings and recommendations for implementation. The purpose of this plan with an associated facilities master plan is to provide a guideline for Manchester's planning efforts over the next ten years. These planning efforts are expected to be completed during fiscal year 2012.

Manchester has implemented a strategic planning process with participation from all areas of the college as guidance for establishing priorities and allocating resources required to effectively carry out the college mission. The broad-based strategic goals consist of Academic Excellence, Integrated Learning and Holistic Student Development, Academic and Economic Development, Community and Civic Engagement, Educational Partnerships, Stewardship, and College Culture. A separate budget line item was established to provide alternative funding to faculty and staff for one-time innovative projects and initiatives, consistent with the strategic goals. Other institutional accomplishments in fiscal year 2011 included:

- Creation of new credit and non-credit programs to meet economic shifts and the changing needs of the state workforce.
- Renovation and creation of student centered college facilities, including the Advising and Testing Center, student activities suite, a student café, and a math redesign lab scheduled to be completed in December 2011.
- Continuation of the reaccreditation process with the New England Association of Schools and Colleges ("NEASC") to be completed by April 2012.

The approved biennial state budget for fiscal years 2012 and 2013 contained significant permanent reductions in the general fund appropriation for Connecticut Community Colleges. The impact for Manchester was a permanent reduction of \$1.3 million in the general fund base budget for fiscal year 2012. Additional budget reductions are expected for fiscal year 2013. In response to this major cut, three permanent positions were eliminated and another nine positions were transferred from state general fund to student tuition and fee support. In order to accommodate the additional wage and fringe benefit cost of transferring permanent positions to the operating fund, Manchester was required to reduce funding for part-time educational assistants, other expenses and equipment, and sports programs. A budgeted drawdown of \$997 thousand in unrestricted net assets is projected for fiscal year 2012.

The long term outlook for Manchester is both exciting and fiscally challenging during a period of economic uncertainty, budgetary constraints, and organizational changes. Manchester will continue to develop programs and create partnerships that foster student success and follow the guiding principles of shared understanding, shared responsibility, and shared leadership.

**Connecticut Community Colleges
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Middlesex Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 8,532	\$ 7,691	11 %
Non-current assets	7,409	7,786	(5)
Total assets	<u>\$ 15,941</u>	<u>\$ 15,477</u>	<u>3 %</u>
LIABILITIES			
Current liabilities	\$ 3,408	\$ 2,665	28 %
Non-current liabilities	2,178	2,186	0
Total liabilities	<u>5,586</u>	<u>4,851</u>	<u>15</u>
NET ASSETS			
Invested in capital assets	7,362	7,754	(5)
Restricted-nonexpendable	-	-	-
Restricted-expendable	1,121	596	88
Unrestricted	1,872	2,276	(18)
Unrestricted-mandatory transfer to State	-	-	-
Total net assets	<u>10,355</u>	<u>10,626</u>	<u>(3)</u>
Total liabilities and net assets	<u>\$ 15,941</u>	<u>\$ 15,477</u>	<u>3 %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 8,431	\$ 8,017	5 %
Less: Scholarship discounts and allowances	(3,105)	(2,526)	23
Net tuition and fees	5,326	5,491	(3)
Government grants and contracts	4,382	3,639	20
Additional operating revenues	264	272	(3)
Total operating revenues	<u>9,972</u>	<u>9,402</u>	<u>6</u>
OPERATING EXPENSES			
	<u>22,992</u>	<u>20,754</u>	<u>11</u>
Operating loss	<u>(13,020)</u>	<u>(11,352)</u>	<u>(15)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	12,256	11,683	5
State appropriations - bond fund **	899	-	100
Other non-operating revenues (expenses), net	69	96	(28)
Net non-operating revenues	<u>13,224</u>	<u>11,779</u>	<u>12</u>
Net income (loss) before other changes	<u>204</u>	<u>427</u>	<u>(52)</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	-	-
Interagency transfers	(475)	(132)	(260)
Total other changes	<u>(475)</u>	<u>(132)</u>	<u>(260)</u>
Change in net assets	(271)	295	(192)
Net assets, beginning of year	10,626	10,331	3
Net assets, end of year	<u>\$ 10,355</u>	<u>\$ 10,626</u>	<u>(3) %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (12,197)	\$ (11,249)	(8) %
Investing activities	13	19	(32)
Capital and related financing activities	334	(279)	220
Noncapital financing activities	12,188	12,454	(2)
Net change in cash and cash equivalents	<u>338</u>	<u>945</u>	<u>(64)</u>
Cash and cash equivalents, beginning of year	6,010	5,065	19
Cash and cash equivalents, end of year	<u>\$ 6,348</u>	<u>\$ 6,010</u>	<u>6 %</u>

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Middlesex Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 198	\$ 176	13 %
Receivables	-	1	(100)
Investments	296	245	21
Other Assets	-	-	-
Total assets	<u>\$ 494</u>	<u>\$ 422</u>	<u>17 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 35	\$ 14	150 %
NET ASSETS			
Unrestricted	64	48	33
Temporarily Restricted	102	72	42
Permanently Restricted	293	288	2
Total net assets	<u>459</u>	<u>408</u>	<u>13</u>
Total liabilities and net assets	<u>\$ 494</u>	<u>\$ 422</u>	<u>17 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 122	\$ 139	(12) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	47	55	(15)
Dividends and Interest Income Total	8	8	-
Other	49	22	123
Total Revenue, Capital Gains and Losses and other Support	<u>226</u>	<u>224</u>	<u>1</u>
EXPENSES			
Fundraising Expense	39	42	(7)
Program Expense	-	-	-
Financial Aid expenses	112	84	33
Administration and Other	24	31	(23)
Total Expenses	<u>175</u>	<u>157</u>	<u>11</u>
Change in net assets	<u>51</u>	<u>67</u>	<u>(24)</u>
NET ASSETS			
Net assets, beginning of year	<u>408</u>	<u>341</u>	<u>20</u>
Net assets, end of year	<u>\$ 459</u>	<u>\$ 408</u>	<u>13 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Middlesex Community College

Middlesex Community College ("Middlesex" or "MxCC") is centrally located on a 34 acre site in Middletown. Middlesex's primary service area includes communities east of the Connecticut River, south to the shoreline, north to Rocky Hill and west to the Meriden-Wallingford area. Middlesex maintains a satellite branch in Meriden to better serve the needs of that region, as well as offering select credit courses at the Old Saybrook High School to better serve shoreline students. The educational goal of Middlesex Community College is to promote understanding, learning, ethics and self discipline by encouraging critical thinking. MxCC offers degree and certificate programs in general studies and liberal arts education, college transfer credits, and programs in the technical and occupational fields. In addition, Middlesex offers non-credit courses including special certificate programs for senior citizens and training designed for business and industry interests. Middlesex provides its certified nurse's aide non-credit offerings to a number of clinical sites located throughout its area. Middlesex offers 21 associate degree programs and 21 certificate programs, and is considered to be a leader in the areas of ophthalmic design and dispensing, broadcast cinema and biotechnology. Middlesex offers more than 40 distance learning courses—nearly 100 sections during the fall, spring, and summer sessions—and five on-line/on-ground "hybrid" courses to students covering a variety of subjects.

Credit enrollment gains of fiscal year 2010 at Middlesex were sustained during fiscal year 2011. The unduplicated headcount for fiscal year 2011 was 4,423. Fall 2010 headcount enrollment (2,952) increased 1.3% from fall 2009; this represents a 29.1% increase over the five years since fall 2005. Spring 2011 headcount enrollment (2,849) increased 0.7% from spring 2010; both fall and spring headcounts represent the highest numbers at the college since 1994. Compared to the previous year, full-time headcount enrollment was down by 4.9% and part-time enrollment was up by 5.0%. Annualized full-time equivalent ("FTE") enrollments for fiscal year 2011 were down slightly (-0.5%) from 1,664.5 to 1,655.5. During fiscal year 2011, 80.0% of the student body was matriculated into degree and certificate programs, with general studies continuing to be the highest enrolled program. Fifty percent of first-time, full-time, degree-seeking students participated in financial aid programs offered at Middlesex. The average age of the student population at Middlesex, which has trended downward over the past decade, remained at 26.4 years.

During fiscal year 2011, Middlesex experienced significant changes in leadership. With the reassignment of President Nieves to Capital Community College, Jonathan Daube, President Emeritus of Manchester Community College assumed interim leadership while a search was undertaken for a permanent president. Dr. Anna M. Wasescha was ultimately selected as the new President and begins her duties in fiscal year 2012. Additionally during fiscal year 2011, the retirement of the Academic Dean resulted in others assuming expanded interim assignments. During this time Middlesex continued to serve its students well with quality education, improved facilities and completion of a comprehensive strategic plan that will be the basis of a college facilities master plan.

Middlesex maintained its strong financial condition in fiscal year 2011. Total assets at year end were \$15.9 million, an increase of 3.0% for the year. The unrestricted net asset balance declined 17.7%, to \$1.9 million at year end. Middlesex spent an additional \$561 thousand in purchased commodities and services to complete several high impact improvement projects around the campus and aid the completion of the academic strategic plan. In compliance with the Board of Trustees' policy the unrestricted current ratio at June 30, 2011 was 2.3:1, adequate to provide substantial short-term liquidity for a college of Middlesex's size. Fiscal year 2012 General Fund budget reductions impacting MxCC by \$515 thousand, coupled with a new CCC governing structure effective July 1, 2011, will present future challenges and opportunities.



MxCC faculty continues to encourage student creativity by bringing well-known poets to the campus to work with creative writing students and read from their work. During the academic year, one of the college's students was selected as one of only four students to participate in the Connecticut Poetry Circuit, traveling to numerous colleges across the state to read her works. And, once again, the college's radiologic technology students and ophthalmic design and dispensing students had nearly a 100% pass rate on their national certifying exams.

Middlesex continues to address the unique needs of the developmental

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

student through the use of the “self-paced” option in both math and English. This option allows students who place into developmental courses to progress at their own pace, frequently resulting in completing two levels of developmental coursework in one semester. The college learning center staff has worked with faculty to help students that are performing poorly through the pilot of an “early warning system,” a retention effort initiated through the efforts of MxCC’s student development committee.

The Meriden Center continues to grow and enhance its student services and student engagement opportunities. In the spring of 2010, a partnership with the Meriden YMCA was created which resulted in reduced membership cost for students, the availability for MxCC to use the Meriden YMCA’s facility for events and access to childcare resources for MxCC’s parent students. The Meriden Center also improved its academic resources with the addition of a full-time retention specialist, revitalized academic learning center, and increased tutoring hours. Increased collaborations with the local school district and adult education programs have also yielded success, illustrated by the increase in Meriden Center’s English as a Second Language (“ESL”) course offerings.

The workforce development, continuing education, and community services division of MxCC expanded programs to support worker skills training in healthcare, manufacturing, solar energy, and the film industry. Program non-credit headcount increased 6.1% from 1,587 students to 1,684 over the previous year. The newly-established, 20-week veterinary assistant certificate program, in partnership with the Connecticut Valley Veterinary Associates, graduated its first class in spring 2011. In order to address the statewide need for people trained in precision-manufacturing, MxCC continued its efforts in providing training programs at the Precision Machining Institute (“PMI”) in Meriden. With the support of an industry- and education-based manufacturing advisory committee, academic and non-credit training programs can be further enhanced to address specific skill needs of manufacturers.



The goal to conduct a detailed space analysis in support of Middlesex’s facilities master plan was deferred pending the completion of a comprehensive strategic plan for the college. The strategic plan has been completed and will guide MxCC’s direction for the near and long term in a manner that is responsive to the needs of the area. Funding for a project to expand and renovate the cafeteria area in Founders Hall was bonded in August 2011. This project will address the need for improved student space, more efficient use of existing space and expansion of facilities in response to growing enrollments. The design phase for this project will begin in fiscal year 2012. During fiscal year 2011 the college fully updated three computer classrooms with new equipment and ergonomic seating, renovated the entrances to Snow and Wheaton Halls and improved accessibility to the facility by updating all internal and external signage. Further, a collaborative technology center was designed and constructed in the library to provide a computer classroom for library literacy instruction and two “ediascapes” for student collaboration and group projects.

Middlesex continues its outreach and connection into the community by availing the campus for use to outside organizations. For the fifth year in a row, Middlesex was host to “Shakespeare in the Grove,” a production of Shakespearian plays produced by The Artfarm, a local, non-profit theater production company. In 2011, Middlesex was a “College Goal Sunday” host school, a national event for all college students to receive free help with applying for financial aid. MxCC continues to participate and host events for “One Book-One Middletown,” an annual movement to get community members interested in reading. All of these annual events provide an opportunity for many families to visit the campus and enjoy its facilities free of charge.

The Middlesex Community College Foundation continued its efforts in resource development to support students and campus projects in fiscal year 2011. A \$25,000 grant funded a supplemental instruction initiative in the college learning center; \$18,600 in grant funding enabled MxCC to establish an allied health lab for CNA students in the Meriden Center; and \$12,500 in external support helped build a library instruction classroom and collaborative workstations (“C-POD”) dedicated to student success. In May 2011, Foundation scholarships were awarded to 77 students, totaling \$40,500.

**Connecticut Community Colleges
Management's Discussion and Analysis
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Naugatuck Valley Community College		Primary Institution	
Condensed Statements of Net Assets			
June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 17,057	\$ 14,428	18 %
Non-current assets	52,611	55,283	(5)
Total assets	<u>\$ 69,668</u>	<u>\$ 69,711</u>	<u>0 %</u>
LIABILITIES			
Current liabilities	\$ 8,264	\$ 8,466	(2) %
Non-current liabilities	4,813	4,681	3
Total liabilities	<u>13,077</u>	<u>13,147</u>	<u>(1)</u>
NET ASSETS			
Invested in capital assets	52,443	55,132	(5)
Restricted-nonexpendable	-	-	-
Restricted-expendable	4,146	1,232	237
Unrestricted	2	200	(99)
Total net assets	<u>56,591</u>	<u>56,564</u>	<u>0</u>
Total liabilities and net assets	<u>\$ 69,668</u>	<u>\$ 69,711</u>	<u>0 %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets			
Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 21,365	\$ 19,441	10 %
Less: Scholarship discounts and allowances	(6,896)	(5,469)	26
Net tuition and fees	14,469	13,972	4
Government grants and contracts	10,521	8,273	27
Additional operating revenues	742	2,139	(65)
Total operating revenues	<u>25,732</u>	<u>24,384</u>	<u>6</u>
OPERATING EXPENSES			
	58,927	55,663	6
Operating loss	<u>(33,195)</u>	<u>(31,279)</u>	<u>(6)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	29,570	29,127	2
State appropriations - bond fund **	4,162	-	100
Other non-operating revenues (expenses), net	84	166	(49)
Net non-operating revenues	<u>33,816</u>	<u>29,293</u>	<u>15</u>
Net income (loss) before other changes	<u>621</u>	<u>(1,986)</u>	<u>131</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	-	-
Interagency transfers	(594)	(663)	10
Total other changes	<u>(594)</u>	<u>(663)</u>	<u>10</u>
Change in net assets	27	(2,649)	101
Net assets, beginning of year	56,564	59,213	(4)
Net assets, end of year	<u>\$ 56,591</u>	<u>\$ 56,564</u>	<u>0 %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows			
Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (31,600)	\$ (29,112)	(9) %
Investing activities	20	28	(29)
Capital and related financing activities	975	(623)	257
Noncapital financing activities	32,563	30,016	8
Net change in cash and cash equivalents	1,958	309	534
Cash and cash equivalents, beginning of year	9,699	9,390	3
Cash and cash equivalents, end of year	<u>\$ 11,657</u>	<u>\$ 9,699</u>	<u>20 %</u>

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Naugatuck Valley Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 59	\$ 184	(68) %
Receivables	38	25	52
Investments	1,069	899	19
Other Assets	-	-	-
Total assets	<u>\$ 1,166</u>	<u>\$ 1,108</u>	<u>5 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 1	\$ 45	(98) %
NET ASSETS			
Unrestricted	30	34	(12)
Temporarily Restricted	391	299	31
Permanently Restricted	744	730	2
Total net assets	<u>1,165</u>	<u>1,063</u>	<u>10</u>
Total liabilities and net assets	<u>\$ 1,166</u>	<u>\$ 1,108</u>	<u>5 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 165	\$ 89	85 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	38	31	23
Dividends and Interest Income Total	20	16	25
Other	39	86	(55)
Total Revenue, Capital Gains and Losses and other Support	<u>262</u>	<u>222</u>	<u>18</u>
EXPENSES			
Fundraising Expense	-	-	-
Program Expense	91	209	(56)
Financial Aid expenses	49	51	(4)
Administration and Other	20	14	43
Total Expenses	<u>160</u>	<u>274</u>	<u>(42)</u>
Change in net assets	<u>102</u>	<u>(52)</u>	<u>296</u>
NET ASSETS			
Net assets, beginning of year	<u>1,063</u>	<u>1,115</u>	<u>(5)</u>
Net assets, end of year	<u>\$ 1,165</u>	<u>\$ 1,063</u>	<u>10 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Naugatuck Valley Community College

Naugatuck Valley Community College (“Naugatuck Valley” or “NVCC”) has as its Mission to offer quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential. Our Vision: At NVCC, the word “community” is central and our students are considered our most sacred trust and our finest asset. Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students.

The campus is the largest in the Connecticut Community College system and includes 110 acres and seven buildings comprising 951,754 gross square feet. The college is extremely proud of its four allied health programs and the excellent facilities for these programs, especially a nursing simulation lab. The technology in this lab broadcasts live to various classrooms, as well as allows for the recording of simulation exercises to be used for teaching purposes. This technology has proven to be a great tool in providing early preparation of students prior to the time their education progresses to a clinical setting. NVCC students continued to perform well in certification exams with the graduates of three programs achieving a first-time pass of 95% to 100%, and graduates of a fourth program achieving an 85% rate. Although students from many cities and towns across the state attend Naugatuck Valley, the college’s primary service region comprises two dozen towns in the greater Waterbury and Danbury areas.

Unique among Connecticut community colleges is a fine arts center housing an 850-seat theater, a small experimental theater, dance studio, chorus room, and music practice rooms. Naugatuck Valley is the only community college in Connecticut to offer associate degrees in aviation science; a visual and performing arts option in dance, digital arts technology; and horticulture. Naugatuck Valley also has a new center in Danbury to support credit and non-credit programs accommodating 700 credit students in spring 2011.

Naugatuck Valley takes pride in its partnerships with community organizations, and the partnership with the Northwest Regional Workforce Investment Board has continued to allow NVCC to run many workforce development courses and provide many opportunities for both credit and non-credit students. In addition, this partnership, along with collaboration with the Waterbury Board of Education, has allowed NVCC to continue to operate the College Connections Program in which 29 high schools students took college engineering technology classes for credit on campus in the spring of 2011.

There were several significant accomplishments this year at NVCC. First and foremost was completion of a physical realignment of the college’s library, whereby the circulation and reference desks were moved from the fourth to the fifth floors. This resulted in an immediate increase in student traffic and better utilization of the library’s resources. The library hours have been extended to seven days per week.

Staff of the college led a city-wide effort to institute evening bus service in Waterbury. Success was achieved after NVCC students voted at referendum to allow the levy of a transportation fee for all part time and full time students equal to \$10/semester, with these funds going to the local bus company to help fund the cost of evening service. Service is due to commence in October 2011. All students have been given the option of receiving a U-Pass which allows unlimited use of CT Transit buses any day or time.

Other highlights from fiscal year 2011 included:

- Successfully completed the first year of the college’s new strategic plan.
- Achieved substantial progress in degrees and certificates granted: 642 AA/AS degrees (an increase of almost 70% in three years) and 893 certificates (an increase of almost 500% in three years)
- Expanded credit course offerings in Danbury, the second largest city in the college’s region.
- Experienced explosive growth (to almost 700 heads and almost 1400 seats as of spring 2011) in Danbury enrollment which reflected the Danbury region’s need for a community college and



Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

- acceptance by the public of the college's new downtown center.
- Constructed two new gardens on campus (a biblical garden and a medicinal garden) primarily using volunteer labor and donations in order to support the only Horticulture Program in the CCC system.
 - Utilized about 100 faculty and staff, making substantial progress in preparing the college's self study for the New England Association of Schools and Colleges ("NEASC") accreditation visit scheduled for November 2012.
 - In order to better utilize campus facilities, the college instituted weekday classes beginning at 6:30am and Sunday classes commencing late morning.
 - Obtained and executed several grants to enhance workforce development, especially in the green jobs areas.
 - Moved Science Department tutoring into the Academic Center for Excellence and added capacity for 12 more students.
 - Installed a new academic advising program in a refurbished space called Center for Academic Progress and Student Success.
 - Continued for the second year a summer English as a Second Language ("ESL") Institute which yielded positive results and allowed ESL students to progress more quickly toward their degrees.
 - Continued service learning opportunities for students, such as the St. Vincent DePaul's soup kitchen.
 - Completed the first year of a grant entitled Statway from the Carnegie Foundation which has allowed college faculty to develop and teach new courses in the area of developmental math.
 - Continued to carry out initiatives that address the area's educational, social, economic, healthcare and cultural needs by obtaining five grants that will serve both high school and college students through a new college program called Bridge to College.



The Naugatuck Valley Community College Foundation, Inc. ("NVCCF") focused its year on leadership and fundraising. Election of officers and establishment of an executive committee ushered in the new program year. The board updated its bylaws, revised its financial chart of accounts, and discussed a strategic plan to blend college needs with the foundation's abilities to meet them. NVCCF received funding from the Northeast Utilities Foundation to support scholarships for students in electrical engineering. The annual appeal to faculty and staff raised more than \$11 thousand for tuition aid and tutoring. Increased board generosity, increased leveraging for donations, and new corporate sponsorships for the Mystery Dinner Theater resulted in net earnings of \$18 thousand from the seventh annual fundraiser held at the Mattatuck Museum. The total of liabilities and net assets at the end of the foundation's 2011 fiscal year was \$1.2 million—an increase of \$58 thousand over the previous year.

Full time equivalent ("FTE") enrollment increased by 8.2% in fall 2010 compared to fall 2009. FTE enrollment in spring 2011 increased by 4.5% compared to the spring of 2010. Enrollment growth and rate escalations increased tuition and fee revenues by 9.9% or \$1.9 million, contributing to total revenues increasing 10.9% or \$5.9 million from \$53.7 million in fiscal year 2010 to \$59.5 million in fiscal year 2011. Operating expenses increased 5.9% to \$58.9 million from fiscal year 2010 to fiscal year 2011 due to employee costs including salaries, fringe benefits and employee tuition waivers, as well as a 51.8%, \$1.7 million increase in net student financial aid expense.

In fiscal year 2011, Naugatuck Valley's efforts to maintain positive unrestricted net assets were tested severely. The unrestricted net asset balance as of June 30, 2011, was positive \$2 thousand, down \$198 thousand from positive \$200 thousand at June 30, 2010. The primary reasons for the slight decline were accruals related to employee costs, a larger than expected allowance for doubtful accounts charge, and a shortfall of budgeted revenue from the continuing education division. As of June 30, 2011, the short-term current ratio of unrestricted current assets to unrestricted current liabilities was 1.6:1, down slightly from 1.7:1 a year ago. While this is slightly lower than what is required by Board policy, it should provide sufficient liquidity to respond to the demands of a challenging environment. Fiscal year 2012 General Fund budget reductions impacting NVCC by \$1.2 million, coupled with a new CCC governing structure effective July 1, 2011, will present future challenges and opportunities.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Northwestern Connecticut Community College

Primary Institution

**Condensed Statements of Net Assets
June 30, 2011 and 2010**

	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 7,003	\$ 4,600	52 %
Non-current assets	22,714	23,255	(2)
Total assets	<u>\$ 29,717</u>	<u>\$ 27,855</u>	<u>7 %</u>
LIABILITIES			
Current liabilities	\$ 1,843	\$ 1,866	(1) %
Non-current liabilities	1,811	1,732	5
Total liabilities	<u>3,654</u>	<u>3,598</u>	<u>2</u>
NET ASSETS			
Invested in capital assets	22,714	23,255	(2)
Restricted-nonexpendable	-	-	-
Restricted-expendable	3,066	1,064	188
Unrestricted	283	(62)	556
Total net assets	<u>26,063</u>	<u>24,257</u>	<u>7</u>
Total liabilities and net assets	<u>\$ 29,717</u>	<u>\$ 27,855</u>	<u>7 %</u>

**Condensed Statements of Revenues, Expenses and Changes in Net Assets
Years Ended June 30, 2011 and 2010**

	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 4,323	\$ 3,963	9 %
Less: Scholarship discounts and allowances	(1,836)	(1,508)	22
Net tuition and fees	2,487	2,455	1
Government grants and contracts	3,080	2,475	24
Additional operating revenues	218	162	35
Total operating revenues	<u>5,785</u>	<u>5,092</u>	<u>14</u>
OPERATING EXPENSES			
	<u>17,446</u>	<u>16,249</u>	<u>7</u>
Operating loss	<u>(11,661)</u>	<u>(11,157)</u>	<u>(5)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	10,631	10,094	5
State appropriations - bond fund **	2,237	100	2,137
Other non-operating revenues (expenses), net	159	57	179
Net non-operating revenues	<u>13,027</u>	<u>10,251</u>	<u>27</u>
Net income (loss) before other changes	<u>1,366</u>	<u>(906)</u>	<u>251</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	1	(100)
Interagency transfers	440	322	37
Total other changes	<u>440</u>	<u>323</u>	<u>36</u>
Change in net assets	1,806	(583)	410
Net assets, beginning of year	24,257	24,840	(2)
Net assets, end of year	<u>\$ 26,063</u>	<u>\$ 24,257</u>	<u>7 %</u>

* Including fringe benefits

** Including agency and DPW administered

**Condensed Statements of Cash Flows
Years Ended June 30, 2011 and 2010**

	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (10,564)	\$ (10,634)	1 %
Investing activities	6	9	(33)
Capital and related financing activities	1,534	(209)	834
Noncapital financing activities	11,256	11,169	1
Net change in cash and cash equivalents	2,232	335	566
Cash and cash equivalents, beginning of year	3,461	3,126	11
Cash and cash equivalents, end of year	<u>\$ 5,693</u>	<u>\$ 3,461</u>	<u>64 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Northwestern Connecticut Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	<u>2011</u>	<u>2010</u>	<u>% Change</u>
ASSETS			
Cash and cash equivalents	\$ 423	\$ 50	746 %
Receivables	433	573	(24)
Investments	738	810	(9)
Other Assets	-	-	-
Total assets	<u>\$ 1,594</u>	<u>\$ 1,433</u>	<u>11 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 5	\$ 2	150 %
NET ASSETS			
Unrestricted	7	3	133
Temporarily Restricted	814	718	13
Permanently Restricted	768	710	8
Total net assets	<u>1,589</u>	<u>1,431</u>	<u>11</u>
Total liabilities and net assets	<u>\$ 1,594</u>	<u>\$ 1,433</u>	<u>11 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	<u>2011</u>	<u>2010</u>	<u>% Change</u>
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 271	\$ 412	(34) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	-	-	-
Dividends and Interest Income Total	10	9	11
Other	16	133	(88)
Total Revenue, Capital Gains and Losses and other Support	<u>297</u>	<u>554</u>	<u>(46)</u>
EXPENSES			
Fundraising Expense	10	37	(73)
Program Expense	117	46	154
Financial Aid expenses	-	-	-
Administration and Other	12	8	50
Total Expenses	<u>139</u>	<u>91</u>	<u>53</u>
Change in net assets	<u>158</u>	<u>463</u>	<u>(66)</u>
NET ASSETS			
Net assets, beginning of year	<u>1,431</u>	<u>968</u>	<u>48</u>
Net assets, end of year	<u>\$ 1,589</u>	<u>\$ 1,431</u>	<u>11 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Northwestern Connecticut Community College

Northwestern Connecticut Community College ("NCCC" or "Northwestern") was founded in 1965 by 9 private citizens constituting the Committee on Community College for Northwestern Connecticut, Inc. On November 19, 1965, Northwestern came under the jurisdiction of the State of Connecticut and subsequently the Board of Trustees of Community-Technical Colleges. NCCC has grown from one building (Founders Hall, formerly the Gilbert School) to ten, the newest of which, the Art and Science Building, opened in September 2007. Enrollment in the college's first year was 159. In the fall 2010 semester, Northwestern enrolled 1,832 students (headcount). NCCC demonstrates a strong presence in distance learning with approximately 30 online sections offered each semester. Enrollment has increased from 722 FTE in the fall of 2001 semester to 913 FTE in the fall of 2010.

Located in Winsted, a bucolic small town just twenty-five miles west of Hartford, Northwestern offers programs that lead to the Associate in Science degree, the Associate in Arts degree (with one-of-a-kind programs such as veterinary technology; and American sign language/interpreter preparation), plus credit and non-credit certificates. The NCCC service area consists of twenty towns in the northwest corner of Connecticut. The majority of students reside in Torrington, Winsted, Barkhamsted, Litchfield, New Hartford and Canton. The student body is typically made up of people who come from about half of the 169 towns in Connecticut, as well as Massachusetts, and New York.

NCCC graduated 171 students in May 2011. The degrees were awarded primarily in Liberal Arts, General Studies, Veterinary Technology, Early Childhood Education, and Criminal Justice.



During fiscal year 2011, Northwestern continued work on the design of the new 24,400 square foot building to replace the existing Joyner Learning Center. The new facility will be designed as a Medical and Veterinary Technology Center. Northwestern has hired an architectural firm for preliminary planning. The Department of Public Works ("DPW") received \$1.6 million in bond funds for this college project.

Total net assets increased \$1.8 million from \$24.3 million at June 30, 2010 to \$26.1 million at June 30, 2011. Net Income before other changes increased \$2.3 million from a \$907 thousand loss at June 30, 2010 to \$1.4 million at June 30, 2011. This is primarily due to the \$2.1 million increase in state appropriated bond fund cash equivalents received, from \$100 thousand during fiscal year 2010 to \$2.2 million during 2011. A total of \$1.6 million was bond funds held at DPW for the design of the new Medical and Veterinary Technology Center. In addition, NCCC received \$603 thousand in bond funds, \$184 thousand for technology initiatives and \$419 thousand for capital equipment purchases. These bond funds will be used to fund planned infrastructure projects that have been delayed due to the lack of funding in prior years.

Total operating revenues increased 13.6% or \$693 thousand from \$5.1 million at June 30, 2010 to \$5.8 million at June 30, 2011. Net tuition and fees, after allowance for scholarship aid, increased 1.3% or \$32 thousand while government grants and contracts increased 24.4% or \$605 thousand. This is primarily due to a \$350 thousand increase in federal Pell grant funds and the new federal Nursing Start-Up grant for \$350 thousand offset by reductions in the Connecticut Aide for Public College Students (CAPCS) grant and the federal Perkins grant.

Total operating expenses increased 7.4% or \$1.2 million from \$16.2 million at June 30, 2010 to \$17.4 million at June 30, 2011. This increase is primarily attributable to the \$350 thousand increase in the Pell grant funds and start-up costs associated with the new nursing program. Nursing expenses account for \$548 thousand of the \$1.2 million increase year to year.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Northwestern will graduate its first nursing class in May 2012. The second cohort of 32 students will begin their studies for the Associate Degree in Nursing in January 2012. The program continues to be funded through private donations and federal funds. During fiscal year 2011 NCCC received a \$350 thousand Federal Nursing Program Start Up grant. This grant provided funds for staff salaries as well as capital equipment and supplies needed to prepare the labs and classrooms for the first class of nursing students in January 2011. Northwestern also received \$96 thousand from the Foundation for Community Health, \$65 thousand from the Northwestern Connecticut Community College Foundation, \$48 thousand from private donors and \$20 thousand from the Berkshire Taconic Community Foundation, all designated for nursing staff salaries and lab supplies. While the nursing program was started and will continue to be supported through internal reallocation of college resources and generous external funding pledged through fiscal year 2013, permanent state resources will be required in future years in order to sustain the program long term.



The unrestricted current ratio increased from 2.0:1 to 2.3:1, and unrestricted net assets improved to \$283 thousand. Board policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity. The current ratio of 2.3 is adequate for a college of Northwestern's size. This increase in liquidity resulted from a \$396 thousand increase in unrestricted current assets from \$3.4 million at June 30, 2010 to \$3.8 million at June 30, 2011 and a \$28 thousand decrease in unrestricted current liabilities during the same period.

Total current assets increased 52.2% or \$2.4 million from \$4.6 million at June 30, 2010 to \$7.0 million at June 30, 2011. This is largely the result of the \$1.5 million increase in bond fund cash equivalents held by DPW for the Medical and Veterinary Technology Center and a \$496 thousand increase in bond funds held at the college for technology infrastructure and capital

equipment purchases. Operating cash also increased \$434 thousand. Non-current assets decreased \$541 thousand or 2.3% from \$23.3 million at June 30, 2010 to \$22.7 million at June 30, 2011, primarily due to an increase in accumulated depreciation. Total current liabilities decreased \$23 thousand or 1.2% while total non-current accrued compensated absence liabilities increased 4.6% or \$79 thousand.

Enrollment results were mixed during fiscal-academic year 2011. Although headcount enrollments increased in both fall and spring semesters over the previous year, full time equivalent ("FTE") enrollment declined slightly in the spring 2011 semester, with a total annualized FTE increase of 0.6% for the year. During the fall 2010 semester the college enrolled 1,832 students, an increase of 7.1% or 121 students over the fall 2009 semester enrollment of 1,711. During the spring 2011 semester the college enrolled 1,611 students, an increase of .3% or 5 students over the spring 2010 semester enrollment of 1,606.

Fiscal year 2012 General Fund budget reductions impacting NCCC by \$451 thousand, coupled with a new CCC governing structure effective July 1, 2011, will present future challenges and opportunities. As Northwestern moves forward into fiscal year 2012 facing these significant challenges, it nevertheless does so with confidence and optimism. The opening of the new nursing program in January 2011 has provided the college with another avenue to meet the needs of the residents of Northwestern Connecticut and beyond.

At Northwestern Connecticut Community College we continue to live our motto, "The small college that does great things."

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Norwalk Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 21,743	\$ 33,865	(36) %
Non-current assets	40,821	26,941	52
Total assets	<u>\$ 62,564</u>	<u>\$ 60,806</u>	<u>3 %</u>
LIABILITIES			
Current liabilities	\$ 7,987	\$ 7,835	2 %
Non-current liabilities	3,893	3,762	3
Total liabilities	<u>11,880</u>	<u>11,597</u>	<u>2</u>
NET ASSETS			
Invested in capital assets	40,818	26,941	52
Restricted-nonexpendable	-	-	-
Restricted-expendable	8,529	21,093	(60)
Unrestricted	1,337	1,175	14
Total net assets	<u>50,684</u>	<u>49,209</u>	<u>3</u>
Total liabilities and net assets	<u>\$ 62,564</u>	<u>\$ 60,806</u>	<u>3 %</u>

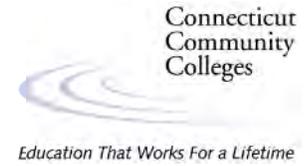
Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 20,990	\$ 20,382	3 %
Less: Scholarship discounts and allowances	(6,940)	(5,919)	17
Net tuition and fees	14,050	14,463	(3)
Government grants and contracts	9,403	7,847	20
Additional operating revenues	2,706	5,864	(54)
Total operating revenues	<u>26,159</u>	<u>28,174</u>	<u>(7)</u>
OPERATING EXPENSES			
	<u>50,455</u>	<u>49,362</u>	<u>2</u>
Operating loss	<u>(24,296)</u>	<u>(21,188)</u>	<u>(15)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	24,590	24,174	2
State appropriations - bond fund **	1,849	19,042	(90)
Other non-operating revenues (expenses), net	417	385	8
Net non-operating revenues	<u>26,856</u>	<u>43,601</u>	<u>(38)</u>
Net income (loss) before other changes	<u>2,560</u>	<u>22,413</u>	<u>(89)</u>
OTHER CHANGES			
Capital and other additions (deductions)	67	-	100
Interagency transfers	(1,152)	(1,086)	(6)
Total other changes	<u>(1,085)</u>	<u>(1,086)</u>	<u>0</u>
Change in net assets	1,475	21,327	(93)
Net assets, beginning of year	49,209	27,882	76
Net assets, end of year	<u>\$ 50,684</u>	<u>\$ 49,209</u>	<u>3 %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (23,414)	\$ (19,421)	(21) %
Investing activities	23	28	(18)
Capital and related financing activities	(13,440)	13,538	(199)
Noncapital financing activities	24,644	24,455	1
Net change in cash and cash equivalents	<u>(12,187)</u>	<u>18,600</u>	<u>(166)</u>
Cash and cash equivalents, beginning of year	30,162	11,562	161
Cash and cash equivalents, end of year	<u>\$ 17,975</u>	<u>\$ 30,162</u>	<u>(40) %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
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Norwalk Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 6,600	\$ 5,998	10 %
Receivables	1,920	3,620	(47)
Investments	21,781	20,249	8
Other Assets	-	-	-
Total assets	<u>\$ 30,301</u>	<u>\$ 29,867</u>	<u>1 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 1,914	\$ 2,532	(24) %
NET ASSETS			
Unrestricted	1,097	1,070	3
Temporarily Restricted	11,832	10,685	11
Permanently Restricted	15,458	15,580	(1)
Total net assets	<u>28,387</u>	<u>27,335</u>	<u>4</u>
Total liabilities and net assets	<u>\$ 30,301</u>	<u>\$ 29,867</u>	<u>1 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 1,674	\$ 3,428	(51) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	-	481	(100)
Dividends and Interest Income Total	-	-	-
Other	1,780	2,516	(29)
Total Revenue, Capital Gains and Losses and other Support	<u>3,454</u>	<u>6,425</u>	<u>(46)</u>
EXPENSES			
Fundraising Expense	-	224	(100)
Program Expense	1,162	3,260	(64)
Financial Aid expenses	735	1,636	(55)
Administration and Other	505	412	23
Total Expenses	<u>2,402</u>	<u>5,532</u>	<u>(57)</u>
Change in net assets	<u>1,052</u>	<u>893</u>	<u>18</u>
NET ASSETS			
Net assets, beginning of year	<u>27,335</u>	<u>26,442</u>	<u>3</u>
Net assets, end of year	<u>\$ 28,387</u>	<u>\$ 27,335</u>	<u>4 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Norwalk Community College

Norwalk Community College (“Norwalk” or “NCC”) is an open admission, two-year institution located in southwestern Connecticut. It plays a pivotal role as a center for education, workforce service and community leadership within Fairfield County, Connecticut – a diverse region that is an economic driver of Connecticut’s economy, and yet is home to both low-income housing projects and Fortune 500 corporate headquarters. Founded in 1961, NCC was the first of the 12 colleges in the Connecticut Community College System. During fall 2010, 6,740 students participated in credit programs and non-credit registrations totaled 2,453 in business, workforce development, and lifestyle courses. NCC serves the 10-town region of lower Fairfield County including Norwalk, Stamford, Greenwich, Darien, New Canaan, Westport, Wilton, Ridgefield, Redding and Weston; and also attracts students from throughout Connecticut, New York and overseas. NCC enrolls its largest number of students from Stamford (31%), Norwalk (27%) and Greenwich (7%).

In January 2011, NCC began a year-long celebration of its 50th anniversary and with that NCC has had a year of many firsts:

- NCC was named one of the 30 Achieving the Dream Leader Colleges, a distinction honoring America’s most successful community colleges.
- NCC continued its involvement with the Developmental Education Initiative funded through private grants, and President Levinson was honored to be among a select group of college presidents to meet with Melinda Gates on the value of community Colleges.
- NCC became one of only four community colleges in the world to join the United Nations Academic Impact, a consortium of institutions committed to the principles of sustainability, literacy, human rights and conflict resolution.
- NCC became one of 40 institutions nationwide to pilot the Voluntary Framework for Accountability program, with funding from the Bill and Melinda Gates Foundation.
- NCC was also named to the President’s Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning and civic engagement. This award was presented by the Corporation for National and Community Service, a federal agency that leads President Obama’s national call to service initiative.



NCC’s institutional focus on community engagement was also nationally recognized when the college was named to the Carnegie Foundation for the Advancement of Teaching’s 2010 Community Engagement Classification. NCC was one of only 12 community colleges nationwide to receive this significant award. NCC community engagement initiatives range from an afterschool program for middle-schoolers, to free tax help for low-income residents, to college courses taught at a senior residence, to community conversations held with local agencies. College faculty, staff and students get involved to build low-income housing, hold clothing and funding drives, and care for local and global neighbors following earthquakes and weather disasters. Following a Nor’easter that damaged homes and trees in 2010, NCC served as a temporary Federal Emergency Management Agency (“FEMA”) disaster recovery center. FEMA stationed relief specialists on campus, where they helped local residents apply for federal flood and hurricane assistance.

The Center for Science, Health and Wellness opened in fall 2011 for the 2012 academic year. The 55,000 square foot center is a state-of-the-art, comprehensive facility for the training of nurses, respiratory therapists, paramedics, medical assistants and other allied health care workers for the coming decades. The facility includes a dedicated floor with state-of-the-art biology, chemistry, physics and microbiology labs. The building wellness floor will act as a laboratory for the exercise science program. The center has cutting-edge equipment which will promote healthy lifestyles, with facilities that allow faculty and students to complete health-fitness evaluations leading to individualized programs targeting improved health, physical fitness, weight management and stress reduction.

The Norwalk Community College Foundation, Inc. (“NCC Foundation”) has partnered with NCC and raised more than \$15 million dollars to provide the new science, health and wellness building with furniture, fixtures and equipment. The NCC Foundation also supports NCC by providing scholarships and grants to NCC students and by supporting faculty and staff in

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

their professional development endeavors. The NCC Foundation also serves as a vehicle for raising awareness of the critical role NCC plays in the business life of its service area.

Norwalk Community College had total assets of \$62.6 million, liabilities of \$11.9 million and a total net asset balance of \$50.7 million as of June 30, 2011. Of this balance \$40.8 million was invested in capital assets, \$8.5 million was restricted-expendable net assets, and unrestricted net assets were \$1.3 million, up from \$1.2 million a year earlier. At June 30, 2011 the short-term current ratio of unrestricted current assets to unrestricted current liabilities at Norwalk was 1.9:1, reflecting



an increase over the 1.8:1 ratio reported in fiscal year 2010. Board policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity. Norwalk continues to exercise budgetary restraint in order to ensure that its unrestricted net assets continue to maintain compliance with Board policy. Fiscal year 2012 General Fund budget reductions impacting NCC by nearly \$1.1 million, will present on-going challenges for NCC.

Current assets declined by \$12.1 million from fiscal year 2010 to fiscal year 2011. Cash increased by 4.2% to \$8.9 million, and accounts receivable increased by 1.7% to \$3.8 million, while cash equivalents decreased by 58.1% or \$12.5 million to \$9.1 million. The decrease in cash equivalents reflected the expenditure of state bond funds received in fiscal year 2010 for the science, health, and wellness building, which was under construction during fiscal years 2010 and 2011. This decline in current assets was offset by a \$14.3 million increase in the long-term construction-in-progress asset, related primarily to the new building. Net assets similarly reflected the impact of the new building, with restricted-expendable net assets declining, and invested in capital net assets increasing.

Total revenues decreased by \$18.8 million or 26.1%, from \$71.8 million in fiscal year 2010 to \$53.0 million in fiscal year 2011, reflecting a reduction from the \$18.3 million in bond fund cash equivalents received in fiscal year 2010 for the construction of the health, science and wellness building. Operating revenues (net of scholarship allowances) were \$26.2 million, a decline of 7.2% compared with fiscal year 2010, reflecting the elimination of all bookstore revenues in fiscal year 2011 following the transition to a contractor-operated store in mid-2010. Gross tuition and fee revenues increased by 3.0% driven by the system-wide rate increase for fiscal year 2011, despite the fact that annualized full-time equivalent ("FTE") enrollment declined by 1.4%, affected in part by January snow storms which impacted spring semester registrations. Non-operating revenues, including government appropriations, investment income, and gifts accounted for \$26.9 million, a decrease of 38.4% compared with fiscal year 2010, again reflecting the impact of the building project. The general fund appropriation for salary and fringe benefits increased \$537 thousand from fiscal year 2010 to fiscal year 2011. Norwalk also received \$1.8 million in bond appropriation cash equivalents in fiscal year 2011. The bond funds are designated for strategic technology initiatives and capital equipment funding for fiscal year 2012.

Operating expenses were \$50.5 million in fiscal year 2011, an increase of 2.2% from fiscal year 2010 to fiscal year 2011. Full-time salaries and wages increased by 4.6%, from \$16.0 million in fiscal year 2010 to \$16.8 million in fiscal year 2011. Salaries increased as contractually obligated salary increases took effect in fiscal year 2011. The college continued to review all vacancies and only replace essential positions in fiscal year 2011. Part-time lecturer costs, including non-credit and extension-credit salaries and wages remained flat at \$5.9 million in fiscal year 2011. Fringe benefit costs reflected a 4.2% increase to \$11.4 million. Non capital expenditures dropped by 19.4% between fiscal year 2010 and fiscal year 2011 as Norwalk Community College joined the system-wide bookstore operations contract with Follett Higher Education Group during fiscal year 2010. The result was an elimination of \$1.4 million in bookstore commodity purchases in fiscal year 2011. However, through continued expense reduction initiatives in fiscal year 2011, non-capital other expenditures net of the bookstore commodities were reduced by 3.2% for fiscal year 2011 to \$6.8 million. Interagency transfers out of \$1.2 million in fiscal year 2011 increased from \$1.1 million in fiscal year 2010.

**Connecticut Community Colleges
Management's Discussion and Analysis
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Quinebaug Valley Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 7,417	\$ 7,081	5 %
Non-current assets	12,150	12,351	(2)
Total assets	<u>\$ 19,567</u>	<u>\$ 19,432</u>	<u>1 %</u>
LIABILITIES			
Current liabilities	\$ 1,999	\$ 2,012	(1) %
Non-current liabilities	1,900	1,708	11
Total liabilities	<u>3,899</u>	<u>3,720</u>	<u>5</u>
NET ASSETS			
Invested in capital assets	12,149	12,351	(2)
Restricted-nonexpendable	-	-	-
Restricted-expendable	1,025	543	89
Unrestricted	2,494	2,818	(11)
Unrestricted-mandatory transfer to State	-	-	-
Total net assets	<u>15,668</u>	<u>15,712</u>	<u>0</u>
Total liabilities and net assets	<u>\$ 19,567</u>	<u>\$ 19,432</u>	<u>1 %</u>

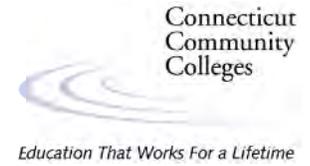
Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 6,162	\$ 5,584	10 %
Less: Scholarship discounts and allowances	(3,206)	(2,696)	19
Net tuition and fees	2,956	2,888	2
Government grants and contracts	4,563	3,976	15
Additional operating revenues	283	770	(63)
Total operating revenues	<u>7,802</u>	<u>7,634</u>	<u>2</u>
OPERATING EXPENSES			
Operating loss	<u>18,401</u>	<u>17,446</u>	<u>5</u>
	<u>(10,599)</u>	<u>(9,812)</u>	<u>(8)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	9,570	9,508	1
State appropriations - bond fund **	661	86	669
Other non-operating revenues (expenses), net	143	130	10
Net non-operating revenues	<u>10,374</u>	<u>9,724</u>	<u>7</u>
Net income (loss) before other changes	<u>(225)</u>	<u>(88)</u>	<u>(156)</u>
OTHER CHANGES			
Capital and other additions (deductions)	131	-	100
Interagency transfers	50	280	(82)
Total other changes	<u>181</u>	<u>280</u>	<u>(35)</u>
Change in net assets	(44)	192	(123)
Net assets, beginning of year	15,712	15,520	1
Net assets, end of year	<u>\$ 15,668</u>	<u>\$ 15,712</u>	<u>0 %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (9,815)	\$ (7,986)	(23) %
Investing activities	12	15	(20)
Capital and related financing activities	109	(112)	197
Noncapital financing activities	9,994	9,784	2
Net change in cash and cash equivalents	<u>300</u>	<u>1,701</u>	<u>(82)</u>
Cash and cash equivalents, beginning of year	5,785	4,084	42
Cash and cash equivalents, end of year	<u>\$ 6,085</u>	<u>\$ 5,785</u>	<u>5 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Quinebaug Valley Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 222	\$ 165	35 %
Receivables	31	44	(30)
Investments	2,373	2,105	13
Other Assets	1	2	(50)
Total assets	<u>\$ 2,627</u>	<u>\$ 2,316</u>	<u>13 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 8	\$ 11	(27) %
NET ASSETS			
Unrestricted	157	118	33
Temporarily Restricted	468	376	24
Permanently Restricted	1,994	1,811	10
Total net assets	<u>2,619</u>	<u>2,305</u>	<u>14</u>
Total liabilities and net assets	<u>\$ 2,627</u>	<u>\$ 2,316</u>	<u>13 %</u>

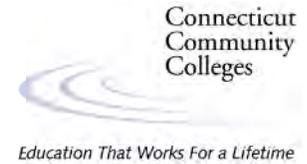
Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 196	\$ 173	13 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	88	90	(2)
Dividends and Interest Income Total	49	44	11
Other	207	128	62
Total Revenue, Capital Gains and Losses and other Support	<u>540</u>	<u>435</u>	<u>24</u>
EXPENSES			
Fundraising Expense	38	32	19
Program Expense	1	1	-
Financial Aid expenses	146	128	14
Administration and Other	41	57	(28)
Total Expenses	<u>226</u>	<u>218</u>	<u>4</u>
Change in net assets	<u>314</u>	<u>217</u>	<u>45</u>
NET ASSETS			
Net assets, beginning of year	<u>2,305</u>	<u>2,088</u>	<u>10</u>
Net assets, end of year	<u>\$ 2,619</u>	<u>\$ 2,305</u>	<u>14 %</u>

**Connecticut Community Colleges
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Quinebaug Valley Community College

Component Unit
Middle College High School

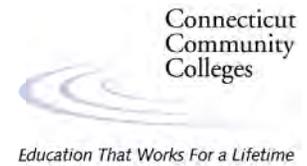
**Condensed Statement of Net Assets
June 30, 2011 and 2010
(in thousands)**

	2011	2010	% Change
ASSETS			
Current assets	\$ 981	\$ 2,495	(61) %
Non-current Assets	1,716	151	1,036
Total assets	<u>\$ 2,697</u>	<u>\$ 2,646</u>	<u>2</u>
LIABILITIES	\$ -	\$ -	-
NET ASSETS			
Invested in capital assets, net of related debt	1,716	151	1,036
Restricted-expendable	981	2,495	(61)
Total net assets	<u>2,697</u>	<u>2,646</u>	<u>2</u>
Total liabilities and net assets	<u>\$ 2,697</u>	<u>\$ 2,646</u>	<u>2 %</u>

**Condensed Statement of Revenues, Expenses and Changes in Net Assets
Year Ended June 30, 2011 and 2010
(in thousands)**

	2011	2010	% Change
OPERATING REVENUES			
District Contributions	\$ 57	\$ 245	(77) %
Government grants and contracts	1,206	533	126
Total operating revenues	<u>1,263</u>	<u>778</u>	<u>62</u>
OPERATING EXPENSES	1,212	791	53
Operating income	<u>51</u>	<u>(13)</u>	<u>492</u>
NON-OPERATING REVENUES			
State appropriations - DPW Administered	-	2,634	(100)
Net income (loss)	<u>51</u>	<u>2,621</u>	<u>(98)</u>
Change in net assets	51	2,621	(98)
Net assets, beginning of year	2,646	25	10,484
Net assets, end of year	<u>\$ 2,697</u>	<u>\$ 2,646</u>	<u>2 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



Quinebaug Valley Community College

Quinebaug Valley Community College (“Quinebaug” or “QVCC”) is a public two-year college governed by the Board of Trustees of Community-Technical Colleges. One of the twelve state-supported institutions in the Connecticut Community College System, QVCC’s service region is Windham County in the northeastern corner of the state. Quinebaug conducts its education and service programs from two locations: a 68-acre main campus on the outskirts of Danielson, and a center in downtown Willimantic established in 1986.

QVCC offers comprehensive degrees and accompanying certificates, responsive to the needs of northeastern Connecticut. Recent curricular additions include expansions of programming in areas of business, science, technology, composition, education, allied health, and fine arts. An environmental science option was added to the technology studies degree program and several new articulation agreements with 4-year institutions were negotiated and signed. QVCC prides itself on offering high quality programs delivered through up-to-date technology and interdisciplinary teaching methods. Graduates transfer regularly to area colleges and universities throughout New England and the nation. QVCC piloted and participates in the Connecticut State University-Community College transfer compact and the University of Connecticut’s guaranteed admissions program.

Quinebaug has historically achieved steady enrollment growth. Over the period from fall 2006 through fall 2010, QVCC has grown 28.6% from 1,779 to 2,288 credit students, representing a 29.6% full-time equivalent (“FTE”) change from 971 to 1,260 FTE. To meet the accompanying growth in faculty and staff, Quinebaug leased a modular facility to house programming and staff. However, the college experienced a slight decrease going into fiscal year 2012, with fall 2011 headcount and FTE enrollments of 2,101 and 1,141 respectively.

QVCC’s leadership structure changed in 2010 with the splitting of the learning and student development division into separate academic affairs and student services divisions, each managed by a dean. New organizational structures within the student services division have emerged and retention and student success are priorities. The *Opportunity for Success* programs in Danielson and Willimantic target 17-21 year old first-generation college students. The 2010 program provided support services for 221 registered students, a decrease from 292 registrations in 2009. The *Advising Center* attracts non-matriculated students and those enrolled in the liberal arts and sciences or general studies degrees, responding to 3,573 student contacts this year, up 6.4% from 2010. The center has begun implementing early intervention procedures to assist faculty with outreach to students encountering various barriers. In addition, a pilot program was undertaken with two high schools in an attempt to reduce the number of developmental education courses needed at the time of matriculation. *Career Services* served 2,292 individuals, up 34.2% from 2010, reflecting significant increases in Workforce Investment Act clients, career advising for students and the delivery of the Myers-Briggs inventory. The director of career services retired in May 2011 and that position was eliminated as a cost savings measure. *Student Activities* provides engaging events such as Open Air Fair, Haunted Hallway, and Visions in Leadership, co-sponsors a spelling bee with the QVCC Foundation and facilitates the Student Government Association. The director of student activities retired in May 2011 and that position was subsequently eliminated as a cost savings measure. Quinebaug Valley Middle College magnet high school (“QMC”) dually enrolled 28 students in Fall 2010 and 59 in Spring 2011.

In fall 2011, Quinebaug Valley Middle College, an inter-district magnet high school on the QVCC main campus, accepted its fourth class and maintained the same number of students as last year, 105, in the tenth, eleventh and twelfth grades. The QMC mission is to provide a challenging, personalized, comprehensive learning environment that fosters the skills, knowledge, habits, and individual discipline necessary for students from diverse backgrounds to realize their ambitions and contribute in a positive, meaningful way to their community and culture. The principle guiding the QMC vision is the development of a new program in which student learning flourishes in an environment where high expectations and achievement are integral; where rigorous, relevant instruction is provided; and where the real-world application of skills is conducted in a community of strong, positive and caring relationships. QMC is a separate legal entity under Section 10-283(a) of the Connecticut General Statutes. Public Act 08-169 amended C.G.S. 10-283(a) effective July 1, 2008 to permit the Board of Trustees of Community-Technical Colleges, on behalf of Quinebaug Valley Community College, to sponsor and apply for funding to construct and operate an inter-district magnet school. During fiscal year 2009, the Board submitted the required application for construction of the new wing for use by the QMC at Quinebaug Valley Community College: design is underway with projected opening September 2013. Day-to-day fiscal operations of QMC are handled by

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

EASTCONN, the local regional educational service agency. The QMC Governing Board includes representation from QVCC, six partner districts, EASTCONN, and local business.

The Quinebaug Valley Community College Foundation, Inc. ("QVCC Foundation") continues to fulfill its mission *to raise funds so that all residents of Northeastern Connecticut are provided the opportunity to attend QVCC regardless of income and to support educational excellence, technological advancement and professional development at the College.* In fiscal year 2010-2011, the QVCC Foundation provided \$146 thousand in scholarships and block grants to both credit and non-credit students. Annual contributions (restricted, temporarily restricted and unrestricted) totaled \$196 thousand. This fund-raising success is a direct result of work done by members of the QVCC Foundation and is a reflection of businesses and townspeople's engagement with the college and belief in education as a way to transform lives and improve the local community.

During fiscal year 2011, gross tuition and fee revenues increased 10.4% from \$5.6 million to \$6.2 million, with fall 2010 headcount enrollment up 8.4% to 2,288 students and FTE enrollment up 6.8% to 1,260. Full-time students represented 34.2% of the total student population in fall 2010. Continuing students represented 55.5% of the student body in fall 2010 and 76.2% in spring 2011, with transfer students at 10.4% in fall 2010, and 7.6% in spring 2011, and new/readmit students at 31.1% in fall 2010 and 11.3% in spring 2011, respectively. The average QVCC student is 27 years old, while the mode value is 18 years. The Danielson main campus is the sole course location for 53.7% of students, with another 21.8% at Willimantic, 4.6% in on-line courses, and 17.5% enrolled in courses at multiple locations, in fall 2011.

Financial aid remains a strong and important resource for the school and its students. In aid year 2011, \$4.7 million in awards were distributed to 1,645 students in the form of federal, state, and institutional aid to help cover the costs of tuition, fees and books, a 12.2% increase. QVCC continues to meet student financial aid needs through grant awards that do not require repayment, with only \$4,478 or 0.1% of aid awarded as loans.



Community and Professional Learning ("CPL") provides lifelong learning and workforce development options through continuing education programs for job seekers, individuals who wish to position themselves for job advancement, and business and industry. In fiscal year 2011, 2,019 students enrolled in workforce development and personal development courses. One of CPL's most popular programs is a 162-hour veterinary assistant program which includes a 30-hour clinical component. During fiscal year 2011, twenty-four students enrolled in the program, some of whom qualified for scholarship aid from a community foundation. By far, the most popular CPL program continues to be its Learning in Retirement ("LIR") program; in fiscal year 2011, LIR's membership grew to 452 members who maintained their tradition of providing seminars, excursions, and social events. Enrollments in business and industry services training programs totaled 1,055, with program participants from 73 companies.

The Willimantic Center provides credit and non-credit courses to residents of the greater Windham area. In fall 2010 credit headcount enrollment increased by 29.3% over fall 2009. In fall 2010 and spring 2011 several non-credit programs were also offered at the Willimantic Center, including pharmacy tech, emergency medical tech, certified nursing assistant, real estate principles and practices, and express computer training. Facility occupancy now reaches capacity during many hours of operation. An expansion is planned as part of a new lease.

During fiscal year 2011, QVCC continued to maintain its strong financial condition. Total net assets remained the same at \$15.7 million. Unrestricted net assets of \$2.5 million at June 30, 2011 decreased from \$2.8 million, and the short-term current ratio of unrestricted current assets to unrestricted current liabilities increased from 3.5:1 at June 30, 2010 to 3.6:1 at June 30, 2011, still considerably higher than the Board's guideline of 2.0 for a college of Quinebaug's size. During fiscal year 2011, QVCC upgraded its technology equipment and completed the modernization of the student services and continuing education areas. Currently underway is an installation of an expanded fire sprinkler system in the east wing of the main campus which will be completed in fiscal year 2012. QVCC continues to support, in terms of funding for furnishings and equipment, the major middle college building expansion which is scheduled for completion in fiscal year 2014. Fiscal year 2012 General Fund budget reductions impacting QVCC by \$409 thousand, coupled with a new CCC governing structure effective July 1, 2011, will present future challenges and opportunities.

**Connecticut Community Colleges
Management's Discussion and Analysis
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Three Rivers Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 14,607	\$ 12,257	19 %
Non-current assets	84,419	86,244	(2)
Total assets	<u>\$ 99,026</u>	<u>\$ 98,501</u>	<u>1 %</u>
LIABILITIES			
Current liabilities	\$ 5,017	\$ 4,868	3 %
Non-current liabilities	3,446	3,303	4
Total liabilities	<u>8,463</u>	<u>8,171</u>	<u>4</u>
NET ASSETS			
Invested in capital assets	84,341	86,164	(2)
Restricted-nonexpendable	-	-	-
Restricted-expendable	2,941	2,067	42
Unrestricted	3,281	2,099	56
Total net assets	<u>90,563</u>	<u>90,330</u>	<u>0</u>
Total liabilities and net assets	<u>\$ 99,026</u>	<u>\$ 98,501</u>	<u>1 %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 13,789	\$ 11,782	17 %
Less: Scholarship discounts and allowances	(6,214)	(4,881)	27
Net tuition and fees	7,575	6,901	10
Government grants and contracts	8,232	6,225	32
Additional operating revenues	985	973	1
Total operating revenues	<u>16,792</u>	<u>14,099</u>	<u>19</u>
OPERATING EXPENSES			
Operating loss	<u>38,588</u>	<u>35,025</u>	<u>10</u>
	<u>(21,796)</u>	<u>(20,926)</u>	<u>(4)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	19,589	18,558	6
State appropriations - bond fund **	2,333	-	100
Other non-operating revenues (expenses), net	56	(58)	197
Net non-operating revenues	<u>21,978</u>	<u>18,500</u>	<u>19</u>
Net income (loss) before other changes	<u>182</u>	<u>(2,426)</u>	<u>108</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	2	(100)
Interagency transfers	51	142	(64)
Total other changes	<u>51</u>	<u>144</u>	<u>(65)</u>
Change in net assets	233	(2,282)	110
Net assets, beginning of year	90,330	92,612	(2)
Net assets, end of year	<u>\$ 90,563</u>	<u>\$ 90,330</u>	<u>0 %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (19,532)	\$ (19,919)	2 %
Investing activities	17	20	(15)
Capital and related financing activities	185	(8,909)	102
Noncapital financing activities	21,381	20,174	6
Net change in cash and cash equivalents	2,051	(8,634)	124
Cash and cash equivalents, beginning of year	9,236	17,870	(48)
Cash and cash equivalents, end of year	<u>\$ 11,287</u>	<u>\$ 9,236</u>	<u>22 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Three Rivers Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 516	\$ 554	(7) %
Receivables	379	670	(43)
Investments	2,948	2,344	26
Other Assets	-	2	(100)
Total assets	<u>\$ 3,843</u>	<u>\$ 3,570</u>	<u>8 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 22	\$ 42	(48) %
NET ASSETS			
Unrestricted	188	183	3
Temporarily Restricted	1,486	1,344	11
Permanently Restricted	2,147	2,001	7
Total net assets	<u>3,821</u>	<u>3,528</u>	<u>8</u>
Total liabilities and net assets	<u>\$ 3,843</u>	<u>\$ 3,570</u>	<u>8 %</u>

Condensed Statements of Activities

Years Ended June 30, 2011 and 2010

(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 87	\$ 189	(54) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	134	117	15
Dividends and Interest Income Total	70	51	37
Other	417	165	153
Total Revenue, Capital Gains and Losses and other Support	<u>708</u>	<u>522</u>	<u>36</u>
EXPENSES			
Fundraising Expense	60	49	22
Program Expense	316	385	(18)
Financial Aid expenses	-	-	-
Administration and Other	39	49	(20)
Total Expenses	<u>415</u>	<u>483</u>	<u>(14)</u>
Change in net assets	<u>293</u>	<u>39</u>	<u>651</u>
NET ASSETS			
Net assets, beginning of year	<u>3,528</u>	<u>3,489</u>	<u>1</u>
Net assets, end of year	<u>\$ 3,821</u>	<u>\$ 3,528</u>	<u>8 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Three Rivers Community College

Located in Norwich, Three Rivers Community College ("Three Rivers" or "TRCC") is responsible for educational services to twenty-three towns and communities in southeastern Connecticut. In the fall of 2010, the Connecticut Community Colleges experienced a 5.7% overall increase in enrollment across the system. During this timeframe, Three Rivers experienced a much higher enrollment increase; 13.2% increase in the number of students who attended; and a 15.1% increase in total full-time equivalent ("FTE") enrollment. Several factors contributed to this success including the final commissioning of new facilities which has made Three Rivers an attractive option for many students, especially recent high school graduates.

Planning and design of the new consolidated campus began in early 2004 and were completed in 2010. This \$95 million construction project has benefited the communities in southeastern Connecticut with more than 100,000 square feet of newly-renovated space and 200,000 square feet of newly-constructed, state-of-the-art classrooms and support facilities. During fiscal year 2012, TRCC anticipates that it will receive the remaining construction resources to complete a window and door replacement project. These enhancements will not only unify the look of the new campus, but provide some savings on energy costs in the future.

The final phase of the consolidated campus was officially kicked-off when Three Rivers received approval in August 2011 of \$872 thousand in bond funds for the design of a new auditorium and classroom building. College stakeholders are excited about the future construction of this \$12-15 million expansion which will likely begin during the next biennial budget cycle.



In comparison to the other colleges in the Connecticut Community College System, a number of unique factors continue to have a direct impact on Three Rivers' financial position:

- Three Rivers has the highest number of students enrolled in technology programs compared to other Connecticut Community Colleges with more than 18% of the total technology enrollment across the System. TRCC continues to lead the other Connecticut community colleges as the largest provider of accredited technology programs. Although these programs have traditionally been more expensive and the associated enrollments have been lower than non-technology programs, Three Rivers has made a conscious effort to support these curriculums because of the lack of similar training opportunities for students and employers in our nearby communities. TRCC has made similar commitments to other cost intensive programs such as nursing and workforce development. These commitments are clearly reflected in the quality and extent of the new technology, science, and nursing labs that were designed into the new campus.
- Continuing fluctuations in Three Rivers' customer base in southeastern Connecticut also serve to increase both the complexity and expense of college programs. One of the largest military populations in the state and two of the largest casinos in the world are located within TRCC's service area. Three Rivers' enrollments can fluctuate without warning due to military deployments and changes in casino employee schedules.
- Additionally, a significant number of foreign national employees request a wide range of services from TRCC. College resources have been dedicated to address these demands particularly in the areas of developmental education and language adaptation.

Fiscal year 2011 has been a demanding year for Three Rivers, with significant enrollment increases experienced for both semesters. Managing this substantial and sustained enrollment during times of continued budget uncertainty now and in the future has been the biggest challenge for TRCC. The college has begun a process to strategically review all areas to determine possible opportunities for reorganization and expansion within a constrained budget environment.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

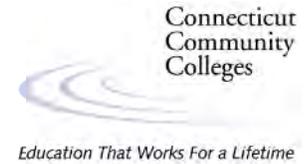
Despite these complexities, Three Rivers continued to maintain its strong financial position during fiscal year 2011. On June 30, 2011, Three Rivers had total assets of \$99.0 million, liabilities of \$8.5 million, and a total net asset balance of \$90.6 million. Total operating revenues (net of scholarship allowances) were \$16.8 million for the year, and operating expenses were \$38.6 million, resulting in an operating loss of \$21.8 million. When coupled with non-operating income from state appropriations and other sources of \$22.0 million, college activities resulted in an increase in net income before other changes of \$182 thousand for the year. These results contrast with the \$2.4 million drawdown experienced one year ago when the college was finalizing the purchases needed for its new facilities. Cash and cash equivalents as of June 30, 2011 increased by more than \$2.1 million, most of this was attributed directly to increases in the tuition and fee rates and the enrollment expansion. Three Rivers also recognized an increase in unrestricted net assets of nearly \$1.2 million. With a \$3.3 million total for unrestricted net assets and an unrestricted current ratio 2.5:1 as of June 30, 2011, the college has sufficient reserves to exceed the Board requirements and short-term and long-term liquidity requirements for financial health.

As Three Rivers' moves into fiscal year 2012, it faces very challenging budget obstacles. Planning for the state's biennial FY2012-FY2013 budget is being finalized. With federal stimulus restrictions no longer in effect, flat funding for higher education units is no longer guaranteed. Significant reductions in state-provided resources are anticipated. Despite unprecedented enrollment increases, general fund resources provided to Three Rivers have been reduced by \$787 thousand entering fiscal year 2012 with further reductions anticipated for fiscal year 2013. In order to sustain record high enrollments, TRCC must strategically grow and manage all resources to their full potential. Efforts are underway to review the block scheduling of classes to maximize the use of available classrooms, parking lots, and support services. Conversely, for the first time in the institution's history, Three Rivers is considering an enrollment cap to ensure its ability to serve our learning community with the level of services that are expected. This is in direct conflict with the open enrollment environment that is integral to the overall college mission. Despite this uncertainty, there is complete confidence that Three Rivers is in a very sound financial state to meet these challenges and will strategically balance its resources with priorities that have been established.

Three Rivers also recognizes the importance of seeking private resources in support of its mission. The Three Rivers' College Foundation, Inc. ("TRCF") is a charitable institution organized under the laws of the State of Connecticut. While TRCF is legally and fiscally separate from Three Rivers, its expenditures support college programs and activities. This past year, TRCF reflected a \$300 thousand increase in net assets and continues to reflect significant investment gains which will benefit the college in the form of cash gifts for specific purchases and student support.



**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Tunxis Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 11,526	\$ 10,962	5 %
Non-current assets	37,503	38,155	(2)
Total assets	<u>\$ 49,029</u>	<u>\$ 49,117</u>	<u>0 %</u>
LIABILITIES			
Current liabilities	\$ 4,773	\$ 4,580	4 %
Non-current liabilities	3,468	3,310	5
Total liabilities	<u>8,241</u>	<u>7,890</u>	<u>4</u>
NET ASSETS			
Invested in capital assets	37,372	37,997	(2)
Restricted-nonexpendable	-	-	-
Restricted-expendable	4,242	3,790	12
Unrestricted	(826)	(560)	(48)
Total net assets	<u>40,788</u>	<u>41,227</u>	<u>(1)</u>
Total liabilities and net assets	<u>\$ 49,029</u>	<u>\$ 49,117</u>	<u>0 %</u>

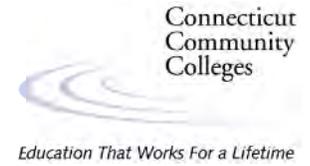
Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 14,141	\$ 13,202	7 %
Less: Scholarship discounts and allowances	(4,895)	(3,900)	26
Net tuition and fees	9,246	9,302	(1)
Government grants and contracts	6,398	5,312	20
Additional operating revenues	494	1,590	(69)
Total operating revenues	<u>16,138</u>	<u>16,204</u>	<u>0</u>
OPERATING EXPENSES			
	<u>36,184</u>	<u>34,777</u>	<u>4</u>
Operating loss	<u>(20,046)</u>	<u>(18,573)</u>	<u>(8)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	18,463	17,833	4
State appropriations - bond fund **	1,574	-	100
Other non-operating revenues (expenses), net	24	44	(45)
Net non-operating revenues	<u>20,061</u>	<u>17,877</u>	<u>12</u>
Net income (loss) before other changes	<u>15</u>	<u>(696)</u>	<u>102</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	-	-
Interagency transfers	(454)	(781)	42
Total other changes	<u>(454)</u>	<u>(781)</u>	<u>42</u>
Change in net assets	(439)	(1,477)	70
Net assets, beginning of year	41,227	42,704	(3)
Net assets, end of year	<u>\$ 40,788</u>	<u>\$ 41,227</u>	<u>(1) %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (19,222)	\$ (17,862)	(8) %
Investing activities	12	18	(33)
Capital and related financing activities	(343)	(1,636)	79
Noncapital financing activities	19,926	18,751	6
Net change in cash and cash equivalents	<u>373</u>	<u>(729)</u>	<u>151</u>
Cash and cash equivalents, beginning of year	8,220	8,949	(8)
Cash and cash equivalents, end of year	<u>\$ 8,593</u>	<u>\$ 8,220</u>	<u>5 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Tunxis Community College

Component Unit - Foundation

**Condensed Statements of Net Assets
June 30, 2011 and 2010
(in thousands)**

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 30	\$ 38	(21) %
Receivables	10	-	100
Investments	919	805	14
Other Assets	-	-	-
Total assets	<u>\$ 959</u>	<u>\$ 843</u>	<u>14 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 53	\$ 41	29 %
NET ASSETS			
Unrestricted	206	97	112
Temporarily Restricted	162	168	(4)
Permanently Restricted	<u>538</u>	<u>537</u>	<u>-</u>
Total net assets	<u>906</u>	<u>802</u>	<u>13</u>
Total liabilities and net assets	<u>\$ 959</u>	<u>\$ 843</u>	<u>14 %</u>

**Condensed Statements of Activities
Years Ended June 30, 2011 and 2010
(in thousands)**

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 90	\$ 71	27 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	43	30	43
Dividends and Interest Income Total	12	21	(43)
Other	<u>101</u>	<u>23</u>	<u>339</u>
Total Revenue, Capital Gains and Losses and other Support	<u>246</u>	<u>145</u>	<u>70</u>
EXPENSES			
Fundraising Expense	19	10	90
Program Expense	-	11	(100)
Financial Aid expenses	51	36	42
Administration and Other	<u>72</u>	<u>43</u>	<u>67</u>
Total Expenses	<u>142</u>	<u>100</u>	<u>42</u>
Change in net assets	<u>104</u>	<u>45</u>	<u>131</u>
NET ASSETS			
Net assets, beginning of year	<u>802</u>	<u>757</u>	<u>6</u>
Net assets, end of year	<u>\$ 906</u>	<u>\$ 802</u>	<u>13 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

Tunxis Community College

Tunxis Community College ("Tunxis") was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas. It first opened for classes in October 1970 with 494 students. Full-time enrollment reached an all-time high in the fall 2010 semester, with 2,762 students, an increase of 6.8% from 2,587 in fall 2009. In its 2002 re-accreditation summary, the New England Association of Schools and Colleges ("NEASC") review team found Tunxis to be "a very inspiring, comprehensive, and creative institution." Tunxis continues in this tradition today as a leader in implementing a comprehensive system of general education and programmatic outcomes assessment. In addition, Tunxis offers the only state-supported dental hygiene program in Connecticut.



Following the major 2009 expansion of its campus facilities, during 2011 Phase II of the facility master plan continued to progress. The new renovations and construction will be approximately 45,000 square feet and house additional classrooms and faculty spaces, with construction to begin in December 2011. During the fall 2010 semester parking problems became extreme, with vehicles exceeding available spaces during peak times. The college resorted to parking vehicles along grassy areas along Route 177 and next to the 600 building.

Tunxis had total assets of \$49.0 million, liabilities of \$8.2 million, and a total net asset balance of \$40.8 million as of June 30, 2011. Of this balance, \$37.4 million was invested in capital assets and \$4.2 million was restricted-expendable net assets. Unrestricted net assets declined from negative \$560 thousand during fiscal year 2010 to negative \$826 thousand for fiscal year 2011. General fund appropriations for salaries and wages have not been restored from previous rescissions and a further reduction impacting Tunxis by \$739 thousand in fiscal year 2012 has been announced. The salaries previously supported by general fund, and associated fringe benefits, were instead paid using tuition and fee

revenue as well as cash reserves. The unrestricted current assets to current liabilities ratio remains the same at 1.6:1. Although Tunxis continues to experience strong enrollment, the general fund reductions as well as long term liabilities for leave accruals have strongly affected our unrestricted net assets. Tunxis will continue its strong budgetary management in these difficult budget times to increase the unrestricted net asset balance to a positive balance in accordance with Board policy.

Although annualized full-time equivalent ("FTE") enrollment increased 3.0% in fiscal year 2011, Tunxis was just short of its revenue goal with gross tuition revenues of \$9.9 million and a 0.7% decline in FTE enrollment in spring 2011 over spring 2010. The spring 2011 semester brought challenges because of the persistent winter storms. A scheduled open/late registration was cancelled due to inclement weather, affecting enrollment. Operating revenue decreased slightly by 0.4% from \$16.2 million in 2010 to \$16.1 million in 2011. While most categories increased, auxiliary revenue declined due to the transition in fiscal year 2010 from a college-owned to a vendor-operated bookstore, with fiscal year 2011 the first full year of vendor operation. The major source of operating revenue continues to be student tuition and fees, which increased from \$13.2 million in fiscal year 2010 to \$14.1 million (gross) in fiscal year 2011.

State bond fund appropriations of \$1.6 million for infrastructure and equipment received during fiscal year 2011 contributed to a 12.2% increase in non-operating revenue. Scholarship aid expense continued to increase in fiscal year 2011 including a 5.9% increase in institutional aid to students. Despite the harsh winter weather and the related extraordinary and unbudgeted snow removal costs, other non-capital operating expenses increased by just 1.0% after adjusting for bookstore commodity purchases in fiscal year 2010 that did not continue in fiscal year 2011.

Extension revenue from continuing education personal development activities declined 5.2% to \$355 thousand. Non-credit workforce development revenue increased 5.9% to \$1.0 million, despite the fact that revenue from professional development training offered in conjunction with the Department of Administrative Services decreased again this year as state agencies continue to reduce funds available for employee training. Another challenge has been the dramatic reduction in funding for training from Capitol Workforce Partners. The Tunxis motorcycle safety program, in collaboration with the Department of Transportation, continues to be a state-wide leader with sites in Farmington, Stratford and Norwalk. The

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010

certified nursing aide, phlebotomy, pharmacy technician, and medical coding and billing programs are sought after by dislocated workers seeking to use their individual training accounts established under the federal Workforce Investment Act and unemployed individuals seeking a new career. The medical assistant program was launched this year with full enrollment. The medical coding and billing programs are being updated to comply with new industry requirements in health information technology. Tunxis launched two new successful programs this year, entrepreneurship and technology training for teachers, while enrollment in the electrician training and emergency medical technician programs continues to be robust.

Federal grant revenues increased 22.8% from fiscal year 2010 to fiscal year 2011, primarily due to increased student financial aid. Tunxis was also awarded \$152 thousand in Perkins and College Career Pathways funding for 2011. With the retirement of an institutional development employee, the college hired an outside consulting firm to help identify and apply for grants that could be used to enhance the learning experience for students.

The division of academic affairs welcomed nine new full-time faculty members within the past year. Orientation and training was provided to each as they began their teaching. Three started in January 2010, with an additional six starting in August 2010. The college began an initiative focused on student success, and established a student success taskforce, made up of faculty, academic counselors, academic support and admissions staff, to review and coordinate the various initiatives, with a view to utilizing student success funding to encourage curriculum design and analysis of why some at-risk students are unsuccessful, particularly in their first few semesters. The work of the ability assessment team continued and focused this past year on becoming integrated into the college governance structure, and on whether the number of abilities should be streamlined. The division also participated heavily in preparing the NEASC self-study report in advance of the scheduled October 2011 visit. By far the most challenging aspect of the year was the uncertainty and difficulty in planning for possible budget cuts, layoffs and the consolidation of higher education, which was approved by the legislature this past spring.



The Tunxis Community College Foundation and Advisory Board Inc.'s ("TXCCF") total assets increased from \$843 thousand in 2010 to \$959 thousand in 2011. The TXCCF annual economic conference, *Business Etiquette and Its Impact on Your Bottom Line*, with Anna Post of The Emily Post Institute was held in October 2010 and raised over \$34 thousand to support the programs, services, and students of Tunxis Community College. Last year, TXCCF provided \$51 thousand in scholarships to Tunxis students and \$13 thousand in student emergency aid and other program support. The TXCCF Board underwent a strategic planning process that identified goals, strategies and tactics to increase support to students during this difficult economic time. As a result a marketing campaign with updated materials has been created to support fund development efforts.

Tunxis continues to fulfill its vision statement of being a vibrant educational and cultural center responsive to current as well as emerging student and community needs. However, cuts in state funding will impact the college's ability to fulfill its mission. Tunxis remains committed to improving its unrestricted net assets and continuing its long history of being financially sound. With a dedicated faculty and staff committed to providing students with high quality education in a creative and dynamic environment, Tunxis remains well positioned to meet the needs of the Bristol, New Britain and Farmington Valley areas.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



System Office	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 46,457	\$ 33,216	40 %
Non-current assets	2,536	2,818	(10)
Total assets	<u>\$ 48,993</u>	<u>\$ 36,034</u>	<u>36 %</u>
LIABILITIES			
Current liabilities	\$ 3,129	\$ 2,468	27 %
Non-current liabilities	3,025	3,062	(1)
Total liabilities	<u>6,154</u>	<u>5,530</u>	<u>11</u>
NET ASSETS			
Invested in capital assets	2,536	2,818	(10)
Restricted-nonexpendable	-	-	-
Restricted-expendable	24,285	13,496	80
Unrestricted	16,018	14,190	13
Unrestricted-mandatory transfer to State	-	-	-
Total net assets	<u>42,839</u>	<u>30,504</u>	<u>40</u>
Total liabilities and net assets	<u>\$ 48,993</u>	<u>\$ 36,034</u>	<u>36 %</u>

Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 26	\$ 28	(7) %
Less: Scholarship discounts and allowances	-	-	-
Net tuition and fees	<u>26</u>	<u>28</u>	<u>(7)</u>
Government grants and contracts	6,842	4,496	52
Additional operating revenues	397	392	1
Total operating revenues	<u>7,265</u>	<u>4,916</u>	<u>48</u>
OPERATING EXPENSES			
	<u>27,167</u>	<u>24,163</u>	<u>12</u>
Operating loss	<u>(19,902)</u>	<u>(19,247)</u>	<u>(3)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	19,350	18,306	6
State appropriations - bond fund **	12,424	1,389	794
Other non-operating revenues (expenses), net	(952)	(934)	(2)
Net non-operating revenues	<u>30,822</u>	<u>18,761</u>	<u>64</u>
Net income (loss) before other changes	<u>10,920</u>	<u>(486)</u>	<u>2,347</u>
OTHER CHANGES			
Capital and other additions (deductions)	(319)	(1,260)	75
Interagency transfers	1,734	4,244	(59)
Total other changes	<u>1,415</u>	<u>2,984</u>	<u>(53)</u>
Change in net assets	12,335	2,498	394
Net assets, beginning of year	30,504	28,006	9
Net assets, end of year	<u>\$ 42,839</u>	<u>\$ 30,504</u>	<u>40 %</u>

* Including fringe benefits

** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (18,556)	\$ (18,231)	(2) %
Investing activities	54	82	(34)
Capital and related financing activities	(1,182)	(1,541)	23
Noncapital financing activities	35,986	21,814	65
Net change in cash and cash equivalents	<u>16,302</u>	<u>2,124</u>	<u>668</u>
Cash and cash equivalents, beginning of year	31,987	29,863	7
Cash and cash equivalents, end of year	<u>\$ 48,289</u>	<u>\$ 31,987</u>	<u>51 %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



System Office

The System Office (“SO”) and the Chancellor provide leadership, services and support to the colleges and the Board of Trustees in carrying out the statutory missions of the System, providing broad policy and strategy development, fostering internal and external collaboration in response to state workforce and educational needs, and representing the Board and the CCC System to the public, the business community, the legislature and other entities. Guidance and assistance are provided to the colleges to facilitate state administrative and statutory requirements related to academic program approval, budget development and administration, and human resource management and collective bargaining. Collaboration with the Council of Presidents and liaison with other system councils ensures responsiveness to college and student needs, and consistent interpretation of policies, procedures, directives and contracts. Coordination and direct services that supplement and support college operations, are also provided where collaborative expertise and economies of scale are important considerations in areas of student financial aid, budget, procurement and contracting, financial processing and reporting, labor relations, human resource management, capital planning, information technology, workforce development, system resource development and grants management, communication, academic programming and articulation, distance education, strategic planning, research, assessment and affirmative action.

The financial operations of the SO are comprised of three distinct areas – *office operations*, including staff salaries, fringe benefits, and office operating costs; *system activities*, including the costs of centralized information technology systems, infrastructure and related college support, system-wide grant programs, and legal, compliance and processing functions handled centrally by SO staff on behalf of the entire CCC System; and *undistributed accounts*, which house funding that will ultimately be distributed to colleges, but whose disposition has not yet been determined.

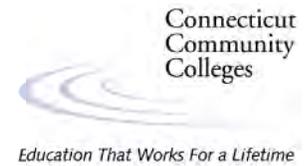
System Office operating revenues of \$7.3 million in fiscal year 2011 increased 47.8%, or \$2.3 million. This followed a 14.4% increase, or \$617 thousand, from \$4.3 million in 2009. System Office-managed grant program revenues accounted for \$6.8 million of the 2011 operating revenues, up from \$4.6 million and \$4.3 million in grant revenues during fiscal years 2010 and 2009, respectively. The System Office manages or serves as fiscal and programmatic lead for a number of different statewide grants and workforce initiatives, including:

- The Connecticut Charts-a-Course early childhood education program (“CCAC”),
- The College of Technology’s Next Generation Manufacturing program, funded primarily by the National Science Foundation,
- The CCC state-wide common nursing program, including oversight and management of a single admissions process,
- The State’s in-service training program, providing training to State of Connecticut employees from all state agencies,
- A three-year Developmental Education Initiative (“DEI”), awarded to community colleges in only five states, which builds on the previous Achieving the Dream (“AtD”) nation-wide effort to promote policies which increase student success at community colleges; the DEI initiative also includes a system policy component to phase in common statewide placement standards and align remedial work with credit-bearing courses to accelerate progress toward degree completion,
- The Skills for Manufacturing and Related Technologies (“SMART”), and Sustainable Operations: Alternative and Renewable Energy Initiative (“SOAR”) U.S. Department of Labor (“USDOL”) job training grants, and
- The Carnegie Statistics Pathway (“Statway”) program funded jointly by private and CCC resources.

Non-operating revenues of \$31.8 million included \$11.3 million of general fund salary appropriation and \$4.2 million in related fringe benefits for system office, CCAC and system data center staff, \$2.2 million of other general fund appropriation to support the continuation of tuition rate freezes in fiscal years 1999 and 2000, and \$1.6 million of undistributed funds restricted for fiscal year 2011 collective bargaining contract provisions and the Board-funded Center for Teaching program. Other non-operating revenues included \$52 thousand of interest income, and \$11.4 million in bond fund appropriations. Bond appropriation revenues, which increased from \$1.4 million in fiscal year 2010 and \$1.9 million in fiscal year 2009, reflected the bonding of capital equipment and technology funds for the system data center. An additional \$1.0 million of bond revenues were received for a two-year non-credit jobs training initiative.

Operating expenses for SO office operations and system activities totaled \$27.2 million, an increase of 12.4% from fiscal year 2010, driven primarily by a 40.0% increase in restricted grant program revenues. There are no expenses associated with “undistributed accounts” as these funds are ultimately transferred to the appropriate college for expenditure. Salary

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



and fringe benefit expense was \$16.9 million for grant, system data center and other office staff, or 62.0% of total operating expense. Salary costs increased by 6.5% reflecting normal wage increases and larger than normal payouts to employees who terminated during 2011, following a 3.4% decline in 2010 as a result of reductions associated with the June 2009 state retirement program. Wage costs included professional staff to support the statewide nursing, early childhood education and employee in-service training programs, to support information technology systems, infrastructure and data security initiatives, including the myCommNet web portal, the Blackboard/Vista learning management system and the enterprise-wide network, and to support college functional end-users of the centrally-managed student/academic, financial aid and finance CCC information systems.

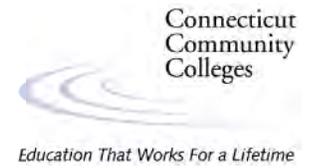
Non-personnel operating expense included \$2.9 million of information technology, non-capital equipment and telecommunications-related expense; \$3.3 million of grant-related other expense; \$1.3 million of scholarship aid, primarily for the Charts-a-Course program; \$750 thousand of depreciation expense, and expenses associated with other system activities including the CCC employee assistance program, as well as system legal, auditing, fixed asset inventory, communication and other system activities and office operating expenses. Fiscal year 2012 General Fund budget reductions impacting the CCC System Office by \$495 thousand, coupled with a new CCC governing structure, will challenge a new Board of Regents for Higher Education ("BOR"), responsible effective January 1, 2012 for merged operations of the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak College, to continue providing a high level of support for college operations under a single BOR System Office.

The System Office results reflect total assets of \$49.0 million, total liabilities of \$6.2 million, and a total net asset balance of \$42.8 million at June 30, 2011, compared with \$30.5 million at June 30, 2010. Of this amount, \$16.0 million is classified as unrestricted net assets, compared with \$14.2 million at the end of fiscal year 2010.

Current assets of \$46.5 million at June 30, 2011 were up from \$33.2 million at the end of fiscal year 2010 and \$31.1 million at the end of fiscal year 2009. Cash and cash equivalents of \$48.3 million included \$22.1 million of agency- and DPW-administered bond fund appropriations; \$6.5 million of restricted cash, primarily for contractual obligations under grant programs and approved collective bargaining agreements with the System's professional faculty and staff employee groups, and \$19.7 million of other operating cash. Additional current assets included \$985 thousand of accounts receivable from the general fund for salaries and related fringe benefit expense incurred through June 30, 2011, \$224 thousand in grant receivables, a (\$3.1) million interagency receivable reduction (offset by positive college receivables) reflecting bond cash equivalent funding due to be allocated to colleges, and \$12 thousand of STIF interest income receivable. Current liabilities of \$3.1 million increased 26.8% from the prior year, and included an increase in vendor accounts payable from \$475 thousand at June 30, 2010 to \$933 thousand at June 30, 2011, as well as deferred grant revenues of \$709 thousand, salary and fringes payable of \$1.3 million, and \$140 thousand for the estimated current portion of ACA liability. Non-current assets of \$2.5 million reflected the value of capital assets (furnishings, equipment and software) net of accumulated depreciation for the System Office and System Data Center. Non-current liabilities of \$3.0 million reflected the long-term portion of the ACA liability.

Net assets at June 30, 2011 totaled \$49.0 million, of which \$24.3 million was restricted-expendable for capital projects and collective bargaining contract accounts, and \$2.5 million was invested in capital assets, reflecting the value of furnishings, equipment and capitalized software net of accumulated depreciation. Unrestricted net assets of \$16.0 million included \$960 thousand of contingency reserves, \$5.6 million to be distributed to colleges to cover a portion of costs associated with an extra 27th payroll in fiscal year 2012, and \$979 thousand for unliquidated encumbrances and prepaid expense. Other unrestricted net assets at year-end were designated primarily for system academic initiatives including Board matching funds for the Statway grant, and for data processing educational systems, enterprise network, information security and other information technology initiatives and infrastructure to support operations at twelve colleges.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



Additional Information

This financial report is designed to provide a general overview of CCC's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to Elizabeth Squillace, Director of Accounting and Finance (860-244-7657) or Victoria Greene, Chief Financial and Administrative Officer (860-244-7643), in the System Office Finance Department. College-specific questions may also be directed to the Dean of Administration at each individual college.



Report of Independent Auditors

To the Board of Trustees,
Connecticut Community Colleges

In our opinion, based on our audit and the reports of other auditors, the accompanying combined statements of net assets, and combined statements of net assets-component units, and the related combined statements of revenues, expenses and changes in net assets, combined statements of revenues, expenses and changes in net assets-component units, and of cash flows present fairly, in all material respects, the financial position of the Connecticut Community Colleges (“CCC”), its component units Great Path Academy (“GPA”) and Quinebaug Valley Middle College High School (“QVMCHS”) and its aggregate discretely presented component units (affiliated college foundations (the “Foundations”)) at June 30, 2011 and 2010, and the changes in their revenues, expenses, and changes in net assets and cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America. These combined financial statements are the responsibility of CCC’s management. Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of the foundations, which statements reflect total net assets of \$46.8 million and \$42.6 million as of June 30, 2011 and 2010, respectively, and total revenue of \$9.6 million and \$10.6 million for the years ended June 30, 2011 and 2010, respectively. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion expressed herein, insofar as it relates to the amounts included for the foundations, is based solely on the reports of the other auditors. We conducted our audits of these statements 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audits and the reports of the other auditors provide a reasonable basis for our opinion.

CCC’s management discussion and analysis on pages 1 through 74 are not a required part of the basic financial statements but it is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audits were conducted for the purpose of forming an opinion on the basic combined financial statements taken as a whole. The supplemental information included on pages 99 through 107 is presented for purposes of additional analysis and is not a required part of the basic combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic combined financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic combined financial statements taken as a whole.

PricewaterhouseCoopers LLP

December 22, 2011

Connecticut Community Colleges
Combined Statements of Net Assets
June 30, 2011 and 2010



	Primary Institution		Component Unit	
	(in thousands)		Magnet High Schools	
	2011	2010	2011	2010
Assets				
Current assets				
Cash and cash equivalents	\$ 266,840	\$ 309,426	\$ 1,150	\$ 4,455
Accounts receivable, due from the State	28,247	28,450	42	40
Accounts receivable other, net	7,390	6,528	411	331
Prepaid expenses	243	257	-	-
Total current assets	<u>302,720</u>	<u>344,661</u>	<u>1,603</u>	<u>4,826</u>
Non-current assets				
Capital assets, net	578,431	515,841	32,304	30,503
Student loans, net	504	448	-	-
Total non-current assets	<u>578,935</u>	<u>516,289</u>	<u>32,304</u>	<u>30,503</u>
Total assets	<u>\$ 881,655</u>	<u>\$ 860,950</u>	<u>\$ 33,907</u>	<u>\$ 35,329</u>
Liabilities				
Current liabilities				
Accounts payable	\$ 3,991	\$ 3,695	\$ 92	\$ 232
Accrued expenses - salary and fringe benefits	37,037	34,872	68	66
Accrued compensated absences - current portion	1,812	2,028	2	2
Deferred revenue	3,274	3,292	208	205
Unapplied payments	11,988	11,751	-	-
Retainage	5,646	4,024	-	567
Agency and loan fund liabilities	1,274	1,352	-	-
Other liabilities	260	219	-	-
Total current liabilities	<u>65,282</u>	<u>61,233</u>	<u>370</u>	<u>1,072</u>
Non-current liabilities				
Accrued compensated absences - long term portion	39,884	38,525	45	38
Other long-term liabilities	419	441	-	-
Total non-current liabilities	<u>40,303</u>	<u>38,966</u>	<u>45</u>	<u>38</u>
Total liabilities	<u>105,585</u>	<u>100,199</u>	<u>415</u>	<u>1,110</u>
Net assets				
Invested in capital assets, net of related debt	578,431	515,841	32,304	30,503
Restricted				
Nonexpendable	20	20	-	-
Expendable	158,429	206,983	1,346	3,866
Unrestricted				
Unrestricted	39,190	37,907	(158)	(150)
Mandatory transfer to State (see footnote 12)	-	-	-	-
Total net assets	<u>776,070</u>	<u>760,751</u>	<u>33,492</u>	<u>34,219</u>
Total liabilities and net assets	<u>\$ 881,655</u>	<u>\$ 860,950</u>	<u>\$ 33,907</u>	<u>\$ 35,329</u>

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

Connecticut Community Colleges
Combined Statements of Net Assets – Component Units
June 30, 2011 and 2010



	Component Unit	
	Foundations	
	(in thousands)	
	2011	2010
		(Restated)
Assets		
Cash and cash equivalents	\$ 9,477	\$ 8,626
Accounts receivable, net	63	76
Contributions receivable, net	3,807	4,464
Grants receivable	309	308
Other receivables	505	642
Prepays expenses and other assets	10	12
Investments	34,786	31,252
Capital assets, net	-	1
Total assets	<u>\$ 48,957</u>	<u>\$ 45,381</u>
Liabilities		
Accounts payable and accrued expenses	\$ 226	\$ 174
Annuities payable	205	216
Scholarships payable	29	59
Other liabilities	1,660	2,283
Total liabilities	<u>2,120</u>	<u>2,732</u>
Net Assets		
Unrestricted	2,415	2,085
Temporarily restricted	18,485	15,284
Permanently restricted	25,937	25,280
Total net assets	<u>46,837</u>	<u>42,649</u>
 Total liabilities and net assets	 <u>\$ 48,957</u>	 <u>\$ 45,381</u>

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

Connecticut Community Colleges
Combined Statements of Revenues, Expenses and
Changes in Net Assets
Years Ended June 30, 2011 and 2010



	Primary Institution		Component Unit	
	(in thousands)		Magnet High Schools	
	2011	2010	(in thousands)	
	2011	2010	2011	2010
Operating revenue				
Student tuition and fees	\$ 167,526	\$ 154,794	\$ -	\$ -
Less: Scholarship discounts and allowances	<u>(70,071)</u>	<u>(57,688)</u>	<u>-</u>	<u>-</u>
Net tuition and fees	97,455	97,106	-	-
Federal grants and contracts	89,045	72,948	4,234	2,843
State and local grants and contracts	17,877	16,786	190	1,390
Private grants and contracts	4,426	6,156	-	-
Sales and services of educational departments	538	497	-	-
College owned bookstores, net	-	3,176	-	-
Other operating revenues	<u>4,816</u>	<u>6,050</u>	<u>1,072</u>	<u>1,328</u>
Total operating revenues	<u>214,157</u>	<u>202,719</u>	<u>5,496</u>	<u>5,561</u>
Operating expenses				
Instruction	177,341	162,705	2,919	2,805
Public service	633	403	-	-
Academic support	73,543	68,934	518	635
Library	10,135	9,417	70	79
Student services	40,984	44,199	901	392
Scholarship aid, net	43,994	35,302	-	-
Institutional support	65,660	61,923	893	927
Physical plant	46,915	43,087	610	1,085
Depreciation	<u>20,780</u>	<u>21,991</u>	<u>873</u>	<u>822</u>
Total operating expenses	<u>479,985</u>	<u>447,961</u>	<u>6,784</u>	<u>6,745</u>
Operating (loss) income	<u>(265,828)</u>	<u>(245,242)</u>	<u>(1,288)</u>	<u>(1,184)</u>
Nonoperating revenues (expenses)				
State appropriations - general fund	244,782	238,525	561	535
State appropriations - bond funds	36,127	202,964	-	2,652
Private gifts	973	999	-	-
Interest income	249	296	-	-
Mandatory transfer to State	(1,000)	(1,000)	-	-
Other non-operating revenues (expenses), net	<u>16</u>	<u>(132)</u>	<u>-</u>	<u>-</u>
Net non-operating revenue	<u>281,147</u>	<u>441,652</u>	<u>561</u>	<u>3,187</u>
Net income	<u>15,319</u>	<u>196,410</u>	<u>(727)</u>	<u>2,003</u>
Change in net assets	15,319	196,410	(727)	2,003
Net assets at beginning of year	760,751	564,341	34,219	32,216
Net assets at end of year	<u>\$ 776,070</u>	<u>\$ 760,751</u>	<u>\$ 33,492</u>	<u>\$ 34,219</u>

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

**Connecticut Community Colleges
 Combined Statements of Revenues, Expenses and
 Changes in Net Assets – Component Units
 Years Ended June 30, 2011 and 2010**



	Component Unit Foundations	
	(in thousands)	
	2011	2010
		(Restated)
Revenue, capital gains and losses and other support		
Gifts and grants	\$ 5,583	\$ 5,666
Gifts in kind	5	8
State matching grant	-	-
Events and activities	738	1,246
Dividends and interest income	474	492
Net realized and unrealized gain/(loss) on investments	2,833	3,143
Net assets released from restrictions	-	-
	<u>9,633</u>	<u>10,555</u>
Expenses		
Fundraising events	499	716
Campus facilities, projects and equipment	47	107
Grants	186	244
Museum	77	112
Program services	926	1,015
Scholarships, awards, and financial aid	1,657	2,376
Management and general	1,029	840
College advancement	1,024	3,031
Total expenses	<u>5,445</u>	<u>8,441</u>
Change in net assets	4,188	2,114
Net assets		
Net assets at beginning of year	42,649	40,535
Net assets at end of year	<u>\$ 46,837</u>	<u>\$ 42,649</u>

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

Connecticut Community Colleges
Statement of Cash Flows
June 30, 2011 and 2010



	Primary Institution	
	(in thousands)	
	2011	2010
Cash flows from operating activities		
Student tuition and fees	\$ 96,661	\$ 96,640
Government grants and contracts	106,085	89,760
Private grants and contracts	4,600	6,304
Sales and services of educational departments	518	495
Payments to employees	(236,202)	(223,955)
Payments for fringe benefits	(106,699)	(97,584)
Payments to students	(46,160)	(39,685)
Payments to vendors	(78,254)	(71,785)
Payments by Department of Public Works	(197)	(253)
Other receipts (payments)	8,599	11,393
Net cash used in operating activities	<u>(251,049)</u>	<u>(228,670)</u>
Cash flows from investing activities		
Interest income	260	372
Net cash provided by investing activities	<u>260</u>	<u>372</u>
Cash flows from capital and related financing activities		
State appropriations	14,612	202,412
Payments by Department of Public Works	(74,970)	(45,995)
Purchase of capital assets	(6,708)	(7,625)
Net cash (used in) provided by capital and related financing activities	<u>(67,066)</u>	<u>148,792</u>
Cash flows from noncapital financing activities		
State appropriations	266,643	241,385
Private gifts	842	757
Federal Family Education Loan program ("FFELP")	8,784	8,944
Mandatory Transfer to State	(1,000)	(1,000)
Net cash provided by noncapital financing activities	<u>275,269</u>	<u>250,086</u>
Net change in cash and cash equivalents	(42,586)	170,580
Cash and cash equivalents at beginning of year	<u>309,426</u>	<u>138,846</u>
Cash and cash equivalents at end of year	<u>\$ 266,840</u>	<u>\$ 309,426</u>
Reconciliation of operating loss to net cash used in operating activities:		
Operating loss	\$ (265,828)	\$ (245,242)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation expense	20,780	21,991
Loss (gain) on disposal of capital assets	48	232
Operating Application of FFELP Receipts	(8,784)	(8,944)
Changes in operating assets and liabilities:		
Accounts receivable, net	(926)	122
Prepaid expenses and other assets	14	1,702
Accrued compensation and other	3,261	959
Accounts payable	404	449
Deferred revenue	(18)	61
Net cash used in operating activities	<u>\$ (251,049)</u>	<u>\$ (228,670)</u>

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

Connecticut Community Colleges

Notes to Combined Financial Statements

June 30, 2011 and 2010



1. Organization and Operations

The Connecticut Community Colleges (collectively referred to as “CCC” or the “System”) are a state wide system of twelve regional community colleges, serving more than half of the undergraduates in public higher education in the State of Connecticut (the “State”). The CCC’s offer two-year associate degrees and transfer programs, short-term certificates and individual coursework in both credit and noncredit programs, often through partnerships with business and industry. The System has a combined enrollment of approximately 58,000 credit full-time equivalent students and 30,000 additional noncredit students at its twelve colleges. The combined financial statements include the CCC System Office (“SO”) and the following regional community colleges: Asnuntuck Community College (“Asnuntuck”), Capital Community College (“Capital”), Gateway Community College (“Gateway”), Housatonic Community College (“Housatonic”), Manchester Community College (“Manchester”), Middlesex Community College (“Middlesex”), Naugatuck Valley Community College (“Naugatuck”), Northwestern Connecticut Community College (“Northwestern”), Norwalk Community College (“Norwalk”), Quinebaug Valley Community College (“Quinebaug”), Three Rivers Community College (“Three Rivers”), and Tunxis Community College (“Tunxis”).

2. Reporting of Component Units

GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units* (“GASB 39”) requires several legally separate, tax-exempt, affiliated college foundations (collectively referred to as the “Foundations”) to be considered component units of CCC and presented discretely in CCC’s financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the colleges in support of their programs. Although the colleges do not control the timing or amount of receipts from the Foundations, the majority of resources, or income thereon, that the Foundations hold and invest are restricted to the activities of the colleges by the donors. Because these restricted resources held by the Foundations can only be used by, or for the benefit of, the colleges, the Foundations are considered component units of the colleges.

The financial information of the college Foundations is discretely presented and identified in the “component unit” column of the various system-wide and college financial statements. Because under Connecticut statutes each Foundation may establish its own accounting (fiscal) year as any twelve month period, not all twelve Foundations have a fiscal year-end which coincides with the CCC June 30 year-end. Some Foundations have fiscal years which end at December 31. GASB 39 allows component unit information to be up to eleven months older than that of the CCC primary institution, therefore the component unit information reflects Foundation statements from each Foundation’s most recent fiscal year, ending either December 31, 2010 or June 30, 2011.

All Foundation statement information is based on separately audited financial statements. Under pre-existing Connecticut statutory and CCC Board policy requirements, various Foundation information including the audited Foundation financial statements, is reviewed at a high level by the college president and the college chief financial official, and forwarded to the CCC System Office annually for transmittal to the State Auditors of Public Accounts. CCC management relies upon individual college and Foundation compliance with these requirements, and the independently

Connecticut Community Colleges

Notes to Combined Financial Statements

June 30, 2011 and 2010



audited Foundation financial statements, to ensure that information presented in the component unit section of the CCC statements is materially correct.

The Foundations are private non-profit organizations that report under FASB standards, including FASB Statement No. 117, *Financial Reporting for Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundations' financial information in CCC's financial reporting entity for these differences, however, in some cases line items have been combined to reflect common terminology across all twelve college foundations. In addition, all other footnotes herein relate solely to the primary institution, the CCC's, excluding the component unit foundations.

CCC has responsibility for Great Path Academy ("GPA") and Quinebaug Valley Middle College High School ("QMC"), (together, "magnet high schools") which are inter-district magnet high schools located on the Manchester Community College and Quinebaug Valley Community College campuses, respectively. Magnet high schools are separately reflected in a single column as component units on the face of CCC's combined statements of net assets. CCC does not consider magnet high schools to be part of the primary institution, because their educational mission is different from CCC and they are separately managed and accounted for.

Affiliated alumni associations, if any, have not been included as component units of the colleges. They are considered immaterial for inclusion.

3. Significant Accounting Policies for Primary Institution

Basis of Presentation

The combined financial statements for the CCC primary institution have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Government Accounting Standards Board ("GASB"). The System reports as a business type activity, as defined by GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – For Public Colleges and Universities* ("GASB 35"). Business type activities are those that are financed in whole or in part by fees charged to external parties for goods or services.

CCC follows the provisions of GASB Statement No. 33, *Accounting and Financial Reporting for Nonexchange Transactions* ("GASB 33"), and GASB 35, as amended by GASB Statements No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus, an amendment of GASB Statements No. 21 and No. 34*, ("GASB 37") and No. 38, *Certain Financial Statement Note Disclosures* ("GASB 38"). GASB 33 requires that unconditional promises to give be recorded as receivables and revenues when CCC has met all applicable eligibility requirements. This statement also requires that unspent cash advances received for sponsored programs be recorded as deferred revenue rather than as restricted expendable net assets. GASB 35 establishes standards for external financial reporting for public colleges and universities and requires that resources be classified for accounting and reporting purposes into the following four net asset categories:

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



Invested in Capital Assets, Net of Related Debt

Capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding principal balances of debt and other obligations, if applicable, attributable to the acquisition, construction or improvement of those assets. As of June 30, 2011 and 2010, the CCC's do not carry any debt as all bonding is handled by the State.

Restricted – Nonexpendable

Net assets subject to externally-imposed stipulations that are required to be retained in perpetuity, such as permanent endowments.

Restricted – Expendable

Net assets subject to externally-imposed constraints imposed by grantors, contributors or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. Restricted expendable net assets include capital appropriation balances, funds held in accordance with legally adopted collective bargaining agreements, unexpended balances in non-exchange grants, and institutional capital contribution balances in the Federal National Direct Student Loan and Nursing Loan programs. The balance of expendable net assets restricted by enabling legislation at June 30, 2011 and June 30, 2010 are \$158,429,323 and \$206,982,975 respectively.

Unrestricted

Net assets that do not meet the definition of “invested in capital assets, net of related debt” or “restricted.”

GASB 35 also requires that the statements of net assets; revenues, expenses, and changes in net assets; and cash flows be reported on a combined basis.

Cash and Cash Equivalents

Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund (“STIF”), state general fund and capital appropriations, and petty cash. The STIF, stated at market value, is held on behalf of CCC by the State Treasurer and has original maturities of three months or less (see Note 4). Interest income is recognized on the accrual basis. The largest inflow of cash related to non-capital financing is State appropriations, including general fund appropriations for salaries of \$158,530,882 and \$156,432,864 for fiscal year 2011 and fiscal year 2010 respectively, and related fringe benefit of \$86,250,594 and \$82,092,003 for fiscal year 2011 and fiscal year 2010 respectively, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The Community Colleges do not receive cash from the State in support of the general fund appropriation. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement. Fringe benefit payments are made by the State Comptroller on behalf of the CCC's, and information regarding the associated fringe benefit expense is provided to the System with each biweekly payroll. This is treated as a cash equivalent on the statement of cash flows.

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



Capital Assets

Capital assets are stated at historical cost or, in the case of donated property, at the fair value at the date of gift. 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 identified in the following table:

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

CCC does not capitalize works of art or historical treasures that are held for exhibition, education, research and public service. These collections are neither disposed of for financial gain nor encumbered in any means. Accordingly, such collections are not recognized or capitalized for financial statement purposes. Title to all assets, whether purchased, constructed or donated, is held by the State of Connecticut.

With the introduction of GASB Statement No. 51, *Accounting and Financial Reporting for Intangible Assets* ("GASB 51") in 2011 all identifiable intangible assets, not specifically excluded, are included as intangible assets in the CCC statement, in accordance with CCC policy regarding capitalization.

Accrued Compensated Absences

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

Deferred Revenue

Deferred revenue consists primarily of cash received under government grants and contracts which has not yet been earned as of year-end.

Unapplied Payments

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

Connecticut Community Colleges

Notes to Combined Financial Statements

June 30, 2011 and 2010



Operating Activities

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

Student Tuition and Fee Revenue

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

Private Gifts and Contributions

CCC receives gifts of financial support from private corporations, foundations and individuals. In such cases, revenue is recognized when a pledge representing an unconditional promise to pay is received and all eligibility requirements, including time requirements, have been met. In the absence of such promise, revenue is recognized when the gift is received. Contributions of assets other than cash are recorded at their estimated fair value.

Income Taxes

CCC is an agency of the State of Connecticut and is exempt from federal income taxes under Section 115(a) of the Internal Revenue Code and from state income taxes. Accordingly, no provision for income taxes has been recorded in the accompanying combined financial statements.

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 amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates. Significant estimates include the collectability of accounts and loans receivable and the useful lives of property and equipment.

Subsequent Events

In accordance with generally accepted accounting principles, CCC evaluates subsequent events that occur after the balance sheet date but before financial statements are issued or are available to be issued. No subsequent events occurred for which any special reporting was warranted.

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



4. Cash and Cash Equivalents

Cash and cash equivalents consists of the following at June 30, 2011 and 2010 (in thousands):

	2011	2010
Cash	\$108,954	\$105,151
Cash equivalents	157,886	204,275
Cash and cash equivalents total	<u>\$266,840</u>	<u>\$309,426</u>

Cash is invested in the State of Connecticut Treasurer’s STIF, a combined investment pool of high quality, short-term money market instruments. All temporary surplus cash is invested in the STIF. CCC may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet CCC 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 5.0% of the STIF’s net assets at the time of execution.

CCC has assessed the Credit Risk, Custodial Credit Risk, the Concentration of Credit Risk, and the Interest Rate Risk of its Cash and Cash Equivalents as follows:

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CCC is only invested in the State of Connecticut Treasurer’s STIF, which is a combined investment pool of high quality, short-term money market instruments. There is essentially no risk to these types of investments.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5 percent or more of the total value of investments. 100% of CCC’s total cash and cash equivalents are invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to the CCC which are backed by cash held by the State as of June 30, 2011.

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



5. Accounts Receivable

Accounts receivable consist of the following at June 30, 2011 and 2010 (in thousands):

	2011	2010
Tuition	\$ 1,847	\$ 1,413
College services fees	201	148
Student activity fees	11	8
Extension fees	578	869
Payment plans and returned checks	1,681	1,398
Other student fees	<u>153</u>	<u>130</u>
Subtotal	4,471	3,966
Less: Allowance for doubtful accounts	<u>(1,504)</u>	<u>(1,052)</u>
Subtotal student tuition and fee receivables, net	<u>2,967</u>	<u>2,914</u>
Third party contracts	378	249
Government grants and contacts	3,037	2,587
STIF	58	66
Other receivables	<u>1,345</u>	<u>973</u>
Subtotal	4,818	3,875
Less: Allowance for doubtful accounts	<u>(395)</u>	<u>(261)</u>
Subtotal other receivables, net	<u>4,423</u>	<u>3,614</u>
Total accounts receivable, net	<u>\$ 7,390</u>	<u>\$ 6,528</u>

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

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



6. Student Loans

Student loans consist of the following at June 30, 2011 and 2010 (in thousands):

	2011	2010
Student loans receivable	\$ 587	\$ 530
Less: Allowance for doubtful loans	<u>(83)</u>	<u>(82)</u>
	<u>\$ 504</u>	<u>\$ 448</u>

The outstanding loans were granted as part of the Federal National Direct Student Loan and Nursing Loan programs. The allowance is equal to the total outstanding loans at year-end multiplied by the current year COHORT default rate. The COHORT default rate for each college is calculated individually for borrowers who entered repayment during fiscal years 2008, 2009 and 2010 as follows: (Total number of such borrowers with loans in default at fiscal year-end 2009, 2010 and 2011, i.e. a year later, respectively) *divided by* (Total number of such borrowers who entered repayment during fiscal years 2008, 2009 and 2010, respectively).

7. Capital Assets

Capital assets consist of the following at June 30, 2011 and 2010 (in thousands):

	Balance at June 30, 2010	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2011
Land and land/site improvements	\$ 22,737	\$ -	\$ -	\$ -	\$ 22,737
Infrastructure	516	-	-	-	516
Building and building improvements	561,598	468	-	-	562,066
Furnishings and equipment	59,354	5,543	(2,998)	121	62,020
Library books	9,045	831	(907)	-	8,969
Software	439	-	-	-	439
	<u>653,689</u>	<u>6,842</u>	<u>(3,905)</u>	<u>121</u>	<u>656,747</u>
Less: Accumulated depreciation	<u>(189,718)</u>	<u>(20,780)</u>	<u>3,700</u>	<u>-</u>	<u>(206,798)</u>
	463,971	(13,938)	(205)	121	449,949
Construction-in-progress	<u>51,870</u>	<u>76,749</u>	<u>(16)</u>	<u>(121)</u>	<u>128,482</u>
Capital assets, net	<u>\$ 515,841</u>	<u>\$ 62,811</u>	<u>\$ (221)</u>	<u>\$ -</u>	<u>\$ 578,431</u>

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



	Balance at June 30, 2009	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2010
Land and land/site improvements	\$ 20,717	\$ -	\$ -	\$ 2,020	\$ 22,737
Infrastructure	516	-	-	-	516
Building and building improvements	496,007	8,636	-	56,955	561,598
Furnishings and equipment	59,099	4,531	(4,460)	184	59,354
Library books	9,205	715	(875)	-	9,045
Software	439	-	-	-	439
	<u>585,983</u>	<u>13,882</u>	<u>(5,335)</u>	<u>59,159</u>	<u>653,689</u>
Less: Accumulated depreciation	<u>(172,787)</u>	<u>(21,991)</u>	<u>5,060</u>	<u>-</u>	<u>(189,718)</u>
	413,196	(8,109)	(275)	59,159	463,971
Construction-in-progress	<u>69,941</u>	<u>41,088</u>	<u>-</u>	<u>(59,159)</u>	<u>51,870</u>
Capital assets, net	<u>\$ 483,137</u>	<u>\$ 32,979</u>	<u>\$ (275)</u>	<u>\$ -</u>	<u>\$ 515,841</u>

Depreciation expense was \$20,780,048 and \$21,991,182 for the years ended June 30, 2011 and 2010, respectively.

8. Accrued Compensated Absences

Accrued compensated absences consist of the following at June 30, 2011 and 2010 (in thousands):

	2011	2010
Accrued vacation	\$ 17,243	\$ 16,705
Accrued sick leave	17,220	16,677
Other accrued fringe benefits	<u>7,233</u>	<u>7,171</u>
Total accrued compensated absences	41,696	40,553
Less: current portion	<u>(1,812)</u>	<u>(2,028)</u>
Accrued compensated absences - non-current portion	<u>\$ 39,884</u>	<u>\$ 38,525</u>

These accruals represent amounts earned by all eligible employees through the end of the fiscal year. These accrued compensated absences (“ACA”) will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of ACA, is normally estimated to be approximately 5.0% of the total liability and is reflected as a current liability. For June 30, 2011, delayed payouts for a small number of early retirees have temporarily reduced the overall current liability from 5.0% to 4.3%.

9. Pollution Remediation Obligations

GASB Statement No. 49, *Accounting and Financial Reporting for Pollution Remediation Obligations* (“GASB 49”) requires the CCCs to determine if any known pollution remediation obligations exist based on certain “obligating events”. A pollution remediation obligation is an obligation to address the current or potential detrimental effects of existing pollution by participating in pollution remediation activities. If any obligations exist the CCCs must estimate expected outlays for the remediation on an expected cash flows basis.

At June 30, 2011 and June 30, 2010, no pollution remediation obligations existed.

10. Bonds Payable

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

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

11. Retirement and Other Post Employment Benefits

Retirement

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 CCC 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”). The plan provides retirement, disability, death benefits and annual cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in the General Statutes. The plan does not issue stand alone 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.

Employees hired before July 1, 1984 participate in the old Tier 1 Plan, which includes employee contributions; other employees may participate in the Tier II Plan, which is noncontributory and provides substantially lower benefits. CCC makes contributions on behalf of the employees through a fringe benefit charge assessed by the State of Connecticut.

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



Alternatively, employees may choose to participate in the Alternative Retirement Plan which is managed by ING. Under this arrangement plan participants purchase individual investments managed by ING.

The State pays for the retirement plan costs of General Fund employees and recovers the cost of Operating Fund employees from the CCC through a fringe benefit cost recovery rate.

Funding Policy

The contribution requirements of plan members and the State are established and may be amended by the State legislature.

Tier I Plan B and Hazardous Duty members are required to contribute 2% of their annual salary up to the Social Security Taxable Wage Base plus 5% above that level. Tier I Plan C members are required to contribute 5% of their annual salary. The State is required to contribute at an actuarially determined rate, which may be reduced by an act of the State legislature. Administrative costs of the plan are funded by the State.

Annual Pension Cost, Net Pension Obligation and Related Information - (Unaudited)

Because of the cost-sharing arrangements CCC has with other State departments and agencies, one actuarial valuation is performed for the State of Connecticut. As a result, the following information is not separately available for CCC. Additionally, the information for fiscal year 2011 is not available as of the issued date of the CCC combined financial statements and, therefore, the following information is as of June 30, 2010.

The State's annual pension cost and net pension obligation for SERS as of June 30, 2010 are as follows (in thousands):

	(Unaudited)
Annual required contribution	\$ 897,428
Interest on net pension obligation	213,181
Adjustment to annual required contribution	<u>(157,856)</u>
Annual pension cost	952,753
Less contributions made	<u>720,527</u>
Increase in net pension obligation	232,226
Net pension obligation, beginning of year	<u>2,508,005</u>
Net pension obligation, end of year	<u>\$ 2,740,231</u>

Connecticut Community Colleges
Notes to Combined Financial Statements
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Nine year trend information (in thousands):

Fiscal Year	Annual Pension Cost ("APC")	Percentage of APC Contributed	Net Pension Obligation
2002	479,501	86.7%	2,017,588
2003	485,527	86.8%	2,081,663
2004	534,191	88.0%	2,145,521
2005	582,082	89.1%	2,208,839
2006	685,473	90.9%	2,271,249
2007	725,009	91.6%	2,332,327
2008	776,227	91.7%	2,396,999
2009	810,776	86.3%	2,508,005
2010	952,753	75.6%	2,740,231

The following actuarial information related to the calculation of the annual required contribution for SERS is for all State of Connecticut employees:

Actuarial valuation date	June 30, 2010
Actuarial cost method	Projected unit credit
Amortization method	Level percent of pay, closed
Remaining amortization period	21 years
Asset valuation method	5 year smoothed market
Actuarial assumptions	
Investment rate of return (includes inflation of 5%)	8.3%
Projected salary increases (includes inflation of 5%)	4.0% - 20.0%
Cost of living adjustments	2.7% - 3.6%

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



Required supplementary information (in millions):

Actuarial Valuation Date	(a) Actuarial Value of Assets	(b) Actuarial Accrued Liability (AAL)	(b-a) Unfunded AAL (UAAL)	(a/b) Funded Ratio	(c) Covered Payroll	(b-a)/c UAAL as a Percentage of Covered Payroll
6/30/95	4,209.2	7,838.2	3,629.0	53.7%	2,325.8	156.0%
6/30/96	4,604.2	8,038.2	3,434.0	57.3%	2,385.5	144.0%
6/30/97	5,131.0	8,833.2	3,702.2	58.1%	2,225.2	166.4%
6/30/98	5,669.9	9,592.4	3,922.5	59.1%	2,339.0	167.7%
6/30/99 *	-	-	-	-	-	-
6/30/00	7,196.0	11,512.1	4,316.1	62.5%	2,651.9	162.8%
6/30/01	7,638.9	12,105.4	4,466.5	63.1%	2,784.5	160.4%
6/30/02	7,893.7	12,806.1	4,912.4	61.6%	2,852.1	172.2%
6/30/03	8,058.6	14,223.8	6,165.2	56.7%	2,654.3	232.3%
6/30/04	8,238.3	15,128.5	6,890.2	54.5%	2,816.7	244.6%
6/30/05	8,517.7	15,987.5	7,469.8	53.3%	2,980.1	250.7%
6/30/06	8,951.4	16,830.3	7,878.9	53.2%	3,107.9	253.5%
6/30/07	9,585.0	17,888.1	8,303.1	53.6%	3,310.4	250.8%
6/30/08	9,990.2	19,243.4	9,253.2	51.9%	3,497.4	264.6%
6/30/09 *	-	-	-	-	-	-
6/30/10	9,349.6	21,054.2	11,704.6	44.4%	3,295.7	355.1%

* - No actuarial valuation was performed as of June 30, 1999 and June 30, 2009.

Other Post Employment Benefits

The State sponsors two defined benefit OPEB plans; the State Employee OPEB Plan (SEOPEBP) and the Retired Teacher Healthcare Plan (RTHP). SEOPEBP is administered by the State Comptroller (Retirement and Benefits Division), and RTHP is administered by the Teacher's Retirement Board. Both are single-employer defined benefit OPEB plans. SEOPEBP covers retired employees of the State of Connecticut who are receiving benefits from any State-sponsored retirement system, except the Teachers' Retirement System and the Municipal Employees' Retirement System. RTHP covers retired teachers and administrators of public schools in the State who are receiving benefits from the Teachers' Retirement System. Both plans provide healthcare and life insurance benefits to eligible retirees and their spouses.

The State of Connecticut is statutorily responsible for post employment benefits provided to employees who participate in both. The SEOPEBP plan benefits are financed approximately 100% by the State of Connecticut on a pay-as-you-go basis through an annual appropriation in the General fund. RTHP is similarly financed on a pay-as-you-go basis, with a third from the State's General fund, a third from active teachers, and a third from retirees. Administrative costs of both plans are financed by the State of Connecticut.

During fiscal year 2009, CCC adopted GASB No. 45, Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions ("GASB 45"). This accounting pronouncement potentially requires the College to record a liability for post retirement benefit obligations other than pensions. As of June 30, 2011, CCC has not accrued a liability as the State

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



of Connecticut is legally responsible for the liability in accordance with GASB 45.

In addition, the State of Connecticut has communicated to CCC that it should not record a liability associated with the plans for its employees or retired employees.

For the State of Connecticut liability and disclosures associated with GASB 45 please see Note 14 of the State of Connecticut's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller at the following website address: <http://www.osc.state.ct.us/reports/>.

12. Unrestricted Net Assets

Substantially all unrestricted net assets are internally designated for unliquidated encumbrances, contingency reserves, academic, program and other initiatives, and capital programs. Unrestricted net assets were \$39.2 million and \$37.9 million at June 30, 2011 and 2010, respectively. Of these amounts, \$4.9 million and \$7.4 million, respectively, represented CCC's unliquidated encumbrances (obligations in the form of purchase orders or contracts which are to be partially met from an appropriation and for which the other portion is designated from the unrestricted net assets above).

Connecticut Public Act 09-7 of the September 2009 Special Session, signed into law by the Governor on October 5, 2009, included a requirement that a total of \$2.0 million (one million in each of the next two fiscal years) be transferred from the Community Colleges operating reserves to the State's General Fund. The \$1.0 million due the state in FY11 is reflected in Restricted-Expendable Net Assets at June 30, 2010. The obligation was paid during 2011 and is not reflected in the June 30, 2011 Restricted-Expendable Net Assets.

13. Operating Leases

CCC is party to three non-cancelable operating lease contracts. Future minimum lease payments, all due over the next four fiscal years under existing operating lease contracts, are approximately as follows:

2012	71,771
2013	36,198
2014	6,372
2015	-
Thereafter	-

Rental and lease expense was \$3,927,888 and \$2,869,821 for the years ending June 30, 2011 and 2010, respectively.

14. Commitments and Contingencies

CCC is subject to other legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



materially affect the financial position, changes in net assets or cash flows of CCC.

15. Adjustment of Component Units - Foundations (Unaudited)

The financial statement balances for the Foundations, which are reported as a discrete component unit of the College, have been adjusted from those previously reported at June 30, 2010.

Housatonic Community College Foundation made an adjustment to their classification of revenues for the year ended June 30, 2010. Consequently, revenues have been restated to reflect the correction and reclassification as follows:

	Gifts and Grants	Events and Activities	Total Revenue
Revenue as previously reported at June 30, 2010	\$ 5,770	\$ 1,142	\$ 10,555
Adjustment for Housatonic	(104)	104	-
Revenue as restated at June 30, 2010	<u>\$ 5,666</u>	<u>\$ 1,246</u>	<u>\$ 10,555</u>

Both Gateway Community College Foundation and Manchester Community College Foundation made adjustments to their classification of expenses for the year ended June 30, 2010. Consequently, revenues have been restated to reflect the correction and reclassification as follows:

	Fundraising Events	Grants	Program Services	Scholarships, Awards, and Financial Aid	Total Expense
Expenses as previously reported at June 30, 2010	\$ 675	\$ 271	\$ 1,056	\$ 2,349	\$ 8,441
Adjustment for Gateway		(27)		27	-
Adjustment for Manchester	41		(41)		-
Expenses as restated at June 30, 2010	<u>\$ 716</u>	<u>\$ 244</u>	<u>\$ 1,015</u>	<u>\$ 2,376</u>	<u>\$ 8,441</u>

Connecticut Community Colleges
Notes to Combined Financial Statements
June 30, 2011 and 2010



16. Operating Expenses by Function

Operating expenses by functional classification for the years ended June 30, 2011 and 2010 are summarized as follows (in thousands):

	Year Ended June 30, 2011					
	Salaries and Wages	Fringe Benefits	Supplies and Services	Scholarship Aid	Depreciation	Total
Instruction	\$ 123,292	\$ 48,479	\$ 5,570	\$ -	\$ -	\$ 177,341
Public service	447	68	118	-	-	633
Academic support-other	41,791	19,107	12,645	-	-	73,543
Academic support-library	6,193	2,659	1,283	-	-	10,135
Student services	25,163	12,395	3,426	-	-	40,984
Scholarship aid	-	-	-	43,994	-	43,994
Institutional support	34,904	16,300	14,456	-	-	65,660
Physical plant	11,503	7,788	27,624	-	-	46,915
Depreciation	-	-	-	-	20,780	20,780
Total operating expenses	\$ 243,293	\$ 106,796	\$ 65,122	\$ 43,994	\$ 20,780	\$ 479,985

	Year Ended June 30, 2010					
	Salaries and Wages	Fringe Benefits	Supplies and Services	Scholarship Aid	Depreciation	Total
Instruction	\$ 113,715	\$ 43,624	\$ 5,366	\$ -	\$ -	\$ 162,705
Public service	281	38	84	-	-	403
Academic support-other	39,427	18,058	11,449	-	-	68,934
Academic support-library	5,838	2,487	1,092	-	-	9,417
Student services	24,464	11,997	7,738	-	-	44,199
Scholarship aid	-	-	-	35,302	-	35,302
Institutional support	33,099	15,250	13,574	-	-	61,923
Physical plant	10,899	7,329	24,859	-	-	43,087
Depreciation	-	-	-	-	21,991	21,991
Total operating expenses	\$ 227,723	\$ 98,783	\$ 64,162	\$ 35,302	\$ 21,991	\$ 447,961

SUPPLEMENTARY SCHEDULES

**Connecticut Community Colleges
Combining Statement of Net Assets
June 30, 2011
(in thousands)**



Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Assets														
Current assets														
Cash and cash equivalents	\$ 5,504	\$ 12,692	\$ 106,485	\$ 15,068	\$ 11,164	\$ 6,348	\$ 11,657	\$ 5,693	\$ 17,975	\$ 6,085	\$ 11,287	\$ 8,593	\$ 48,289	\$ 266,840
Accounts receivable, due from the State	995	2,075	3,381	2,170	3,582	1,620	3,700	1,022	2,959	1,027	2,417	2,314	985	28,247
Accounts receivable other, net	448	1,838	1,068	705	1,084	522	1,644	282	803	301	902	612	(2,819)	7,390
Inventories	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid expenses	15	25	6	49	24	42	56	6	6	4	1	7	2	243
Total current assets	6,962	16,630	110,940	17,992	15,854	8,532	17,057	7,003	21,743	7,417	14,607	11,526	46,457	302,720
Non-current assets														
Capital assets, net	5,640	52,176	110,703	83,289	66,886	7,362	52,443	22,714	40,819	12,150	84,340	37,373	2,536	578,431
Student loans, net	-	8	6	31	33	47	168	-	2	-	79	130	-	504
Total non-current assets	5,640	52,184	110,709	83,320	66,919	7,409	52,611	22,714	40,821	12,150	84,419	37,503	2,536	578,935
Total assets	12,602	68,814	221,649	101,312	82,773	15,941	69,668	29,717	62,564	19,567	99,026	49,029	48,993	881,655
Liabilities														
Current liabilities														
Accounts payable	75	126	118	1,104	246	120	289	84	489	54	219	134	933	3,991
Accrued expenses-salary and fringe benefits	1,368	2,628	4,391	3,061	4,447	2,176	4,784	1,232	4,177	1,339	3,105	2,995	1,334	37,037
Accrued compensated absences-current portion	78	141	180	128	204	91	210	83	186	84	140	147	140	1,812
Deferred revenue	123	382	186	200	77	110	220	57	815	212	104	79	709	3,274
Unapplied payments	246	476	1,227	743	2,151	791	2,097	316	1,242	261	1,140	1,298	-	11,988
Retainage	-	-	4,242	31	-	-	366	10	884	-	100	-	13	5,646
Agency and loan fund liabilities	61	51	18	52	199	100	215	49	192	47	183	107	-	1,274
Other liabilities	3	2	43	14	40	20	83	12	2	2	26	13	-	260
Total current liabilities	1,954	3,806	10,405	5,333	7,364	3,408	8,264	1,843	7,987	1,999	5,017	4,773	3,129	65,282
Non-current liabilities														
Accrued compensated absences-long term portion	1,696	3,056	3,850	2,908	4,341	2,026	4,697	1,811	3,893	1,900	3,330	3,351	3,025	39,884
Other long-term liabilities	-	(15)	(29)	(11)	(27)	152	116	-	-	-	116	117	-	419
Total non-current liabilities	1,696	3,041	3,821	2,897	4,314	2,178	4,813	1,811	3,893	1,900	3,446	3,468	3,025	40,303
Total liabilities	3,650	6,847	14,226	8,230	11,678	5,586	13,077	3,654	11,880	3,899	8,463	8,241	6,154	105,585
Net assets														
Invested in capital assets, net of related debt	5,640	52,175	110,703	83,290	66,888	7,362	52,443	22,714	40,818	12,149	84,341	37,372	2,536	578,431
Restricted														
Nonexpendable	-	-	-	20	-	-	-	-	-	-	-	-	-	20
Expendable	1,966	7,418	95,144	2,024	2,522	1,121	4,146	3,066	8,529	1,025	2,941	4,242	24,285	158,429
Unrestricted	1,346	2,374	1,576	7,748	1,685	1,872	2	283	1,337	2,494	3,281	(826)	16,018	39,190
Total net assets	8,952	61,967	207,423	93,082	71,095	10,355	56,591	26,063	50,684	15,668	90,563	40,788	42,839	776,070
Total liabilities and net assets	\$ 12,602	\$ 68,814	\$ 221,649	\$ 101,312	\$ 82,773	\$ 15,941	\$ 69,668	\$ 29,717	\$ 62,564	\$ 19,567	\$ 99,026	\$ 49,029	\$ 48,993	\$ 881,655

Connecticut Community Colleges
Combining Statement of Net Assets
June 30, 2010
(in thousands)



Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Assets														
Current assets														
Cash and cash equivalents	\$ 4,251	\$ 10,871	\$ 165,083	\$ 14,620	\$ 10,041	\$ 6,010	\$ 9,699	\$ 3,461	\$ 30,162	\$ 5,785	\$ 9,236	\$ 8,220	\$ 31,987	\$ 309,426
Accounts receivable, due from the State	1,071	2,076	3,335	2,172	3,690	1,420	3,737	1,008	3,103	1,176	2,298	2,331	1,033	28,450
Accounts receivable other, net	261	1,597	496	295	572	241	923	111	596	113	722	406	195	6,528
Inventories	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid expenses	16	21	30	26	37	20	69	20	4	7	1	5	1	257
Total current assets	5,599	14,565	168,944	17,113	14,340	7,691	14,428	4,600	33,865	7,081	12,257	10,962	33,216	344,661
Non-current assets														
Capital assets, net	5,695	53,949	49,486	85,064	69,234	7,754	55,132	23,255	26,941	12,351	86,164	37,998	2,818	515,841
Student loans, net	-	9	5	(19)	33	32	151	-	-	-	80	157	-	448
Total non-current assets	5,695	53,958	49,491	85,045	69,267	7,786	55,283	23,255	26,941	12,351	86,244	38,155	2,818	516,289
Total assets	11,294	68,523	218,435	102,158	83,607	15,477	69,711	27,855	60,806	19,432	98,501	49,117	36,034	860,950
Liabilities														
Current liabilities														
Accounts payable	88	246	147	673	256	134	243	103	829	61	188	252	475	3,695
Accrued expenses-salary and fringe benefits	1,285	2,580	4,233	2,881	4,390	1,553	4,535	1,205	3,992	1,389	2,833	2,834	1,162	34,872
Accrued compensated absences-current portion	88	156	197	147	218	107	240	91	198	90	168	167	161	2,028
Deferred revenue	108	298	352	313	77	95	319	79	815	88	54	24	670	3,292
Unapplied payments	208	493	1,206	701	2,343	678	2,166	328	1,402	339	721	1,166	-	11,751
Retainage	-	-	2,188	-	-	-	677	10	431	-	718	-	-	4,024
Agency and loan fund liabilities	68	61	33	25	314	95	212	44	165	43	173	119	-	1,352
Other liabilities	10	8	27	22	33	3	74	6	3	2	13	18	-	219
Total current liabilities	1,855	3,842	8,383	4,762	7,631	2,665	8,466	1,866	7,835	2,012	4,868	4,580	2,468	61,233
Non-current liabilities														
Accrued compensated absences-long term portion	1,681	2,962	3,733	2,791	4,130	2,034	4,567	1,732	3,762	1,708	3,189	3,174	3,062	38,525
Other long-term liabilities	-	(14)	(23)	(11)	(27)	152	114	-	-	-	114	136	-	441
Total non-current liabilities	1,681	2,948	3,710	2,780	4,103	2,186	4,681	1,732	3,762	1,708	3,303	3,310	3,062	38,966
Total liabilities	3,536	6,790	12,093	7,542	11,734	4,851	13,147	3,598	11,597	3,720	8,171	7,890	5,530	100,199
Net assets														
Invested in capital assets, net of related debt	5,694	53,950	49,486	85,064	69,235	7,754	55,132	23,255	26,941	12,351	86,164	37,997	2,818	515,841
Restricted														
Nonexpendable	-	-	-	20	-	-	-	-	-	-	-	-	-	20
Expendable	246	6,273	155,024	1,266	293	596	1,232	1,064	21,093	543	2,067	3,790	13,496	206,983
Unrestricted	1,818	1,510	1,832	8,266	2,345	2,276	200	(62)	1,175	2,818	2,099	(560)	14,190	37,907
Total net assets	7,758	61,733	206,342	94,616	71,873	10,626	56,564	24,257	49,209	15,712	90,330	41,227	30,504	760,751
Total liabilities and net assets	\$ 11,294	\$ 68,523	\$ 218,435	\$ 102,158	\$ 83,607	\$ 15,477	\$ 69,711	\$ 27,855	\$ 60,806	\$ 19,432	\$ 98,501	\$ 49,117	\$ 36,034	\$ 860,950

**Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Assets
Year Ended June 30, 2011
(in thousands)**



Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Operating revenues														
Student tuition and fees	\$ 5,433	\$ 13,063	\$ 20,554	\$ 17,116	\$ 22,133	\$ 8,431	\$ 21,365	\$ 4,323	\$ 20,990	\$ 6,162	\$ 13,789	\$ 14,141	\$ 26	\$ 167,526
Less: Scholarship discounts and allowances	(2,136)	(8,481)	(9,613)	(8,882)	(7,867)	(3,105)	(6,896)	(1,836)	(6,940)	(3,206)	(6,214)	(4,895)	-	(70,071)
Net tuition and fees	3,297	4,582	10,941	8,234	14,266	5,326	14,469	2,487	14,050	2,956	7,575	9,246	26	97,455
Federal grants and contracts	2,695	10,647	11,258	11,297	9,588	3,612	8,862	2,706	8,102	3,476	7,276	5,560	3,966	89,045
State and local grants and contracts	344	1,551	2,229	2,346	1,546	770	1,659	374	1,301	1,087	956	838	2,876	17,877
Private grants and contracts	38	371	273	476	267	15	192	102	2,122	122	254	71	123	4,426
Sales and services of educational departments	-	18	14	108	12	3	75	-	216	-	-	92	-	538
College owned bookstores	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other operating revenues	156	128	686	447	697	246	475	116	368	161	731	331	274	4,816
Total operating revenues	6,530	17,297	25,401	22,908	26,376	9,972	25,732	5,785	26,159	7,802	16,792	16,138	7,265	214,157
Operating expenses														
Instruction	6,411	15,696	23,397	14,989	21,811	8,646	23,646	5,588	21,418	6,215	15,276	14,248	-	177,341
Public service	1	92	24	-	19	46	252	172	-	5	5	17	-	633
Academic support	3,089	4,343	6,836	6,508	7,261	3,735	8,677	3,297	7,361	3,362	5,736	6,244	7,094	73,543
Library	513	671	1,002	972	1,292	807	1,106	502	939	587	630	1,114	-	10,135
Student services	1,800	3,230	5,034	3,211	5,424	2,354	4,335	1,696	4,334	2,062	3,735	3,292	277	40,984
Scholarship aid, net	1,208	4,804	5,589	6,061	5,152	1,789	4,936	930	4,512	1,656	3,255	2,814	1,288	43,994
Institutional support	2,488	4,360	4,998	3,518	6,464	3,312	5,176	2,382	5,855	2,242	3,890	3,986	16,989	65,660
Physical plant	1,376	4,962	3,678	5,847	6,544	1,549	7,604	1,871	4,790	1,633	3,299	2,993	769	46,915
Depreciation	470	2,106	676	2,876	3,022	754	3,195	1,008	1,046	639	2,762	1,476	750	20,780
Total operating expenses	17,356	40,264	51,234	43,982	56,989	22,992	58,927	17,446	50,455	18,401	38,588	36,184	27,167	479,985
Operating (loss) income	(10,826)	(22,967)	(25,833)	(21,074)	(30,613)	(13,020)	(33,195)	(11,661)	(24,296)	(10,599)	(21,796)	(20,046)	(19,902)	(265,828)
Nonoperating revenues (expenses)														
State appropriations - general fund	9,565	18,161	24,425	18,854	29,758	12,256	29,570	10,631	24,590	9,570	19,589	18,463	19,350	244,782
State appropriations - bond funds	1,881	1,944	1,897	1,344	2,922	899	4,162	2,237	1,849	661	2,333	1,574	12,424	36,127
Private gifts	34	11	66	2	30	57	65	152	381	131	37	7	-	973
Mandatory transfer to State	-	-	-	-	-	-	-	-	-	-	-	-	(1,000)	(1,000)
Interest income	8	14	20	33	22	12	18	7	22	12	18	11	52	249
Other non-operating revenues (expenses), net	(9)	-	1	3	3	-	1	-	14	-	1	6	(4)	16
Net non-operating revenues	11,479	20,130	26,409	20,236	32,735	13,224	33,816	13,027	26,856	10,374	21,978	20,061	30,822	281,147
Net income (loss) before other changes	653	(2,837)	576	(838)	2,122	204	621	1,366	2,560	(225)	182	15	10,920	15,319
Other changes														
Capital and other additions (deductions)	-	-	121	-	-	-	-	-	67	131	-	-	(319)	-
Interagency transfers	541	3,071	384	(696)	(2,900)	(475)	(594)	440	(1,152)	50	51	(454)	1,734	-
Total other changes	541	3,071	505	(696)	(2,900)	(475)	(594)	440	(1,085)	181	51	(454)	1,415	-
Change in net assets	1,194	234	1,081	(1,534)	(778)	(271)	27	1,806	1,475	(44)	233	(439)	12,335	15,319
Net assets at beginning of year	7,758	61,733	206,342	94,616	71,873	10,626	56,564	24,257	49,209	15,712	90,330	41,227	30,504	760,751
Net assets at end of year	\$ 8,952	\$ 61,967	\$ 207,423	\$ 93,082	\$ 71,095	\$ 10,355	\$ 56,591	\$ 26,063	\$ 50,684	\$ 15,668	\$ 90,563	\$ 40,788	\$ 42,839	\$ 776,070

**Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Assets
Year Ended June 30, 2010
(in thousands)**



Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Operating revenues														
Student tuition and fees	\$ 5,277	\$ 12,364	\$ 18,649	\$ 15,197	\$ 20,908	\$ 8,017	\$ 19,441	\$ 3,963	\$ 20,382	\$ 5,584	\$ 11,782	\$ 13,202	\$ 28	\$ 154,794
Less: Scholarship discounts and allowances	(1,710)	(7,323)	(7,992)	(6,887)	(6,877)	(2,526)	(5,469)	(1,508)	(5,919)	(2,696)	(4,881)	(3,900)	-	(57,688)
Net tuition and fees	3,567	5,041	10,657	8,310	14,031	5,491	13,972	2,455	14,463	2,888	6,901	9,302	28	97,106
Federal grants and contracts	2,039	9,779	9,520	9,064	9,459	2,888	6,641	2,078	6,708	3,192	5,361	4,529	1,690	72,948
State and local grants and contracts	263	1,602	2,294	1,884	1,587	751	1,632	397	1,139	784	864	783	2,806	16,786
Private grants and contracts	20	485	295	334	296	8	76	47	4,050	92	259	66	128	6,156
Sales and services of educational departments	-	21	14	84	13	3	69	-	213	-	-	80	-	497
College owned bookstores	-	-	-	-	-	-	1,033	-	977	211	-	955	-	3,176
Other operating revenues	177	413	673	335	557	261	961	115	624	467	714	489	264	6,050
Total operating revenues	6,066	17,341	23,453	20,011	25,943	9,402	24,384	5,092	28,174	7,634	14,099	16,204	4,916	202,719
Operating expenses														
Instruction	5,854	14,625	21,713	12,821	20,434	7,917	22,352	4,789	20,162	6,234	13,046	12,758	-	162,705
Public service	1	61	20	-	7	36	82	162	1	(3)	7	29	-	403
Academic support	2,940	5,167	6,699	5,730	7,178	3,352	7,633	3,024	7,474	2,955	5,691	5,868	5,223	68,934
Library	436	694	920	849	1,248	699	1,003	490	870	514	657	1,037	-	9,417
Student services	1,693	2,870	4,582	2,984	5,027	2,212	5,697	1,699	6,127	2,515	3,801	4,701	291	44,199
Scholarship aid, net	905	4,766	4,838	4,824	4,405	1,428	3,252	876	3,264	1,268	2,342	2,108	1,026	35,302
Institutional support	2,156	4,115	4,786	3,606	5,663	3,126	4,746	2,391	5,448	1,843	3,888	3,903	16,252	61,923
Physical plant	1,246	3,713	3,513	4,693	6,212	1,253	7,672	1,781	4,935	1,488	2,995	2,933	653	43,087
Depreciation	471	2,128	692	4,100	3,137	731	3,226	1,037	1,081	632	2,598	1,440	718	21,991
Total operating expenses	15,702	38,139	47,763	39,607	53,311	20,754	55,663	16,249	49,362	17,446	35,025	34,777	24,163	447,961
Operating (loss) income	(9,636)	(20,798)	(24,310)	(19,596)	(27,368)	(11,352)	(31,279)	(11,157)	(21,188)	(9,812)	(20,926)	(18,573)	(19,247)	(245,242)
Nonoperating revenues (expenses)														
State appropriations - general fund	9,460	18,902	24,051	17,592	29,237	11,683	29,127	10,094	24,174	9,508	18,558	17,833	18,306	238,525
State appropriations - bond funds	-	-	182,330	-	17	-	-	100	19,042	86	-	-	1,389	202,964
Private gifts	20	17	64	3	42	80	144	49	350	117	94	19	-	999
Mandatory transfer to State	-	-	-	-	-	-	-	-	-	-	-	-	(1,000)	(1,000)
Interest income	11	12	24	40	32	16	21	7	24	13	17	13	66	296
Other non-operating revenues (expenses), net	1	-	1	3	7	-	1	1	11	-	(169)	12	-	(132)
Net non-operating revenues	9,492	18,931	206,470	17,638	29,335	11,779	29,293	10,251	43,601	9,724	18,500	17,877	18,761	441,652
Net income (loss) before other changes	(144)	(1,867)	182,160	(1,958)	1,967	427	(1,986)	(906)	22,413	(88)	(2,426)	(696)	(486)	196,410
Other changes														
Capital and other additions (deductions)	109	625	518	-	5	-	-	1	-	-	2	-	(1,260)	-
Interagency transfers	426	1,570	6	(623)	(3,705)	(132)	(663)	322	(1,086)	280	142	(781)	4,244	-
Total other changes	535	2,195	524	(623)	(3,700)	(132)	(663)	323	(1,086)	280	144	(781)	2,984	-
Change in net assets	391	328	182,684	(2,581)	(1,733)	295	(2,649)	(583)	21,327	192	(2,282)	(1,477)	2,498	196,410
Net assets at beginning of year	7,367	61,405	23,658	97,197	73,606	10,331	59,213	24,840	27,882	15,520	92,612	42,704	28,006	564,341
Net assets at end of year	\$ 7,758	\$ 61,733	\$ 206,342	\$ 94,616	\$ 71,873	\$ 10,626	\$ 56,564	\$ 24,257	\$ 49,209	\$ 15,712	\$ 90,330	\$ 41,227	\$ 30,504	\$ 760,751

**Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2011
(in thousands)**



Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Cash flows from operating activities														
Student tuition and fees	\$ 3,217	\$ 4,560	\$ 10,698	\$ 8,343	\$ 14,095	\$ 5,409	\$ 13,380	\$ 2,585	\$ 14,233	\$ 2,895	\$ 7,711	\$ 9,226	\$ 309	\$ 96,661
Government grants and contracts	3,023	11,910	13,379	13,525	10,681	4,402	10,425	3,073	9,463	4,657	8,298	6,437	6,812	106,085
Private grants and contracts	37	588	106	391	283	15	76	96	2,335	111	263	99	200	4,600
Sales and services of educational departments	-	12	14	100	13	3	74	-	212	-	-	90	-	518
Payments to employees	(8,905)	(18,461)	(27,386)	(19,049)	(28,179)	(11,160)	(29,349)	(9,003)	(26,062)	(9,444)	(18,241)	(18,700)	(12,263)	(236,202)
Payments for fringe benefits	(4,233)	(7,981)	(11,438)	(8,405)	(13,177)	(4,949)	(14,065)	(4,435)	(11,440)	(4,042)	(8,923)	(9,054)	(4,557)	(106,699)
Payments to students	(1,487)	(5,010)	(5,671)	(6,108)	(5,438)	(2,114)	(5,081)	(957)	(4,453)	(1,499)	(3,776)	(3,240)	(1,326)	(46,160)
Payments to vendors	(2,675)	(7,876)	(6,998)	(8,274)	(7,618)	(4,120)	(8,154)	(2,106)	(8,339)	(2,686)	(5,697)	(4,729)	(8,982)	(78,254)
Payments by Department of Public Works	-	-	-	-	(97)	-	-	-	-	-	-	-	(100)	(197)
Other receipts (payments), net	227	443	844	540	1,288	317	1,094	183	637	193	833	649	1,351	8,599
Net cash used in operating activities	(10,796)	(21,815)	(26,452)	(18,937)	(28,149)	(12,197)	(31,600)	(10,564)	(23,414)	(9,815)	(19,532)	(19,222)	(18,556)	(251,049)
Cash flows from investing activities														
Interest income	9	14	21	34	25	13	20	6	23	12	17	12	54	260
Net cash provided by investing activities	9	14	21	34	25	13	20	6	23	12	17	12	54	260
Cash flows from capital and related financing activities														
State appropriations	1,720	909	1,518	1,189	1,302	702	1,621	2,037	906	419	1,768	521	-	14,612
Payments by Department of Public Works	(1)	(23)	(59,389)	9	(14)	-	(401)	(171)	(13,528)	(16)	(999)	(437)	-	(74,970)
Purchase of capital assets	(417)	(275)	(289)	(970)	(681)	(368)	(395)	(332)	(818)	(294)	(584)	(427)	(858)	(6,708)
Interagency transfers	-	69	-	45	60	-	150	-	-	-	-	-	(324)	-
Net cash (used in) provided by capital and related financing activities	1,302	680	(58,160)	273	667	334	975	1,534	(13,440)	109	185	(343)	(1,182)	(67,066)
Cash flows from noncapital financing activities														
State appropriations	9,654	18,929	24,425	18,871	31,118	11,915	31,781	10,655	25,327	9,797	19,777	19,291	35,103	266,643
Private gifts	34	10	21	-	-	35	55	145	380	126	32	4	-	842
Federal Family Education Loan Program (FFELP)	493	1,002	1,162	947	446	566	1,474	16	85	5	1,499	1,089	-	8,784
Mandatory Transfer to State	-	-	-	-	-	-	-	-	-	-	-	-	(1,000)	(1,000)
Interagency transfers	557	3,001	385	(740)	(2,984)	(328)	(747)	440	(1,148)	66	73	(458)	1,883	-
Net cash provided by noncapital financing activities	10,738	22,942	25,993	19,078	28,580	12,188	32,563	11,256	24,644	9,994	21,381	19,926	35,986	275,269
Net increase (decrease) in cash and cash equivalents	1,253	1,821	(58,598)	448	1,123	338	1,958	2,232	(12,187)	300	2,051	373	16,302	(42,586)
Cash and cash equivalents at beginning of year	4,251	10,871	165,083	14,620	10,041	6,010	9,699	3,461	30,162	5,785	9,236	8,220	31,987	309,426
Cash and cash equivalents at end of year	\$ 5,504	\$ 12,692	\$ 106,485	\$ 15,068	\$ 11,164	\$ 6,348	\$ 11,657	\$ 5,693	\$ 17,975	\$ 6,085	\$ 11,287	\$ 8,593	\$ 48,289	\$ 266,840

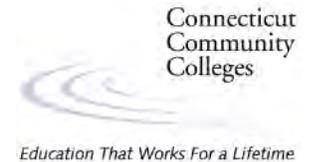
**Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2010
(in thousands)**



Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Cash flows from operating activities														
Student tuition and fees	\$ 3,440	\$ 4,692	\$ 10,750	\$ 8,171	\$ 14,322	\$ 5,395	\$ 13,296	\$ 2,685	\$ 14,635	\$ 2,923	\$ 6,716	\$ 9,297	\$ 318	\$ 96,640
Government grants and contracts	2,339	11,477	11,690	10,850	10,573	3,678	8,254	2,463	7,901	4,795	6,136	5,169	4,435	89,760
Private grants and contracts	34	244	304	461	260	15	107	25	4,234	104	253	88	175	6,304
Sales and services of educational departments	-	21	14	85	12	3	68	-	213	-	-	79	-	495
Payments to employees	(8,170)	(17,977)	(25,687)	(17,822)	(26,753)	(10,916)	(27,643)	(8,752)	(25,322)	(8,682)	(16,701)	(17,854)	(11,676)	(223,955)
Payments for fringe benefits	(3,625)	(7,462)	(10,383)	(7,467)	(12,125)	(4,560)	(12,771)	(4,250)	(10,867)	(3,680)	(7,805)	(8,442)	(4,147)	(97,584)
Payments to students	(1,116)	(4,565)	(5,351)	(5,014)	(4,228)	(1,777)	(4,040)	(1,003)	(3,739)	(1,492)	(3,021)	(3,332)	(1,007)	(39,685)
Payments to vendors	(2,252)	(6,330)	(6,895)	(6,507)	(7,208)	(3,408)	(8,604)	(1,951)	(8,396)	(2,752)	(6,123)	(4,600)	(6,759)	(71,785)
Payments by Department of Public Works	-	-	-	-	(41)	-	-	-	(138)	-	-	-	(74)	(253)
Other receipts (payments), net	240	524	759	448	1,012	321	2,221	149	2,058	798	626	1,733	504	11,393
Net cash used in operating activities	(9,110)	(19,376)	(24,799)	(16,795)	(24,176)	(11,249)	(29,112)	(10,634)	(19,421)	(7,986)	(19,919)	(17,862)	(18,231)	(228,670)
Cash flows from investing activities														
Interest income	14	14	30	50	45	19	28	9	28	15	20	18	82	372
Net cash provided by investing activities	14	14	30	50	45	19	28	9	28	15	20	18	82	372
Cash flows from capital and related financing activities														
State appropriations	-	-	182,330	-	17	-	-	100	18,592	85	-	(44)	1,332	202,412
Payments by Department of Public Works	(2)	(221)	(30,777)	(975)	(2)	-	(410)	(139)	(4,555)	(45)	(7,787)	(1,082)	-	(45,995)
Purchase of capital assets	(257)	(356)	(282)	(285)	(642)	(279)	(339)	(170)	(499)	(152)	(1,122)	(453)	(2,789)	(7,625)
Interagency transfers	-	15	-	-	-	-	126	-	-	-	-	(57)	(84)	-
Net cash (used in) provided by capital and related financing activities	(259)	(562)	151,271	(1,260)	(627)	(279)	(623)	(209)	13,538	(112)	(8,909)	(1,636)	(1,541)	148,792
Cash flows from noncapital financing activities														
State appropriations	9,299	18,738	24,186	18,382	29,327	11,853	29,174	10,751	24,914	9,350	18,821	18,241	18,349	241,385
Private gifts	20	20	34	-	40	36	110	20	350	112	11	4	-	757
Federal Family Education Loan Program (FFELP)	372	705	1,481	980	472	694	1,579	69	170	23	1,184	1,215	-	8,944
Mandatory Transfer to State	-	-	-	-	-	-	-	-	-	-	-	-	(1,000)	(1,000)
Interagency transfers	412	1,464	(14)	(623)	(3,826)	(129)	(847)	329	(979)	299	158	(709)	4,465	-
Net cash provided by noncapital financing activities	10,103	20,927	25,687	18,739	26,013	12,454	30,016	11,169	24,455	9,784	20,174	18,751	21,814	250,086
Net increase (decrease) in cash and cash equivalents	748	1,003	152,189	734	1,255	945	309	335	18,600	1,701	(8,634)	(729)	2,124	170,580
Cash and cash equivalents at beginning of year	3,503	9,868	12,894	13,886	8,786	5,065	9,390	3,126	11,562	4,084	17,870	8,949	29,863	138,846
Cash and cash equivalents at end of year	\$ 4,251	\$ 10,871	\$ 165,083	\$ 14,620	\$ 10,041	\$ 6,010	\$ 9,699	\$ 3,461	\$ 30,162	\$ 5,785	\$ 9,236	\$ 8,220	\$ 31,987	\$ 309,426

Connecticut Community Colleges
Combining Statement of Net Assets by Fund Group
June 30, 2011
(in thousands)



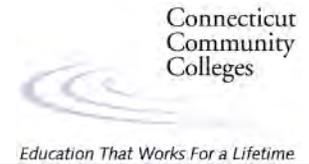
	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DPW Administered Bond Funds	Invested in Capital Assets	
Assets						
Current assets						
Cash & cash equivalents	\$ 107,582	\$ 1,371	\$ 38,615	\$ 119,272	\$ -	\$ 266,840
Accounts receivable-general fund	28,247	-	-	-	-	28,247
Accounts receivable-other	7,330	60	-	-	-	7,390
Prepaid expense	243	-	-	-	-	243
Total current assets	143,402	1,431	38,615	119,272	-	302,720
Non-current assets						
Land and land/site improvements	-	-	-	-	22,737	22,737
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	562,066	562,066
Furnishings and Equipment	-	-	-	-	62,020	62,020
Library books	-	-	-	-	8,969	8,969
Software	-	-	-	-	439	439
	-	-	-	-	656,747	656,747
Less: Accumulated depreciation	-	-	-	-	(206,798)	(206,798)
	-	-	-	-	449,949	449,949
Construction in progress	-	-	-	-	128,482	128,482
Capital Assets, net	-	-	-	-	578,431	578,431
Student loans, net						
Student loans receivable	-	587	-	-	-	587
Less: Allowance for doubtful loans	(83)	-	-	-	-	(83)
	(83)	587	-	-	-	504
Total non-current assets	(83)	587	-	-	578,431	578,935
Total assets	\$ 143,319	\$ 2,018	\$ 38,615	\$ 119,272	\$ 578,431	\$ 881,655
Liabilities						
Current liabilities						
Accounts payable	\$ 3,762	\$ -	\$ 229	\$ -	\$ -	\$ 3,991
Accrued expense - salary and fringe benefits	37,037	3	-	-	-	37,040
Accrued compensated absences-current portion	1,812	-	-	-	-	1,812
Deferred revenue	3,274	-	-	-	-	3,274
Unapplied payments	11,988	12	-	-	-	12,000
Retainage	-	-	13	5,633	-	5,646
Other liabilities	260	1,259	-	-	-	1,519
Total current liabilities	58,133	1,274	242	5,633	-	65,282
Non-current liabilities						
Accrued compensated absences-long term portion	39,884	-	-	-	-	39,884
Student loans	-	419	-	-	-	419
Total non-current liabilities	39,884	419	-	-	-	40,303
Total liabilities	98,017	1,693	242	5,633	-	105,585
Net assets						
Invested in capital assets, net of related debt	-	-	-	-	578,431	578,431
Restricted						
Non-expendable	-	20	-	-	-	20
Expendable	6,112	305	38,373	113,639	-	158,429
Unrestricted	39,190	-	-	-	-	39,190
Total net assets	45,302	325	38,373	113,639	578,431	776,070
Total liabilities and net assets	\$ 143,319	\$ 2,018	\$ 38,615	\$ 119,272	\$ 578,431	\$ 881,655

Connecticut Community Colleges
Combining Statement of Net Assets by Fund Group
June 30, 2010
(in thousands)



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DPW Administered Bond Funds	Invested in Capital Assets	
Assets						
Current assets						
Cash & cash equivalents	\$ 103,582	\$ 1,568	\$ 14,443	\$ 189,833	\$ -	\$ 309,426
Accounts receivable-general fund	28,450	-	-	-	-	28,450
Accounts receivable-other	6,508	20	-	-	-	6,528
Prepaid expense	257	-	-	-	-	257
Total current assets	<u>138,797</u>	<u>1,588</u>	<u>14,443</u>	<u>189,833</u>	<u>-</u>	<u>344,661</u>
Non-current assets						
Land and land/site improvements	-	-	-	-	22,737	22,737
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	561,598	561,598
Furnishings and Equipment	-	-	-	-	59,354	59,354
Library books	-	-	-	-	9,045	9,045
Software	-	-	-	-	439	439
	-	-	-	-	653,689	653,689
Less: Accumulated depreciation	-	-	-	-	(189,718)	(189,718)
	-	-	-	-	463,971	463,971
Construction in progress	-	-	-	-	51,870	51,870
Capital Assets, net	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>515,841</u>	<u>515,841</u>
Student loans, net						
Student loans receivable	-	530	-	-	-	530
Less: Allowance for doubtful loans	(82)	-	-	-	-	(82)
	<u>(82)</u>	<u>530</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>448</u>
Total non-current assets	<u>(82)</u>	<u>530</u>	<u>-</u>	<u>-</u>	<u>515,841</u>	<u>516,289</u>
Total assets	<u>\$ 138,715</u>	<u>\$ 2,118</u>	<u>\$ 14,443</u>	<u>\$ 189,833</u>	<u>\$ 515,841</u>	<u>\$ 860,950</u>
Liabilities						
Current liabilities						
Accounts payable	\$ 3,471	\$ -	\$ 224	\$ -	\$ -	\$ 3,695
Accrued expense - salary and fringe benefits	34,872	5	-	-	-	34,877
Accrued compensated absences-current portion	2,028	-	-	-	-	2,028
Deferred revenue	3,292	-	-	-	-	3,292
Unapplied payments	11,751	2	-	-	-	11,753
Retainage	-	-	-	4,024	-	4,024
Other liabilities	219	1,345	-	-	-	1,564
Total current liabilities	<u>55,633</u>	<u>1,352</u>	<u>224</u>	<u>4,024</u>	<u>-</u>	<u>61,233</u>
Non-current liabilities						
Accrued compensated absences-long term portion	38,525	-	-	-	-	38,525
Student loans	-	441	-	-	-	441
Total non-current liabilities	<u>38,525</u>	<u>441</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>38,966</u>
Total liabilities	<u>94,158</u>	<u>1,793</u>	<u>224</u>	<u>4,024</u>	<u>-</u>	<u>100,199</u>
Net assets						
Invested in capital assets, net of related debt	-	-	-	-	515,841	515,841
Restricted						
Non-expendable	-	20	-	-	-	20
Expendable	6,650	305	14,219	185,809	-	206,983
Unrestricted	37,907	-	-	-	-	37,907
Total net assets	<u>44,557</u>	<u>325</u>	<u>14,219</u>	<u>185,809</u>	<u>515,841</u>	<u>760,751</u>
Total liabilities and net assets	<u>\$ 138,715</u>	<u>\$ 2,118</u>	<u>\$ 14,443</u>	<u>\$ 189,833</u>	<u>\$ 515,841</u>	<u>\$ 860,950</u>

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and
Changes in Net Assets by Fund Group
Year Ended June 30, 2011
(in thousands)



	Operating and General Funds	Endowment, Loan, and Agency Funds	Primary Institution			Invested in Capital Assets	Total
			Agency Administered Bond Funds	DPW Administered Bond Funds			
Operating revenues							
Tuition and Fees	\$ 167,526	\$ -	\$ -	\$ -	\$ -	\$ 167,526	
Less: Scholarship discounts and allowances	(70,071)	-	-	-	-	(70,071)	
Net tuition and fees	97,455	-	-	-	-	97,455	
Federal grants and contracts	89,045	-	-	-	-	89,045	
State and local grants and contracts	17,877	-	-	-	-	17,877	
Private grants and contracts	4,426	-	-	-	-	4,426	
Sales and services of educational departments	538	-	-	-	-	538	
College owned bookstore	-	-	-	-	-	-	
Other operating revenues	4,762	-	-	-	54	4,816	
Total operating revenues	214,103	-	-	-	54	214,157	
Operating expenses							
Salaries and wages	243,293	-	-	-	-	243,293	
Fringe benefits	106,796	-	-	-	-	106,796	
Supplies and services	60,208	-	4,147	607	160	65,122	
Scholarship aid, net	43,994	-	-	-	-	43,994	
Depreciation	-	-	-	-	20,780	20,780	
Total operating expenses	454,291	-	4,147	607	20,940	479,985	
Operating (loss) income	(240,188)	-	(4,147)	(607)	(20,886)	(265,828)	
Nonoperating revenues (expenses)							
State appropriations - general fund	244,782	-	-	-	-	244,782	
State appropriations - bond funds	-	-	31,000	5,127	-	36,127	
Private gifts	872	-	-	-	101	973	
Interest income	249	-	-	-	-	249	
Mandatory transfer to State	(1,000)	-	-	-	-	(1,000)	
Other Non-operating Revenue, net	29	-	-	(13)	-	16	
Net non-operating revenues	244,932	-	31,000	5,114	101	281,147	
Net income (loss) before other changes	4,744	-	26,853	4,507	(20,785)	15,319	
Other changes							
Capital and other additions (deductions)	(3,897)	-	(2,880)	(76,598)	83,375	-	
Interagency transfers	(102)	-	181	(79)	-	-	
Total Other Changes	(3,999)	-	(2,699)	(76,677)	83,375	-	
Change in net assets	745	-	24,154	(72,170)	62,590	15,319	
Net assets at beginning of year	44,557	325	14,219	185,809	515,841	760,751	
Net Assets at end of year	\$ 45,302	\$ 325	\$ 38,373	\$ 113,639	\$ 578,431	\$ 776,070	

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and
Changes in Net Assets by Fund Group
Year Ended June 30, 2010
(in thousands)



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DPW Administered Bond Funds	Invested in Capital Assets	
Operating revenues						
Tuition and Fees	\$ 154,794	\$ -	\$ -	\$ -	\$ -	\$ 154,794
Less: Scholarship discounts and allowances	(57,688)	-	-	-	-	(57,688)
Net tuition and fees	<u>97,106</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>97,106</u>
Federal grants and contracts	72,948	-	-	-	-	72,948
State and local grants and contracts	16,786	-	-	-	-	16,786
Private grants and contracts	6,156	-	-	-	-	6,156
Sales and services of educational departments	497	-	-	-	-	497
College owned bookstore	3,176	-	-	-	-	3,176
Other operating revenues	6,007	-	-	-	43	6,050
Total operating revenues	<u>202,676</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>43</u>	<u>202,719</u>
Operating expenses						
Salaries and wages	227,723	-	-	-	-	227,723
Fringe benefits	98,783	-	-	-	-	98,783
Supplies and services	59,097	-	4,674	116	275	64,162
Scholarship aid, net	35,299	3	-	-	-	35,302
Depreciation	-	-	-	-	21,991	21,991
Total operating expenses	<u>420,902</u>	<u>3</u>	<u>4,674</u>	<u>116</u>	<u>22,266</u>	<u>447,961</u>
Operating (loss) income	<u>(218,226)</u>	<u>(3)</u>	<u>(4,674)</u>	<u>(116)</u>	<u>(22,223)</u>	<u>(245,242)</u>
Nonoperating revenues (expenses)						
State appropriations - general fund	238,525	-	-	-	-	238,525
State appropriations - bond funds	-	-	2,440	200,524	-	202,964
Private gifts	776	-	-	-	223	999
Interest income	296	-	-	-	-	296
Mandatory transfer to State	(1,000)	-	-	-	-	(1,000)
Other Non-operating Revenue, net	38	-	-	(170)	-	(132)
Net non-operating revenues	<u>238,635</u>	<u>-</u>	<u>2,440</u>	<u>200,354</u>	<u>223</u>	<u>441,652</u>
Net income (loss) before other changes	20,409	(3)	(2,234)	200,238	(22,000)	196,410
Other changes						
Capital and other additions (deductions)	(2,145)	-	(4,130)	(48,429)	54,704	-
Interagency transfers	(2,481)	-	(31)	2,512	-	-
Total Other Changes	<u>(4,626)</u>	<u>-</u>	<u>(4,161)</u>	<u>(45,917)</u>	<u>54,704</u>	<u>-</u>
Change in net assets	15,783	(3)	(6,395)	154,321	32,704	196,410
Net assets at beginning of year	<u>28,774</u>	<u>328</u>	<u>20,614</u>	<u>31,488</u>	<u>483,137</u>	<u>564,341</u>
Net Assets at end of year	<u>\$ 44,557</u>	<u>\$ 325</u>	<u>\$ 14,219</u>	<u>\$ 185,809</u>	<u>\$ 515,841</u>	<u>\$ 760,751</u>

Appendix Five
Auditor's Management Letter

Connecticut Community Colleges

Report to Management
for the Year Ended June 30, 2011

.....
December 12, 2011





Connecticut Community Colleges
Board of Trustees
Hartford, CT 06105

December 12, 2011

In planning and performing our audit of the combined financial statements of Connecticut Community Colleges ("CCC") as of and for the year ended June 30, 2011, in accordance with auditing standards generally accepted in the United States of America, we considered its internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on CCC's internal control over financial reporting. Accordingly, we do not express an opinion on the CCC's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses as defined in the recent amendment to Au 325, Communicating Internal Control Related Matters Identified in an Audit, or the AICPA Professional Standards and shown below:

In connection with our review, we confirm:

Control Deficiency - exists when the design or operation of a control does not allow management of employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis.

Significant Deficiency - a control deficiency, or combination of control deficiencies, that adversely affects the company's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected.

Material Weakness - a control deficiency, or combination of control, deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected.

We are providing you with a full detail report of all deficiencies and operation, business and other observations. Deficiencies identified are attached.

This letter is intended solely for the information and use of the audit committee, Board of Trustees, management, and others within the organization and is not intended to be used and should not be used by anyone other than these specified parties.

If you would like any further information or would like to discuss any of the issues raised, please contact John Mattie at (646) 471-4253 or Shannon Smith at (860) 241-7442.

Very truly yours,

A handwritten signature in black ink that reads "PricewaterhouseCoopers LLP". The signature is written in a cursive, flowing style.

PricewaterhouseCoopers LLP

Contents

Update of Prior Year Comments

1.	Internal Audit Function	1
2.	Information Technology Comments	
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	b. Develop Disaster Recovery/Business Continuity Plan	2

Prior Year Closed Observations

1.	Enhance Change Management Process	4
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Management Letter Comments

Prior Year Open Observations

1. Internal Audit Function

Finance policies and procedures at CCC are formalized centrally at the system office level and are distributed to each of the colleges for adherence. This has been effective for CCC and has allowed the colleges to focus on their core mission - educating students. At times however, it is difficult for the system office to assess whether controls are being adhered to by the individual colleges. The system office does not have the staff, nor do they currently have the formal role, to be able to ensure that controls are in place and working at each of the colleges. As a result of our audit, we noted several instances of colleges not following existing policies. While none of the items we identified were individually significant, it should be noted that a financial statement audit is not designed to identify all policy exceptions. The State of Connecticut auditors are often at the various college campuses. They review and determine whether internal controls are in place. Because this comes from a State point of view, they are often focused on internal controls surrounding cash.

Current Year Update:

CCC agrees that this is an important issue that should be addressed. The Audit Advisory Committee has had it as an agenda item to consider. Currently, the Audit Advisory Committee is assessing the necessity of an internal audit function. Considering the recent changes to the organization structure the need for an internal control function should be assessed at the combined entity level. Based on initial conversations between PwC and the Audit Advisory Committee, the Audit Advisory Committee believes the first step to determine the role internal audit would have at CCC would be to prepare a System-wide risk assessment. Based on this assessment, CCC would determine where the highest risks are and identify gaps of where internal audit would be needed. While no formal internal audit function currently exists, a number of separate issues have been or are currently subject to separate review, including periodic internal audits of the Purchasing Card program, fiscal oversight as part of the annual budgetary and financial statement cycle, and contract vendors engaged to review special issues such as information technology infrastructure standards and information security practices.

Management's Response:

The following AAC recommendation was reviewed during fiscal year 2011 by the Chief Financial Officer and Chancellor: "Within the context of available resources and priorities, the Chancellor and Presidents should consider engaging the services of an appropriate management consultant to undertake a comprehensive organization-wide risk assessment to identify key organizational risks and assess their likelihood and severity. Depending upon the outcome of such assessment, CCC should further consider the need for and appropriate role of an internal audit function, with emphasis on its providing a vehicle for continuous self-improvement through the identification of key organizational risks and development of improved processes and controls to mitigate those risks. Finally, should an internal audit function be deemed necessary and appropriate, CCC should complete the process of developing an internal audit charter, organization and staffing (or outsourcing) plan, reporting relationships (including direct reporting to the Board of Trustees / Audit Committee and dotted line reporting within the CCC management structure), budget, implementation plan and internal communication. AAC recognizes that resources and priorities may be such in the current economic environment that parts or even all of this recommendation cannot be addressed for some time." This remains a desirable activity without the current resources to move it forward, which will need to be considered by the new Board of Regents for Higher Education.

Management Letter Comments, continued

2. Information Technology Comments

a. Enhance the Periodic Review Process

Management has not developed formal policies and procedures for performing periodic reviews of user access rights to the Banner application. Currently the System Office relies on each campus to perform a review of users and documentation supporting the periodic review of access is not retained. Such regular reviews of access rights assigned to user accounts for these critical business programs would ensure that all users have properly authorized access to the application's functions and features they require to perform their jobs.

Management should formalize policies and procedures that direct the periodic, cooperative review by both IT and user management of user access rights for the banner applications.

Current Year Update:

This comment remains open. Management has developed a procedure to perform a semiannual Banner access rights review and has identified the individuals that will be responsible for reviewing access rights. In addition, Banner forms have been created that will be utilized to perform and document the review. Management expects that a full review of Banner access rights will be conducted in fiscal year 2012.

Management's Response:

During calendar year 2011, programming and testing of an automated solution were completed, training was provided to college Banner Security Coordinators who are responsible for coordinating the campus reviews with appropriate college functional departments (student/academic, financial aid and finance), and discussions were held with the Deans of Administration who are responsible for ensuring from an internal controls perspective that the appropriate reviews are completed. Updated policy and procedures were issued. Implementation of the first bi-annual review process began for access "as of" October 1, 2011. While completion of the normal review cycle is expected within 45 days, the first-time comprehensive review may take some additional time. The second six-month review will take place "as of" April 1, 2012, to be completed by mid-May. The implementation of this documented review process should allow this comment to be closed out in the fiscal year 2012 audit.

b. Develop Disaster Recovery/Business Continuity Plan

Management has not formally documented a disaster recovery or business continuity plan. Disaster recovery and business continuity plans together will help ensure that management will be able to recover in the event there is an operational failure resulting in a significant business interruption.

Management should continue to work on developing formal disaster recovery and business continuity plans. In addition, once developed, the plan should be tested and updated on a periodic basis.

Management has received funding and approval to start conducting the Business Impact Analysis with SunGard.

Current Year Update:

This comment remains open. A full scale disaster recovery/business continuity plan takes several years to establish and management has made progress towards developing a formal plan. Management has conducted an Impact Analysis with SunGard in 2005 and has conducted several feasibility studies (e.g. staffing requirements, required equipment, location

analysis, and estimated funding). Although not formally documented, the current disaster recovery strategy includes the establishment of a "warm" site in Enfield, CT. Management is moving forward to contract with a third party to design the "warm" site.

Management's Response:

Following a number of preliminary discussions, reviews and investigations, Asnuntuck Community College had initially been chosen as the location for a future backup site for System Data Center disaster recovery operations. This location was chosen due to its being far inland, accessible via major highways, in reasonable proximity to the System Office in Hartford, and supported by a different major power grid. Management expected to contract with a third party during fiscal year 2011 to develop design documents for the build-out of the "warm" site. A combination of existing capital and operating budgets and some reserve funding is available for initial costs, however additional operating budgets would be required to allow staffing and operation of a backup site to move forward. No additional progress was made during fiscal year 2011, however, as system leadership was focused on budget and consolidation issues, and the college recently expressed some doubt regarding the viability of this site. In conjunction with the master planning process recently begun at Asnuntuck CC, an updated assessment can be made of the viability and availability of space at this site. This critical issue remains unresolved and will require attention by the new Board of Regents for Higher Education. With the consolidation of the Connecticut Community College System and the Connecticut State University System, it may be prudent to further consider new site location opportunities and economies of scale which may be realized.

Management Letter Comments, continued

Prior Year Closed Observations

1. Enhance Change Management Process

Currently IT Project managers, Senior Programmers and programmers all have access to facilitate changes to the production environment. Developers' ability to migrate changes to the production environment allows for the possibility of accidental or intentional migration of unapproved changes.

Unauthorized or improperly tested changes can result in business interruption, data corruption or incorrect management information.

Management should consider segregating the migration process to someone that does not have developer capabilities for the Banner application.

Current Year Update:

This comment is closed. CCC has established a process whereby changes to source code are reviewed each month. This process has been in place the last six months of fiscal year 11.

Appendix Six

List of Workroom Documents

Standard 1

List of Workroom Items

Links

[Academics](#)

[Academic Affairs mission](#)

[Academic Center for Excellence mission](#)

[Affirmative Action purpose/goals](#)

[Allied Health mission and vision](#)

[Arts and Humanities mission and vision](#)

[Behavioral and Social Science mission and vision](#)

[Board of Regents](#)

[Bridge to College mission](#)

[Child Development Center mission](#)

[Counseling & Advising mission](#)

[Disability Services mission](#)

[Environmental Affairs and Occupational Health & Safety description and goals](#)

[Facilities and Events Scheduling mission](#)

[Financial Aid goals](#)

[Human Resources mission](#)

[Job Placement Center mission](#)

[Library mission](#)

[Math Department mission](#)

[Mission and Vision](#)

[News from NVCC](#)

[President's Message](#)

[Public Safety mission](#)

[Student Activities mission](#)

[Student Services mission](#)

[Testing Center mission](#)

[Women's Center mission](#)

Descriptions (not listed as mission statements)

[Administrative description](#)

[Admissions description](#)

[Cashiers description](#)

[Community Engagement description](#)

[Information Technology description](#)

[Institutional Research description](#)

[Maintenance/Facilities description](#)

[Non-credit Lifelong Learning description](#)

[Public Relations description](#)

[Records/Registration description](#)

Digital Documents

Board of Regents Bylaws

Board of Trustees Policy manual

College Catalog 2012-2013

Mission Board of Trustees Resolution 2003

Spring 2011 Faculty and Staff Survey

Spring 2011 Faculty and Staff Survey results

Standard 2

List of Workroom Items

Links

[Strategic Plan](#)

[Midpoint evaluation of Strategic Plan](#)

[Internal or external review of the plan \(Institutional Planning Committee\)](#)

Campuswide WIGS Operational Plans

[Plans of individual departments and units \(Wildly Important Goals\)](#)

[IPC memo from President DeFilippis -](#)

[IPC Webpage](#)

[Placement studies of graduates](#)

Evaluation of recent institutional initiatives

<http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2010-2013-MidpointReport.pdf>

<http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2011-12-CommunityReport.pdf>

<http://www.nv.edu/Portals/0/Documents/PresidentsOffice/2011-12-PresidentsEOYReport.pdf>

[Institutional factbook](#)

[CCSSE Survey](#)

[IPEDS common data](#)

Academic Master Plan – delete if URL not available and just make hard copy and/or digital available

[Beautiful Ideas 2011](#)

Digital Documents

Institutional Planning Committee Membership List

Spring 2011 Faculty and Staff Survey

Spring 2011 Faculty and Staff Survey results

WIGS 2012

Paper Documents

Annual Departmental Institutional Effectiveness Reports

Description of Regional Advisory Council

Enrollment and Retention Master Plan

Fall 2011 Student Survey

Information Technology Plan

Institutional Effectiveness Plan

NSSE or other student survey

NVCC WIGS report 2012

Program Review Guidelines

Program Reviews of Academic and Non-Academic Units

Human Services Self Study, Behavioral Science, Computer Information Systems Technology,
Horticulture, Liberal Arts and Sciences, Legal Assistant Paralegal & Respiratory Care

Specialized accreditation self-studies, team reports, decisions

Early Childhood Education Program Self Study submitted to the National Association for the
Education of Young Children March, 2011, ABET accreditation report & National Nursing
Accreditation

Student course and teaching evaluations forms and reports

Faculty Development Review Plan, CONNECTICUT COMMUNITY COLLEGES ADMINISTRATORS,
COUNSELORS, LIBRARIANS_STANDARD EVALUATION FORM_(AFSCME & CONGRESS) & AFT form

Standard 3

List of Workroom Items

Links

[Board of Regents By-Laws](#)

[Board of Regents Policies](#)

[Board of Trustees Policy Manual](#)

[Collective bargaining agreements](#)

[Job Descriptions](#)

[Organizational Chart](#)

Digital Documents

Administrative Council Membership

Collective Bargaining Committees

College Advisory Committee

Critical Incident Management Team

Curriculum Committee for Nursing

Employee Policies and Procedures Manual 2012

Faculty Senate Membership 2012-2013

Faculty Senate Constitution

Institutional Planning Committee Membership

Regional Advisory Membership

Spring 2011 Faculty and Staff Survey

Spring 2011 Faculty and Staff Survey results

Student Government Association

Standard 4

List of Workroom Items

Links

[Admission and Enrollment Guide](#)

[Application for Graduation](#)

[Academic Center for Excellence](#)

[College Catalog](#)

[Evening Bus Service Announcement](#)

[IT/Blackboard Training](#)

[Manufacturing Center](#)

[Policy Manual for the Board of Trustees of Community Technical Colleges](#)

[Student Conduct Policy](#)

[Student Handbook](#)

Digital Documents

Academic Master Plan

Academic Program Planning and Approval Process

Advising Summary Data Spring 2012

All College Meeting Minutes May 2011 with Graduation Vote

Articulation Agreements Samples

BOR Application Form for New Academic Programs

BOR Application for Discontinuation of Existing Programs

BOR Degree Certification Communication

Career College Pathways Course List

CCSSE Data

CLEP Testing Report Fall 2000 to Spring 2011

Co-op, Fieldwork and Internship requirements

Course Cancellation lists Fall 2008 to 2011

Course Equivalents for Advanced Placement Exam

Course Placement Cut Score Guide

Credit by Exam Report for STEM

Curriculum Affairs Committee Procedures

Common Course Numbering Information and Guidelines

Distance Learning Substantive Change Report

First Year Experience Syllabus and Data

General Education Competencies

General Education Rubrics

Grade Distribution Report

Graduate Survey Results

Honors Institute Outline

Independent Study Application Form

Institutional Assessment Workshop PPT Slides

Interviews with Division Directors (summary chart)

MAPP Data 2007, 2008

Non-Credit Course Listing (showing overlap with Credit Courses)

Program Review Schedule (June 2011)

Program Review Template

Spring 2011 Faculty and Staff Survey

Spring 2011 Faculty and Staff Survey results

Student Survey Fall 2011

Syllabi Review (from Office of Institutional Research)

Transfer and Articulation Policy Implementation Plan

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Sample Syllabi

Sample Program Reviews

Student Evaluation of Faculty Sample Form

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List of Workroom Items

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[Affirmative Action](#)

[Center for Teaching](#)

[Collective Bargaining Agreements](#): 4Cs and AFT

[Employee Policies and Procedures Manual](#)

Digital Documents

Additional Responsibility Form

Center for Teaching End of Year Reports 2009-2010, 2010-2011, 2011-2012

Chart of applicants per faculty position

End of Year Summary of Academic Division activities and accomplishments 2012

Faculty Evaluation forms (blanks)

Faculty Development and Review Plan

Faculty Senate Constitution

Fall 2011 Student Survey

On-campus IT and Blackboard training summaries

Part-time faculty classroom evaluation form

Part-time faculty overall evaluation form

Spring 2011 Faculty and Staff Survey

Spring 2011 Faculty and Staff Survey results

Paper Documents

Adjunct Faculty Handbook

Tenure, promotion and Sabbatical Applications: sample forms, 4Cs and AFT

Faculty Contracts (actual hiring document): sample forms, 4Cs and AFT

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List of Workroom Items

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[Academics](#)

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[Admissions Checklist](#)

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[Data Management Policy](#)

[Job Placement Center](#)

[New Student Orientations](#)

[Payment for College](#)

[Special Programs](#)

[Student Handbook](#)

[Student Links](#)

[Student Life](#)

[Veterans Oasis](#)

[Women's Center](#)

Digital Documents

Academic Center for Excellence (ACE) Annual Report 2010-11 & 2011-12

Academic Center for Excellence (ACE) Outcomes Assessment 2010 & 2011

Academic Appeals Policy

Admissions Survey 2010

Bridge to College All-College Presentation (May 2012)

CAPSS Annual Report 2010-11 & 2011-12

CAPSS Outcomes Assessment 2010 & 2011

CCSSE Reports 2008-2012

Dashboard Reports (every Academic Division) 2011

Data Management Policy

Disabilities Annual Summary (may be contained within CAPSS) 2010-11 and 2011-12

Enrollment Management Plan (Recruitment, Retention, Graduation)

Fall 2011 Student Survey

Financial Aid Annual Report 2010-11 & 2011-12

Financial Aid Outcomes Assessment 2010 & 2011

FYE Course Proposal

Graduate Surveys 2008-2012

IPC agendas & OIR Presentations to IPC

IPEDS Reports 2009-2011

Jobs Placement Center (JPC) Annual Report 2011-12

Jobs Placement Center (JPC) Outcomes Assessment 2011

New Student Survey Reports 2008-2012

OIR Presentations to IPC (Who are our Students, Graduating Class)

Public Safety Annual Report 2010-11 & 2011-12

Public Safety Outcomes Assessment 2010 & 2011

Records Disposition Policy

Records Disposition Training Presentation (April 2012)

Reports on Licensure Examination Pass Rates

- Nursing
- Physical Therapy Assistant
- Respiratory Therapy Assistant
- Radiologic Technician
- Drug & Alcohol Recovery Counselor (DARC)

Student Activities Annual Report 2010-11 & 2011-12

Student Activities Outcomes Assessment 2010 & 2011

Student Grievance Policy

Student Handbook

WAVE Annual Reporting

Paper Documents

Admissions Annual Report 2010-11 & 2011-12

Admissions Checklist

Admissions Outcomes Assessment 2010 & 2011

College Insurance Policy (sections associated with student coverage)

College Schedules 2008-09, 2009-10, 2010-11 and 2011-12

Credit Application

Credit Enrollment and Admissions Guide

Danbury Annual Report 2010-11 and 2011-12

Danbury Outcomes Assessment 2010 & 2011

New Student Success program

Non-Credit Application

Non-Credit Enrollment & Admissions Guide

Placement Test "Guide Sheet"

Student Handbook

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[Archive for Oral History Interviews](#)

[Distance Learning Self Assessment](#)

[iConn digital collection](#)

[Library Facts for Faculty](#)

[Library Services for Patrons with Disabilities](#)

[Max R Traurig Library](#)

[Online Catalog](#)

[Subject Course Research Guide](#)

Digital Documents

2009 Library Patron Survey

Library Annual Reports from 2006/07 to current

Fall 2011 Student Survey

Spring 2011 Faculty and Staff Survey

Spring 2011 Faculty and Staff Survey open ended results

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[Blackboard resources and information](#)

[CCC Financial statements](#)

[Distance Learning](#)

[Environmental Affairs and Occupational Health & Safety \(EAOHS\)](#)

[Information Technology](#)

[Instructional & Information Technology Training](#)

[Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act Report](#)

[Maintenance/Facilities](#)

[Manufacturing Center](#)

[Map of Waterbury location](#)

[MyCommNet](#)

[MyCommNet Alert system](#)

[NVCC Distance Learning Facebook page](#)

[NVCC's Public Safety department](#)

[NVCC Strategic Plan 2010-13](#)

[Open Computer labs](#)

[Public Safety](#)

[Report: Campus Attacks](#)

Digital Documents

FY12 System Technology Initiative budget summary reports (Accounts HJ9128 and HJ9129)

Room Scheduling Responsibility Chart

Spring 2011 Faculty and Staff Survey questions

Spring 2011 Faculty and Staff Survey results

Paper Documents

Academic Master Plan

CCC Combined Financial Statements with Supplementary Combining Information (June 30, 20 2011 and 2010)

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act Report

Pest Management Plan

Tamarak Aboretum Botanical Index

Resources requiring authentication

Blackboard Learn Faculty Orientation

Blackboard Learn Student Orientation

[Helpdesk Forms](#) (requires login)

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Board of Trustees Policy Manual

Ethical Conduct Policy

Gift/Campaign Contribution Affidavit Memo

Monetary Limits on Contracting with State Employees

Spring 2011 Faculty and Staff Survey Questions

Spring 2011 Faculty and Staff Survey Results

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[Contact Us](#)

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[MyCommNet](#)

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[NVCC Homepage](#)

[Offices and Departments](#)

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[President's monthly newsletter](#)

[Special Programs](#)

[*Student Handbook*](#)

[Student Life](#)

[Student Links](#)

[Twitter feed](#)

Digital Documents

NVCC Newsletter samples – September 2011, January 2012, August 2012

Spring 2011 Faculty and Staff Survey

Spring 2011 Faculty and Staff Survey results

Weekly Bulletins samples – February 29, 2012, May 9, 2012, September 2012

Paper Documents

2011-2012 College Catalog

Annual Community Report

Credit Enrollment and Admissions Guide

Direct Mailings

Kids on Campus Schedule

Non-Credit Catalogs

Program Brochure Samples

Recruiting Materials

Tamarack

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[Collective Bargaining Agreements](#)

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[FERPA Information on College Website](#)

[Office of State Ethics](#)

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2010-2013 Strategic Plan

All Campus Meeting Minutes 2011-2012

CEAC Minutes 2011-2012

College Catalog

Disabilities Guide

Employee Policies and Procedures Manual

Ethical Conduct Policy

Faculty Senate Constitution

Policy on Academic Changes

Spring 2011 Faculty and Staff Survey Questions

Spring 2011 Faculty and Staff Survey Results

Student Government Association

Student Handbook

Weekly Bulletin Examples – February 29, 2012; May 9, 2012; September 12, 2012

Miscellaneous Workroom Items

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[NEASC Self Study Web Page](#)

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Appraisal Phase Feedback Form

Description Phase Feedback Form

Glossary of Terms

Guidelines for NEASC “Grab Bag”

NEASC News Examples

Open Forum Guidelines for Chairs

Open Forum Schedule Spring 2011

Overall Timeline

Retreat Agenda April 29 2011