

Norwalk Community College
Norwalk Community College Foundation
Annual Report 2018-2019





Norwalk Community College aspires to create a culture of inclusion and excellence through intellectual inquiry, open dialogue, multicultural awareness, and lifelong learning. By embracing the diverse needs of our students, faculty, staff, and community, the college strives to provide an environment in which individuals are empowered to achieve their highest potential. – NCC Vision Statement

From Norwalk Community College

As educators, we often think of achievement in terms of academic milestones, such as completing a degree or certificate, or transferring to a four-year institution for further education. These milestones are important steps toward economic security and personal enrichment.

But while milestones are important, they do not tell the whole achievement story, and they are not always relevant to why a student is attending NCC. It could be to retrain after a job loss, to take classes to try out a major or to complete pre-nursing requirements in preparation for transfer. Graduating from NCC is not necessarily the goal.

The moment a student enrolls at NCC, he or she has begun a success journey. Students are successful when they have the determination to work full-time while going to college full-time, or to study into the night burning the candle at both ends. Achievement is reflected in their willingness to juggle work, college and family obligations to build a better life.

Community college students face many challenges to success. Among the most frequently cited are balancing work and school, paying expenses, having adequate transportation and making the difficult leap from high school to college-level work. Many community college students are the first in their family to attend college and don't know how to maneuver choosing courses or accessing college services.

NCC realizes that students cannot do it alone. That is why the College focuses on removing the obstacles to achievement—such as providing childcare, tutoring, low-cost bus passes and a food pantry—while enhancing its academic programs and job placement rates.

This year, the College debuted new success initiatives including an English as a Second Language program that helps non-native speakers learn English in half the time. NCC launched its new Panther Advising Workshops to provide comprehensive advising for first-time students. The Engineering Department held fascinating programs to introduce more women to engineering careers. More academic departments introduced work experiences into their curriculums. We are excited that many of our academic

programs continue to have 100 percent job placement; such as Respiratory Care, Physical Therapy Assistant and Early Childhood Education.

In the coming year, NCC has set goals to reduce the financial barriers to student success. To achieve these goals, NCC has launched new initiatives including enhanced communications with students about financial aid, scholarships, tuition payment plans, textbook rental and borrowing options; and the establishment of financial literacy programming to educate students about managing their money and creating economic security.

As you may know, I retired on June 30 after 15 years as President of NCC and eight years as Vice President for the Community Colleges of the Connecticut State Colleges and Universities (CSCU). I look forward to continuing my work supporting student success as Presidential Fellow for the Board of Regents.

It gives me great pleasure to announce that Cheryl C. De Vonish, J.D., was appointed to succeed me in the position of NCC Chief Executive Officer. Since 2015, Cheryl has worked at NCC in a variety of leadership roles and as an adjunct faculty member. Prior to her appointment as CEO, Cheryl served in the role of NCC Chief Operating Officer, which included the portfolio of Dean of Administration and Director of Human Resources. She also has been NCC's Chief Diversity & Equity Officer and Special Advisor to the President's Office.

Through her academic, professional and volunteer work, she shares my commitment to issues of equity, social justice and partnership with community organizations to increase enrollment and advance diversity and inclusion at NCC.

I thank you for being a supporter of Norwalk Community College and hope you will continue to partner with the College to provide lifelong opportunities for achievement and advancement.

Sincerely,



David L. Levinson, Ph.D.

Former NCC President; Presidential Fellow to CSCU President Mark Ojakian



David L. Levinson, Ph.D., former NCC President and current Presidential Fellow to CSCU President Mark Ojakian



Cheryl C. De Vonish, J.D., NCC Chief Executive Officer

In Partnership with the NCC Foundation

We proudly support achievement at Norwalk Community College. With our investments, we seek continuous improvement and define success through a diverse lens. In recognition of the multiple paths our students take to reach their goals, we invest in high impact programs designed to increase retention and graduation rates, as well as innovative programming that reflects the high-quality education Norwalk Community College provides.

This year, we began a long-term research project designed to identify the key indicators of student success, and to better understand the needs of NCC students. With access to more than 200,000 student data points, we were able to identify critical milestones for student achievement. These key indicators include retention in coursework, passing college-level math and English courses, earning credits toward graduation and maintaining a benchmark grade point average. Through both quantitative and qualitative data, gathered from students and faculty, we confirmed, unsurprisingly, that a major reason students drop out of school is due to financial challenges.

Over the past year, the Foundation's investments in these critical milestones for student success included:

- Scholarships—so students can work less and spend more time in class in order to earn necessary credits and graduate sooner.
- Summer Bridge, a program to help students to advance from remedial math classes to college level math, a requirement for graduation. This year, Summer Bridge saw its greatest improvements since the inception of the program five years ago.
- The English as a Second Language Bridge to Credit Tutoring Program, which provides individualized tutoring so students can progress through the levels of remedial English to pass college level English, a requirement for graduation.
- Programs such as Path and REAL, which are designed to engage students needing more support by offering integrated services such as coaching, mentoring, tutoring and academic advising.

- Signal Vine, a texting platform designed to better communicate key deadlines for students to enroll in required coursework so they can graduate on time.
- Paid internships on campus, which offer employment so students can gain valuable work experience and reduce the need for employment off campus. This allows students to maximize their time on campus and take as close to a full-time course load as possible.

In addition to academic investments in success, the NCC Foundation also promotes student engagement and inclusion on campus by supporting key academic clubs and innovative programming such as competitive robotics in the Makerspace, the Sister Circle Club to nurture women in the pursuit of their goals and the spring musical, *Rent*. These activities build a sense of community and pride at NCC. By encouraging student involvement in extra-curricular activities and clubs, students remain on campus after classes, contributing to higher retention.

We look forward to sharing our success over the past year with you in the pages that follow. We also eagerly anticipate the coming year, which will bring new opportunities to work with our Chief Executive Officer, Cheryl De Vonish, to continue the tradition of excellence at NCC.

Thank you for your support and generosity. Together, we can help students achieve their academic and life goals.

Gratefully,



Carrie Bernier, J.D.

Executive Director, Norwalk Community College Foundation



Vince Murphy

President, Board of Directors



Vince Murphy, NCCF Board of Directors President (left) and Carrie Bernier, J.D., NCCF Executive Director (right)

relationships

Norwalk Community College Foundation's Theory of Change

During a November 2018 Board of Directors Retreat, the Norwalk Community College Foundation Board of Directors and staff were joined by NCC's leadership team to devote an evening to discussion and consensus-building on the Foundation's mission, vision and impact. Participants developed a shared understanding of the Foundation's goals and created a "Theory of Change" document to better communicate the investment of resources and the resulting impact to the greater NCC community of supporters.



1

How We Do Our Work

- Purposeful relationships
- Wise stewardship of donor funds
- Robust fundraising
- Data-driven investments to promote student success



Desired Impact

- Expand access to affordable, quality higher education
- Support the development of a productive workforce
- Contribute to the knowledge and well-being of our community

success

fundraising

communications

2

Tools We Use

- Active, committed Board of Directors
- Strong relationship with NCC and community leadership
- Strategic communications to share student journeys
- Alignment of scholarships with key milestones in students' academic progress
- Effective use of academic coaching models to maximize student success:
 - Increase in completion rates for college-level math and English
 - Growth in a sense of community with infused support
- Programming metrics linked to success outcomes



support

coaching

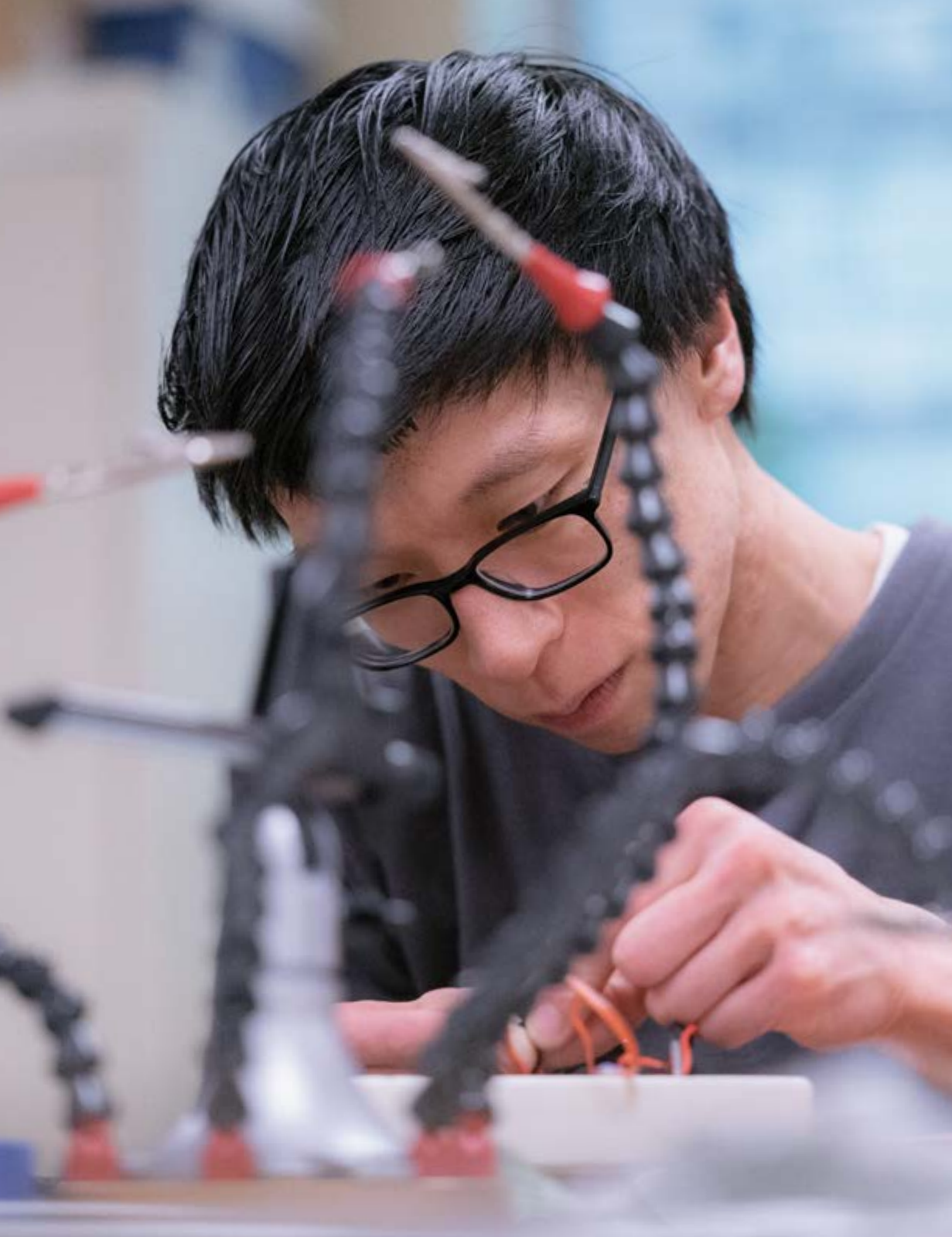
3

Our Key Results

- Continued financial growth of the Foundation and enhanced visibility in the community
- Increased completion of college-level math and English, retention and graduation rates
- Expanded alumni support network with engaged and committed NCC alumni
- Tracked growth for transfer to four-year institutions or job success with living wage



growth



Institutional Achievements

Student growth is best achieved when the College itself evolves and responds to real-world needs. The following are highlights of this year's impactful initiatives.

NECA Creates STEM Pipeline

With vision and early support for ambitious Norwalk High School students, NCC created the first dual-degree program for high school students with Pathways to Technology (P-Tech). Since its founding in 2014, the Norwalk Early College Academy (NECA) has grown its enrollment more than four-fold; from 85 to 390 students.

NECA is the state's first Pathways to Technology (P-Tech) school. This program for students in grades 9-14 was established by NCC in collaboration with IBM and the Norwalk Public Schools. NECA students simultaneously earn a high school diploma and a tuition-free associate degree from NCC within six years.

"The clear benefit of this program, and P-Tech in general, is that industry drives curriculum. No longer does the academic world have to guess what employers want," said Professor Tom Duffy, chairman of the NCC Computer Science Department. "IBM has told us what they need and we are implementing a course of studies to deliver a competent workforce."

A dozen tech-savvy teens graduated from NECA in 2018 with Software Engineering degrees; a full two years ahead of schedule. In 2019, there were 18 NECA graduates. Of those, 12 earned Engineering Science degrees and six earned Web Development degrees.

To date, 100% of NECA graduates have transferred to a four-year college or university and are working toward a bachelor's degree. This growth is a boon for employers seeking workers with STEM skills (in science, technology, education and mathematics) and students seeking well-paying jobs in emerging fields.

According to Indeed.com, the average national salary for a Software Engineer is \$105,713 annually; the average for Web Developers is \$71,576. Engineering Technicians



High school students from the NECA Pathways to Technology school gathered at NCC to make presentations on their summer internships at IBM.

earn approximately \$53,330, reports the U.S. Bureau of Labor Statistics' 2018-19 Occupational Outlook Handbook. Many engineering tech jobs do not require a bachelor's degree.

Makerspace Leads to Innovation Across the Curriculum

A makerspace is a place where people can come together to create and explore. For the 2018-19 academic year, the NCC Makerspace, fully sponsored by the NCC Foundation, opened for its third consecutive year. Located a few paces inside the West Campus main entrance, the NCC Makerspace is a large workplace, lined with supplies, tools, 3-D printers and a laser cutter centered by an expansive work table. There, students gather to receive instruction, sketch out ideas, exchange knowledge, or begin assembling their own battle bot.

The Foundation hired Vladimir Mariano as Makerspace Coordinator to oversee the daily endeavors of students in the Makerspace. Mariano, the co-founder and president of Fairfield County Makers' Guild, an independent makerspace, has a long history with the maker movement and knows the potential for students at NCC. "It's great to see the progression.

Some students really get excited," he says. While the Makerspace is an obvious resource for students interested in architecture or engineering, Mariano has made it his mission to engage the entire student community.

"There's an intimidation factor. People walk by and see a 3-D printer moving, and often they'll stop and stare. It's almost magical, because you're seeing this object form right before your eyes. Students are curious about what's going on, but are hesitant to walk in," Mariano says.

To that end, he has created workshops designed to engage students who might not otherwise have a reason to visit a makerspace. On Pi Day (an annual celebration of the mathematical constant π), students could snack on a pizza (pie) and make a pair of pi earrings or key chains with the 3-D printers. "At the workshops students can come in and make something like a name tag, and see they can get involved with using the machines and discover it's also applicable to whatever they're doing. This space offers something for everyone at NCC," says Mariano.

In the Makerspace, students are able to experience for themselves the possibilities of taking an idea from conception to an actual

physical model. One exciting initiative during the last year was a transatlantic project with a school in France that has similar makerspace equipment. Collaborating through shared designs and plans, as well as Skype calls, teams of students at both NCC and Université de Lorraine, collaborated to design and build a foosball table.

Another team has been formed to create battle bots, destructive robots that can be entered into regional competitions. The goal is to destroy your opponent's robot before it destroys yours. Not surprisingly, the concept is a hit with students, yet it is also a learning experience. Mariano observes, "All of a sudden, students are paying attention and they're coming in with their own designs and sketches. Through the battle bots they learn principles of mechanics and how to solder, as well as 3-D printing."

The impact on students can be profound. "Different students have different ways of engaging. Some come in initially and they may not be that interested, or previously in high school they developed a habit of not applying themselves. You give them a task here, and then they become hyper-focused. This space triggers something inside of them, and they're here every day working on a project and you can see how excited they're getting," says Mariano.

Encouraging Women to Study Engineering

According to the Society of Women Engineers, only 13% of engineers are women, and of those, 30% leave the profession within 20 years.

Why so few female engineers? Experts say the reasons include few female role models in the field, a fear of "discriminatory attitudes" working in mostly male environments and the still prevalent stereotype that engineering is a "masculine" profession.

NCC is working to close the gender gap in engineering and encourage more female students to study engineering in college, with funding from a \$225,000 grant from the National Science Foundation on Recruitment and Retention of Women in Engineering and Engineering Technology.

During the 2018-2019 academic year, NCC hosted a three-part Women in STEM Speaker Series featuring panel discussions with women who work in a variety of engineering jobs.

Among the topics discussed were gender stereotypes in STEM fields, overcoming math anxiety and the impact engineers have in making products "that change the world," such as rescue helicopters and medical technology.

This year, the grant funding also supported training workshops for math and science faculty on strategies for reaching out to women in STEM. Surveys were administered after each Speaker Series event to tap student perceptions and levels of interest in engineering.

Looking to the future, NCC is developing an Intermediate Algebra course to appeal to female students. Algebra is a gateway course for most STEM majors.

"The activities carried out this year in support of the grant have been positively received by students, faculty and administrators," said NCC Engineering Program Coordinator Mobin Rastgar Agah, Ph.D.

NCC Honors Poet Laureate at Graduation

What do Oprah Winfrey and the NCC Class of 2019 have in common? They were among the first people on the planet to hear U.S. Poet Laureate Tracy K. Smith's latest work, *Harbor*.

Smith served as the 22nd Poet Laureate of the United States from September 2018 to May 2019. She was invited to NCC's 2019 Commencement to receive an honorary associate degree.



U.S. Poet Laureate Tracy K. Smith recited her latest poem, *Harbor*, at NCC's 2019 Commencement.

At graduation, she surprised the audience by reciting *Harbor*, which was commissioned for the May 15, 2019 grand opening of the Statue of Liberty Museum. The poem debuted at a grand opening gala attended by Oprah Winfrey and other celebrities.

Harbor is a ghazal-form poem (a series of autonomous couplets) partly modeled on Emma Lazarus' poem, *The New Colossus*, which is best known for the lines, "Give me your tired, your poor, your huddled masses yearning to breathe free."

In *Harbor*, Smith invites an arriving "stranger" to "Be my guest. Drink tea, taste fruit and bread" and warns that "this land you've sought is peopled with enemies and kin."



To encourage more female students to study engineering and other STEM fields, NCC is providing support in the form of algebra tutoring, career panels featuring female scientists and engineers and learning opportunities in the Makerspace.

Smith said she doesn't see her role as Poet Laureate as a political one. But some literary critics believe that *Harbor* casts light on the current immigration crisis and gives welcome to those who have longed to enter the United States.

Creating a Culture of Respect to Combat Sexual Violence

This year, NCC was honored to have been accepted into Cohort Three of the Culture of Respect Collective, a nonprofit organization that brings together institutions of higher education that are dedicated to ending campus sexual violence. The Collective guides member campuses through a rigorous process of self-assessment and targeted organizational change.

Each diverse cohort relies on an expert-developed public health framework, cross-campus collaboration and peer-led learning to make meaningful programmatic and policy changes. Participating institutions receive strategic support and technical assistance throughout the process, as well as detailed documentation of campus-initiated changes that support survivors, prevent sexual violence and communicate that violence is unacceptable.

NCC has created a Campus Leadership Team consisting of faculty, staff, security officers and community partners to assist with this two-year project. The team sponsored several events this year including information tables and "Wear Teal" and "Wear Denim" days to visually show support for victims of violence.

As a Collective member college, NCC has access to analytic tools including the CORE Evaluation, a self-assessment survey that helps institutions inventory their efforts to prevent and respond to sexual violence. The questions are organized around key areas—self-assessment, clear policies, school mobilization, multi-tiered education and public disclosure—prompting institutional leaders to look at policies, programs and procedures in each area.



STUDENT SPOTLIGHT:

Tiffany Kinahan

The question, "What do you want to be when you grow up?" is rarely answered as the result of a broken arm. For NCC alumna Tiffany Kinahan, a childhood mishap did just that. "As a 10-year-old in physical therapy... throwing a ball around... I thought, this would be a great job!," Tiffany explains.

After high school, NCC's Physical Therapist Assistant (PTA) degree program became the perfect fit for Tiffany. "I was 18-years-old and considering a career



as a physical therapist. I realized I would have to get a doctorate, go to school for seven years, and what if I didn't even like it? I found NCC's program and researched what a physical therapy assistant is. I thought, wow, that's a great way to start," she says.

Before committing to a long-term course of study, Tiffany decided that she would earn an associate degree through NCC's program, break into the field and start working with people to ensure physical therapy was the right career for her.

"We could tell right away that Tiffany was very bright and driven," recalls Roger Silva, the PTA Program Academic Coordinator of Clinical Education. "Tiffany thrived in the program, especially with the hands-on clinical experience she obtained."

"It was amazing to me how in-depth the education was and how much we had to learn. I felt fully prepared when I went into a clinic for the first time," Tiffany says.

While studying at NCC, Tiffany interned at a skilled nursing facility in Fairfield, in an outpatient facility in Trumbull and at Bridgeport Hospital. She was grateful for the hands-on experience. "Reading about something in a book and doing it in real life is so different," she observes.

"I think the Foundation gives such a great opportunity, and they also offer scholarships for the students that are here trying to get their degree, as well as for students who want to keep going and get more education," Tiffany says. A transfer scholarship from the NCC Foundation enabled her to obtain her bachelor's degree at Southern Connecticut State University. Now, she is completing her master's in Physical Therapy at Boston University.

"When I graduated from NCC and started working, I knew this is what I wanted to do. I was able to do so much as a PTA, and I also saw that there were things I could be more involved with or have more background on, so I decided that I would go and get my bachelor's and from there decided I wanted to get my master's and eventually a doctorate," Tiffany says.

Professor Silva agrees that NCC gives an unprecedented start for students in the physical therapy field. "Our graduates have jobs in the community, and that is why we are here. We are helping a lot of young lives get started. And we are helping a lot of patients get better, because we are providing the therapists, like Tiffany, for them to get better."



Fostering Program Success

Education for education's sake is meaningful, but today's students are laser-focused on graduating without debt and getting a degree that leads to a job.

NCC Excels in Veterinary Technology

"We do in two years what the bachelor's programs do in four years" is a common refrain at NCC. NCC's two-year associate degree program prepares students for the same national board exam—Veterinary Technician National Examination—as a four-year degree program, and students work in the same veterinary technology jobs after graduation.

With vision and funding from the NCC Foundation, in May 2017, the Vet Tech program graduated its first class of 14 students. May 2018 had 22 students. One hundred percent of the Vet Tech graduates, including the 12 graduates from 2019, are working in the field or received job offers before graduation. Five of the 12 graduating students in 2019 received honors including one summa cum laude.

At its 2019 statewide meeting, the Veterinary Management Council of Connecticut identified a critical shortage of veterinarians and veterinary technicians in Connecticut. The NCC Foundation is proud of its long history of aligning educational programs to meet the needs of local employers.

"I have found that the NCC Veterinary Technician program provides exceptional preparation for students who are dedicated to this field," says Joseph Durso, managing supervisor of training and education for VCA Veterinary Referral and Emergency Center in Norwalk.

"Their knowledge base and ability to pick up on the numerous medical procedures performed here during their externships, as well as the quality of patient care they show, clearly define the capability displayed by these students and the quality education and hands-on experience that is administered by the NCC Veterinary Technician program," he says. "They are a boon to the profession, and here at VCA we are honored to have them join our team!"



Students in the Respiratory Care program practice an air flow procedure on a training model.

100% Job Placement for Respiratory Grads

In May, NCC held a Pinning Ceremony for graduates of the Respiratory Care associate degree program. The 20 students who received their class pin represent NCC's largest graduating Respiratory class ever.

One hundred percent of the 2019 graduates received job offers upon graduation. They are working in medical facilities including Yale New Haven Hospital, the Hospital for Special Care, Gaylord Hospital, Westchester Medical Center and others. One graduate is administering pulmonary function tests to patients in a pulmonologist's office.

Respiratory Therapy is one of the fastest growing occupations today. Registered Respiratory Therapist (RRT) positions are expected to grow 23% through 2026, projects the U.S. Bureau of Labor Statistics. The 2018 median annual salary for RRTs was \$60,280.

"Nineteen of the 20 graduates have taken the National Therapist Multiple Choice Exam and passed at the highest level, which allows them to sit for the Clinical Simulation Exam to achieve the Registered Respiratory Therapist

credential," said Respiratory Care Program Director Maria Grayson. This year, the NCC Foundation funded a new mannequin for the program, enhancing the clinical simulation experience.

NCC's Respiratory Care program has formed partnerships with area sites to provide supervised clinical experience with patients. NCC students do rotations at Greenwich, Norwalk and Stamford Hospitals and the Hospital for Special Care.

100% Pass Rate on National Licensure Exam for Physical Therapy Assistant (PTA) Students

Close partnerships with community physical therapy providers is a key aspect of NCC's program. "I calculated once, NCC has benefited from about 11,000 hours of free work from the community," Professor Roger Silva says. He bases this number on the amount of time physical therapists spend teaching and mentoring NCC interns and writing intern evaluations.

This dedication to NCC within the community has evolved from a strong network of alumni and the physical therapy department's

Drew Speckman

As a Cornell student majoring in business and industrial relations, Drew Speckman understands the value of saving time and money. He estimates he's saved \$60,000 in tuition by earning more than 60 credits at NCC.

Drew spends the Fall and Spring semesters at Cornell University in Ithaca, New York. During his vacation breaks, he signs up for the Winter and Summer Sessions at NCC, where he earns quality credits quickly and affordably. In January 2019, he completed six credits within five weeks at NCC by taking two intensive Winter courses.

"I have seen both Cornell and NCC, and the course content overall is 90% the same," he says. "I even use the same textbook for some courses, so you get the same education. It's a matter of how you apply yourself; the actual learning is very comparable."

Drew enrolled at NCC because his Cornell acceptance package required him to first complete a year at another college.

"I live in Fairfield so it was convenient for me to go to NCC. I had all my courses approved before I took them, which was awesome! Since I started in the summer and NCC offered incredibly efficient winter and summer courses, I completed my 60 credits in just a year!"

Drew speaks so highly of NCC that many of his friends have become NCC Winter/Summer regulars. He says the quality of NCC courses is outstanding and the faculty are attentive and on par with Cornell professors.

"Like anything in life, the education you receive is a function of how much work you put into it. I have loved my experience at NCC. It gave me a great foundation for my studies and my life," he says. "Whether you attend NCC or Cornell, you have

to take the initiative, reach out to professors, do the work you are assigned and ask questions when you need to."



reputation for providing a rigorous program. NCC students boast a 100% pass rate on the PTA licensure exam. "NCC is tied for the number one pass rate with approximately 20 other schools, of the 371 schools across the country that offer the exam," Jennifer Bresnick, DPT, Director of the PTA Program explains proudly. Additionally, as more students graduate from the program, they help to introduce current students to new internship opportunities, as well as provide guidance and inspiration.

"Both sides always love it because our graduates love to share advice and the students get that light at the end of the tunnel feeling—that eventually they're going to be licensed," Bresnick says.

PTA students also benefit directly from the NCC Foundation, which provides equipment, additional learning opportunities and specialized test preparation for the licensure exam.

The physical therapy classroom has kits containing full replicas of human skeletons. Students are permitted to borrow a set of bones to study or do homework assignments. Each semester students also have the chance to go beyond replicas and observe a dissection of a real human body. Additionally, toward the end of the semester, an instructor does a full-day course to help students prepare for the license exam.

"PAW" Workshops Ease Transition to College

Panther Advising Workshops (PAW), a new series of advising workshops for incoming students, is helping them register and become familiar with college resources before their first day of class.

The pilot program was developed by NCC's Student Success Coaches Karla Smith and Pracilya Titus as part of a larger strategy to improve the enrollment process.

During summer 2018, PAW workshops were attended by 319 students. "Ninety-four percent of the students were able to seamlessly complete fall registration," said Titus.

All first-time students are required to attend a two-hour PAW workshop. Students are given a brief presentation on acclimating to NCC during the first semester, meet with an academic advisor, register for courses, learn how to use their myCommNet account (NCC's student portal) and sign up for New Student Orientation.

"We designed the PAW workshops to help new students feel informed and connected with a goal of improving first-year retention rates," said Smith.

Early Childhood Grads Are Job-Ready

Graduates of NCC's accredited Early Childhood Education program are in such demand that the program has a 100% job placement rate.

"Our students are sought after in this field," said Joan Parris, Early Childhood Education Program Director. "We graduate approximately 20 students per year in our associate degree program and about 10-15 in the certificate program. If a job is the goal, all students will get one. Many of our graduates go on for their four-year degrees."

This facility provides a springboard for future employment as an Early Childhood Education teacher, assistant teacher, aide or paraprofessional.

NCC graduates work in area childcare facilities including the Norwalk, Greenwich, Danbury and Stamford public schools; Head Start programs, YWCAs, community private and state-funded preschools as well as the Nature Centers in Stamford, New Canaan and Westport.

NCC's Child Development Laboratory School (CDLS) is a model for early childhood programs throughout Connecticut. The CDLS serves as a learning center for Early Childhood Education students, who are able to observe best practices and participate with young children in hands-on activities under the supervision of master teachers.

The program recently received continuing re-accreditation by the National Association for the Education of Young Children (NAEYC).

The NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs awards accreditation to early childhood associate, baccalaureate and master's degree programs that demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards.

"The accreditors had resounding praise for our connection to the community and the needs of the early childhood workforce within the 10-town radius. The program has been responsive to the need for Infant Toddler training by establishing an Infant Toddler Certificate," said Parris. "In addition, the program was commended for serving a diverse population based on age, language, ethnicity and gender."

NCC is proud of its distinctive title as an accredited program. Only 200 institutions nationwide have programs that have earned NAEYC accreditation.

Online Public College Builds New Path to BSN Degree

As medical technology evolves, nurses are doing more tasks formerly performed by doctors. This has upped the ante for the education level hospitals require of their nurses. Many employers today hire only nurses with a four-year Bachelor of Science in Nursing (BSN) degree.

To help nursing grads from NCC and the state's five other community college nursing programs progress from RN to BSN, the Connecticut State Colleges and Universities

(CSCU) formed an agreement this year with Charter Oak State College that guarantees admission to Charter Oak's new online BSN program. Charter Oak is Connecticut's public online college.

The agreement provides a valuable career ladder for NCC students who wish to advance their credentials to the next level and a pathway for the seamless transfer of credits to Charter Oak's program.

According to The U.S. Bureau of Labor Statistics, 500,000 nurses are expected to retire nationally by 2022, and 1.1 million new nurses will be needed by 2023.

A Faster Route to Fluency

Efficient mastery of the English language builds success in the classroom and a career. NCC's English as a Second Language (ESL) Division debuted an accelerated program this year enabling students to complete their ESL degree in just one year—twice as fast as usual—while earning college credits that count toward graduation.

The Accelerated ESL Sequence (ACE) program is the first of its kind among Connecticut community colleges and is modeled on similar programs at Miami Dade College in Florida and Kingsborough Community College in New York.

With the ACE program, students are able to finish the first four levels of ESL in just two semesters and earn four to six credits each semester that can count toward graduation.

Students commit to four days of classes each week and have access to services including tutoring, a free bus and train pass and conversation practice sessions with peers. They also are able to take 16 credits for the price of 12, and upon completion of the first semester, are eligible for an NCC Foundation scholarship.



Shown are graduates of the Early Childhood Education program. The program educates students about child growth, development and needs. Students are able to observe and interact with infants, toddlers and preschoolers.



Events Connect Students to the World

NCC hosts more than 350 events on campus each year, including lectures, career development seminars, performances open to the public and service learning experiences that teach students the value of compassion and community service.



Author Evan Thomas (left) with NCC Alum Adrian Dattolo (right) at NCCF's breakfast program which included an on-stage discussion about his recent book, *First, Sandra Day O'Connor*.

Inspiring Future Legal Assistants with Author Evan Thomas

NCC students in the Legal Assistant Program had the opportunity to explore the real-world impact of U.S. Supreme Court decisions through the eyes of Justice Sandra Day O'Connor by attending the NCC Foundation's author event last spring.

The Foundation hosted a breakfast program with acclaimed author Evan Thomas to discuss his latest biography, *First, Sandra Day O'Connor* in conversation with former Connecticut Supreme Court Associate Justice Joette Katz. Guests enjoyed breakfast and received a signed copy of Thomas's profile of Justice O'Connor's groundbreaking life and career. Thomas took the NCC theater stage with former Justice Katz, whose own insights

and experience inspired a unique and illuminating conversation with Thomas about his book's distinguished subject.

The event showcased the NCC campus and the diversity of programs and student talent to a new audience who might not otherwise have had a chance to visit NCC.

The on-stage discussion was opened by Adrian Dattolo, a graduate of NCC's Legal Assistant degree program, which is accredited by the American Bar Association. Dattolo now works for St. Onge IP, a full-service intellectual property law firm based in Stamford.

"What was remarkable about the paralegal program is that we were being taught by law professors...but we were also being trained by practicing attorneys. Where else can a student learn about business law from the Chief Legal Officer of the Pepperidge Farm corporation? Or learn litigation from a Connecticut state administrative law judge? Or be taught the negotiation and communication techniques by an attorney from LexisNexis?" Dattolo said.

"These opportunities can only be found at Norwalk Community College."

The event raised \$6,000, most of which will be used for Legal Assistant student scholarships. The Foundation hopes to host more events that invite members of the local community to the campus, enrich students' learning experience and raise money for student scholarships and programs.

Students Give Back on Spring Break

A group of eight NCC students flew to Puerto Rico during Spring Break to do hard labor on homes damaged by Hurricane Maria in 2017.

Hurricane Maria was the worst natural disaster on record to hit Puerto Rico. Two years later, large areas of the island still lack electricity and running water and many homes remain uninhabitable.

As part of NCC's annual Alternative Spring Break program, the students engaged in a



NCC students spent Spring Break week helping to rebuild homes in Puerto Rico that were devastated by Hurricane Maria in 2017.

weeklong immersive living and volunteering experience in Puerto Rico. They were chaperoned by Title V Coordinator Suzanne Lyons and Environmental Sciences Professor Erica Kipp-Sinanis.

Each day, the NCC delegation traveled to a family's house to repair its roof and paint ceilings. They lived in a base camp with volunteers from NECHAMA, a Jewish disaster relief organization. During the students' limited free time, they learned about the island's culture and history.

"Our students spent seven days on roofs in 80 degree heat," said Lyons. "It was really a rich experience, both personally and academically."



Before (left) and after (right) of one student's transformation during NCC's Center for Career Development's "One Day to Shop" event last Fall

Dressing Students for Success

Writing a resume and learning how to interview are just part of the equation for landing a job; you also need to look the part.

NCC's Center for Career Development kicked off its inaugural "One Day to Shop" event in November, a shopping spree that gave students the opportunity to shop for business attire at no cost.

Students perused racks of donated suits, jackets, ties, accessories, shirts and blouses in the Career Center and tried them on in make-shift dressing rooms. By the end of the event, staff and faculty had helped 95 students choose head to toe ensembles. Each student posed for a before and after photo.

"I never had the luxury of owning a professional suit," said accounting major Shorabh Das. "For the Center for Career Development office to offer me one for free is a big help and has given me the confidence I need to ace my first professional interview."

Academic Festival Builds Understanding of Trauma and Healing

"Postmemory: Hidden Trauma, Healing Narratives" was the theme of the 2019 Academic Festival in April.

Open to the public, the daylong event was the College's 22nd festival celebrating academic achievement and the arts and sciences. More than a dozen events on memory and healing took place, including lectures, performances, film screenings and panel discussions. Presenters included both visiting experts and NCC faculty.

Keynote speaker Marianne Hirsch, Ph.D. said that "postmemory" refers to the experience that the generation after bears to the

personal, collective and cultural trauma of those who came before them.

"To grow up with overwhelming inherited memories, to be dominated by narratives that preceded one's birth or one's consciousness, is to risk having one's own life stories displaced, even evacuated, by our ancestors," Hirsch said.

Dr. Hirsch is the William Peterfield Trent Professor of English and Comparative Literature at Columbia University and a Professor in the Institute for Research on Women, Gender, and Sexuality.

The festival's theme was conveyed in many events including a lecture on "Viktor Frankl and Tragic Optimism" by Professor Edward Grippe, Ph.D. and a forum for military veterans to share their stories of "Trials and Triumphs."



Music and theater students gave a dramatic presentation titled "My Earliest Memory" at the Academic Festival.



A student shares a personal memory at the "What's Your Story?" Open Mic event at the Festival. Other students recited poems, performed or talked about their NCC experiences.

Other festival highlights included a drama presentation by NCC theater students on "My Earliest Memory" and a talk by author Claudia Salazar Jimenez on her novel, *Blood of the Dawn*. The novel follows three women whose lives are ripped apart during a violent period in Peruvian history.



Dr. Marianne Hirsch kicked off the Festival with her keynote talk on postmemory.



The NCC Choir, led by Professor Christine Mangone, Ph.D. performed musical pieces related to the Festival's theme.



Students are shown watching "The Lost Boys of Ghana," a documentary film about the low achievement levels of boys in elementary school in Ghana.

STUDENT SPOTLIGHT:

Tameeka Young

At 42 years old, Tameeka Young is part of the growing trend for adults to start college at a nontraditional age (25 years or older). "Although once considered unconventional, returning to school as an adult is now en vogue, having become the fastest-growing demographic in colleges across the United States," reports The Huffington Post.

Young recently achieved national recognition, including a \$1,000 scholarship, when she was named a 2019 Coca-Cola Leaders of Promise Scholar. The program helps new Phi Theta Kappa members defray educational expenses while enrolled in an associate degree program. Coca-Cola Scholars are encouraged to assume leadership roles by participating in Society programs and are selected based on scholastic achievement, community service and leadership potential. About 500 students won.

Young is the mother of four children. Her oldest child, Ciara Stell, 20, also attends NCC, where she is majoring in Human Resources. Young is a Legal Assistant major.

Mother and daughter motivate each other to do well in classes. "We sit down at night and talk and help each other with problems and homework," Young said. "Every day is a challenge, but I just push forward."

"Prior to enrolling at NCC, I was a stay-at-home mom raising my twins, who are almost four years old, and my eight-year old daughter," Young said. "I started thinking about going back to school when my twins were close to starting preschool. I had researched NCC and found out it had the program I was interested in. I met with an advisor, and from there it has been a blessing."

Young said that NCC staff and faculty have been very supportive and have played a "big role" in her success. She credits Business Professor Lia Barone and Business Department Chair Tom Jackson with keeping her on track and focused on her goal of graduating by 2020.

Young is a member the NCC Alpha Iota Nu Chapter of Phi Theta Kappa. She is an exceptional student—making the Dean's List her first semester—and an NCC Foundation scholarship recipient. She plans to transfer to a four-year college in North Carolina and work as a paralegal someday.





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NCCF Staff pictured from left: Trevor Stonefield, Communications Manager; Catherine Lucia, Director of Scholarships and Programs; Laurie Orem, Director of Development; Carrie Bernier, Executive Director; Gillian Hornby, Director of Finance; Aura Pineda, Office and Events Manager

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Scholarships \$1.6 Million



“On behalf of myself and all the other recipients, I would like to thank you. Receiving scholarships has been a life-changing opportunity.”

- Frank Velez

“This scholarship will allow me to work less hours, and focus more of my limited time on maintaining my 4.0 GPA. I am truly honored by this gift that has been given to me.”

- Andrew Venditti

Volunteer Mentor and Success Coach Hours

636

68%
of Full-Year Recipients Work

172



Scholarship and Program Funds

“Your financial generosity has lightened the financial burden associated with my career transition, which will allow me to focus on the most important aspect of schooling—learning.”

- Jeanette Noriega

“I cannot thank you enough for supporting me in my pursuit to improve my life, which will also allow me to help provide for my daughter and help me meet her educational needs in the near future.”

- Stamatia Balabanis

Students Awarded Scholarships

432



Critical Pathways to Student Success

The Student Success Assessment (SSA) is a long-term project sponsored by the Norwalk Community College Foundation and conducted in cooperation with NCC faculty and staff. The goal of the project is to understand the milestones, barriers and supports for NCC student success.

In exploring students' paths to success, we've analyzed more than 210,000 pieces of data; interviewed more than 20 NCC faculty and staff; and conducted interviews, focus groups and online surveys with more than 90 high-achieving students. Highlights are provided below.

Graduation from community college is a life-changing achievement. Yet for many NCC students, there is not a direct path to graduation (Exhibit 1). Many students enroll at NCC without adequate preparation for college, and even high-achieving students (GPA of 2.8 and above) may have to enroll part-time or withdraw for a semester or more because of

financial constraints. Some students attend NCC for reasons other than earning an associate degree (Exhibit 2).

Whatever a student's academic goals, attending community college often brings academic, financial and personal challenges. Even high-achieving students face barriers to academic success (Exhibit 3).

In managing these varied challenges, students receive valuable support and guidance from academic advisors, informal faculty coaches and NCC student services. Students who receive financial aid or scholarships can take more classes and spend more time studying rather than working.

Programs and scholarships sponsored by the NCC Foundation have a strong and lasting impact on student success. Students receiving NCC Foundation scholarships show higher retention, higher engagement and higher graduation rates than other high-achieving students with similar academic profiles.



Driving Impact

Preliminary analysis suggests Foundation scholarships yield one incremental graduate for every \$13,000 invested. Based on estimated additional income of \$7,000 per year for community college graduates, the payback period of Foundation scholarships is two years. Overall, the return is well over 100%, even before considering intangible benefits of the NCC experience.

The Student Success Assessment provides a broader and deeper understanding of the many different paths to success for NCC students, including important milestones, barriers and supports. If you would like to read our full report, please visit ncc-foundation.org/report.

Working with NCC faculty and staff, we are continuing to invest in areas where we are making a difference for students and exploring areas where we can do more.

Exhibit 2

What are your reasons or goals for attending NCC?

Transfer to a four-year college or university	60%
Earn an associate degree	56%
Complete a certificate program	14%
Obtain or update job-related skills	11%
Change careers	7%
Self-improvement or personal enjoyment	7%

Source: Spring 2019 survey of 63 high-achieving students with GPA of 2.8 and above.

Exhibit 3

What are the top three barriers to your academic success at NCC?

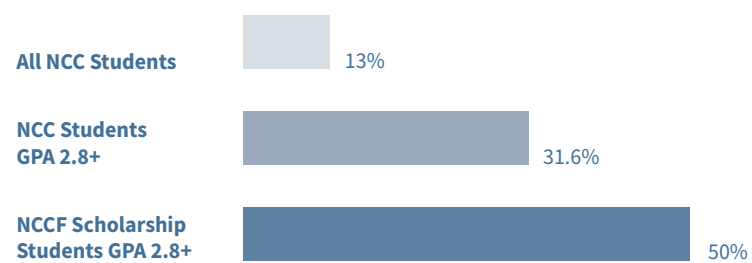
Balancing school and work	48%
Scheduling classes at a convenient time	46%
Balancing school and family	38%
Paying for tuition and books	34%
Fulfilling graduation requirements	22%
Managing a medical or physical issue	18%
Finding an academic advisor	14%
Getting transportation	10%
Paying for childcare	10%
Other	4%

Source: Spring 2019 survey of 63 high-achieving students with GPA of 2.8 and above.

Exhibit 1

Three-Year Graduation Rates

2015 Fall Cohort of First-Time, Full-Time, Degree- or Certificate-Seeking Students



For the 30% of students who earned a first year GPA of 2.8 or above, graduation rates were 2-3 times higher than the cohort average, while students receiving NCC Foundation scholarships (9% of all students) graduated at rates 4-5 times higher than average.

Source: NCC Office of Institutional Effectiveness; NCCF Scholarship database; CP analysis.

STUDENT SPOTLIGHT:

Caraballo Family

Like many mothers, Priscilla Caraballo of Trumbull put her own college dreams on hold while raising her family. She began taking classes at NCC in 2007 after a friend recommended NCC over nearby community colleges. "I heard such good things about NCC that I didn't mind driving to Norwalk," Priscilla said.

The forty-four-year old enrolled in one or two courses at a time. It was difficult going to college while home-schooling her six children, but her persistence paid off.

May 21, 2019 became a milestone day for the whole family. That is when Priscilla walked in the graduation procession at Webster Bank Arena, accompanied by her daughters Genesis and Jiana, who were also graduating from NCC.

All earned associate degrees, Priscilla in General Studies; daughter Jiana, age 20, in Liberal Arts; and daughter Genesis, age 23, in Hospitality Management.

"I had hoped to finish last year so I wouldn't be graduating the same year as my daughters, but this is exciting," Priscilla said.

The family held a bowling party to celebrate the three graduates. They are looking forward to having another NCC graduate in the family; daughter Moria, 18, has recently completed her first year at the College. Pictured below, from left to right, are Jiana Michelle Caraballo, Priscilla Ann Caraballo and Genesis Victoria Caraballo.



The Student Success Assessment was funded by a generous grant from the Per Heidenreich Foundation. Research was conducted by Competitive Paradigms, LLC.

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William Malone



William Malone has long believed in the power of community colleges to transform lives. Before moving to Connecticut, Bill supported his local community college outside Maryland. When he returned to Fairfield County in 2015, he continued his commitment to community colleges by investing in NCC.

“As a citizen and taxpayer, my gifts for scholarships are investments in students realizing their potential as satisfied and contributing members of our community.” He says, “The theory behind my gifts is that I want to get our recipients to move from the debit side of the balance sheet to the credit side. As a taxpayer, it makes good sense and it’s a good investment.”

A retired attorney with a distinguished career as corporate counsel, Bill has generously contributed through planned giving and with matching gifts from his former employer.

In 2015, Bill created The Jan Malone Scholarship Fund in memory of his late wife. He finds great satisfaction in using his gifts to encourage students to achieve their maximum potential and become self-sufficient in their chosen field.

DONOR PROFILE:

Carle C. Conway Scholarship Foundation

The Carle C. Conway Scholarship Foundation (CCCSF) has been a steadfast supporter of the NCC Foundation for 22 years, with grants exceeding \$2 million. During this long relationship, CCCSF has emerged not only as a generous investor, but also as a thoughtful driver of student success and programmatic innovation at NCC.

The CCCSF was created in 1951 to commemorate the life and achievements of Carle C. Conway, a former president and chairman of the Continental Can Company.

The origins of the relationship between CCCSF and NCC began serendipitously, when Marsha Colten, an officer of the CCCSF, and Dr. Mary Raddock, then Dean of Students at NCC, met while their children played basketball together. They discovered a shared interest in education and philanthropy. Mary introduced Marsha to NCC, and the rest is history.

Twenty-two years later, Marsha Colten is a regular and consistent presence at NCC events.

The CCCSF has evolved to invest in student success beyond scholarships, with support for diverse programs that respond to keep pace with the emerging needs of NCC students. These include the LEAP transfer scholarship program to support high-achieving NCC graduates as they pursue a bachelor's degree, the Home Health Aide Certificate Program (in partnership with Building One Community) and the Academic Skills Specialist at the Tutoring Center.

When asked about the motive behind such diverse giving, Marsha Colten identifies the common thread of linking investment to data showing the greatest impact on student success.

In recognition of Dr. David Levinson's retirement as President of NCC, the CCCSF led a matching gift challenge of \$200,000 to spur giving to the President David Levinson LEAP Scholarship Fund. In its 12-year history, the LEAP scholarship, which CCCSF helped conceive, has supported more than 200 transfer scholars. With the challenge goal met—and surpassed—LEAP scholars will be supported for many years to come.

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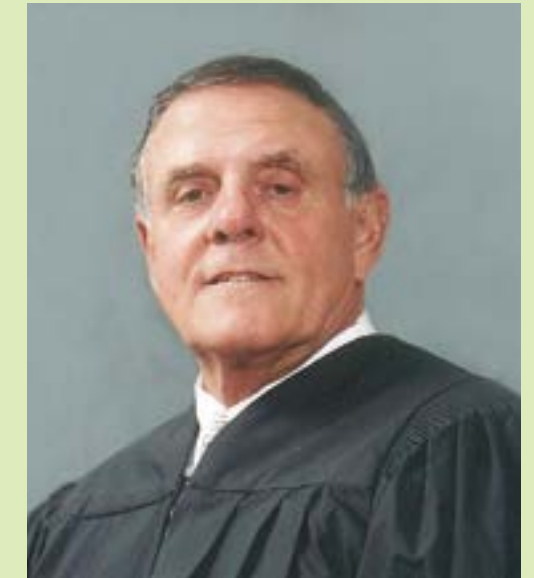
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DONOR PROFILE:

Dick Whitcomb



Richard "Dick" Whitcomb is a passionate and outspoken advocate for the power of education to transform the lives of students. Dick and his siblings were raised by his mother and grandfather. He thought he would never go to college because his family couldn't afford it. As a teenager, Dick started working to support himself, and at the age of 14, he received a full athletic scholarship to Vermont Academy. He was later accepted as the first recipient of a full scholarship to the University of Bridgeport. Dick has resided in Connecticut and advocated for educational scholarships ever since.

Dick served as the Headmaster of St. Luke's School in New Canaan for 24 years. "I always liked to help people and wanted to work with students who were like me," he said. In the 2018-19 academic year, Dick started the Richard and Barbara Whitcomb Foundation Scholarship Fund for students studying at NCC.

"There is nothing more I would like than to have more people contribute to scholarships," he said.

Financial Report

Norwalk Community College Foundation Fiscal Year 2018-2019 (Ended 6/30/19)

The Norwalk Community College Foundation is a 501 (c)(3) non-profit organization founded in 1965. We distributed \$3.9 million in fiscal year 2018-2019 for scholarships, stipends, programmatic support and college advancement initiatives.

Statement of Financial Position

Assets

Cash and Cash Equivalents	\$ 1,487,149
Investments	26,560,614
Other Assets	772,495
Total Assets	\$ 28,820,258

Liabilities

Grants Payable	\$ 1,191,544
Other Liabilities	87,652
Total Liabilities	\$ 1,279,196

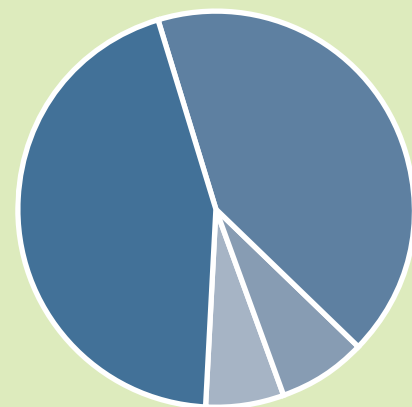
Net Assets

Net Assets without Donor Restrictions	\$ 1,533,410
Net Assets with Donor Restrictions	26,007,652
Total Net Assets	\$ 27,541,062

Total Liabilities and Net Assets \$ 28,820,258

The Foundation's financial statements were audited by Marks Paneth LLP. The complete audited financial statements are available on our website (ncc-foundation.org); highlights are shown below.

\$3.9 Million in Support for Norwalk Community College in 2018-2019

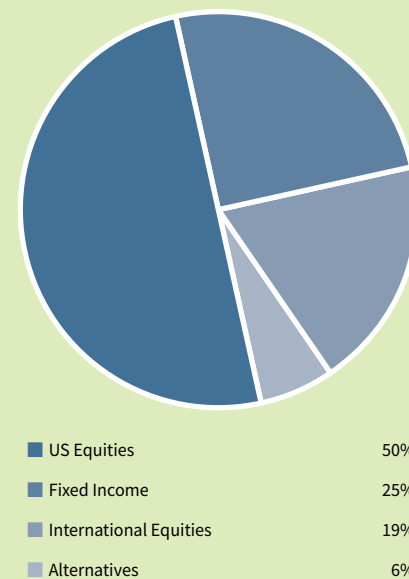


Investment Policy and Asset Mix

Our investment policy states: The primary emphasis of the investment policy is to safeguard and preserve the purchasing power of principal of the NCCF Endowment and to provide a payout to be approved annually by the Finance Committee and the Board. Additionally, a real rate of return on the portfolio is desired. These investment objectives must be achieved within acceptable risk parameters.

The endowment investment return was 4.6% for Fiscal year 2018-2019 and the five year average annual investment return was 4.6%.

Endowment Asset Allocation



Norwalk Community College Fiscal Year 2018-2019 (Ended 6/30/19)

Funding Sources

Norwalk Community College received funding through six major sources: the General Fund, tuition and fees, auxiliary services, the Educational Extension Fund and private and federal funds.

The General Fund appropriations are authorized by the State of Connecticut Legislature. Tuition and fees are established by the Board of Regents for Higher Education.

Auxiliary services and the Educational Extension Fund are self-supporting. The revenue from auxiliary services is primarily generated by Child Development Laboratory School fees and bookstore commissions. The Educational Extension Fund revenue is composed of non-credit program fees and summer and winter session fees.

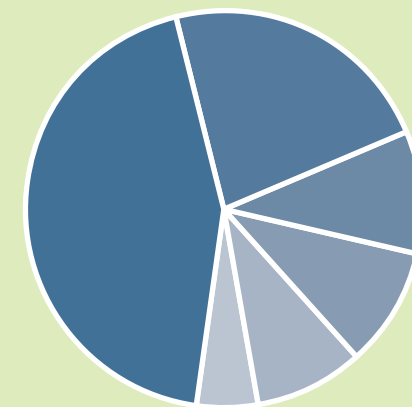
Private and federal funds consist mainly of grants and student financial aid. The Norwalk Community College Foundation actively seeks private grant funding for scholarships, student success initiatives, faculty development and program support.

Tuition

The Board of Regents sets tuition and fees at reasonable levels to promote access to education. In the 2018-2019 academic year, Connecticut residents paid \$583 for a three-credit course, and full-time Connecticut students paid \$2,192 for 12 credits or more. Annual tuition was approximately \$4,384. Tuition was waived for qualified veterans and seniors aged 62 and older.

Operations Budget

NCC's funding sources provided a \$53.8 million operating budget for July 1, 2018 through June 30, 2019. Spending categories are shown below.





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Photography:

Madeline Barillo: pp. 2 (bottom), 7, 13, 16 (center/middle and center/ bottom), 17 (upper right), 19 (bottom)

Richard Freeda: cover, inside front cover, pp. 1, 4, 5, 6, 8 (bottom), 10, 14, 18, 24, 27, 28, 32

Rick Leonard: p. 17 (upper left, middle left, lower left)

Trevor Stonefield: pp. 2 (top), 3, 9, 15 (left), 19 (top), 25

Cynthia Zaref: p. 8 (top)

Contributed photos: pp. 11, 12, 15, 16 (left), 23, 29

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Writing: Madeline Barillo, Carrie Bernier, Trevor Stonefield

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Norwalk Community College

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www.norwalk.edu



Norwalk Community College Foundation, Inc.

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