Appendix A

"DATA FIRST" FORMS

GENERAL INFORMATION

Institution Name:	Asnuntuck Community College		
OPE ID:	01115000		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
Most Recent Year	2009	Yes	Yes
1 Year Prior	2008	Yes	Yes
2 Years Prior	2007	Yes	Yes
Budget / Plans			
Current Year	2010		
Next Year	2011		
Contact Person:	Qing Lin Mack		
Title:	Director of Institutional Research		
Telephone No:	860-253-3008		
E-mail address	Qmack@acc.commnet.edu		

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date approved by the governing board
Institutional Mission Statement	http://www.acc.commnet.edu/about/inc	Aug 2003

Mission Statement published	URL	Print publication
1 College Website	http://www.acc.commnet.edu/about/index.htm	
2 College Catelog		2009-2011
3		
4		

Related statements	URL	Print Publications
1		
2		
3		

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

	Year of completion	Effective dates	URL or folder number
Immediately prior strategic plan	2003	2003 to 2008	**add folder online**
Current Strategic Plan	2008	2008 to 2011	add folder online
Next strategic plan			link to draft, if available

Other institution-wide plans

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

(Add rows for additional institution-wide plans, as needed.)

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

1 Expanding Mfg Center			
2 Parking Lot			
3			
4			

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:	
Program review schedule (e.g., every 5 years)	

Sample program review reports (name of unit or program)	URL
1	
2	
3	

(Insert additional rows, as appropriate.)

System to review other functions and units

Program review schedule (every X years or URL of schedule)	

Sample program review reports (name of unit or program)	
1	
2	
3	

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

	Date
Example: Advising: www.notrealcollege.edu/advising	*1995*
1	
2	
3	

(Insert additional rows, as appropriate.)

Standard 3: Organization and Governance

Please attach to this form:

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

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

Name of the related entity	
URL of documentation of relationship	

Governing board	**URL**
By-laws	http://www.commnet.edu/Board-Docs/BPM_CO
Board members' names and affiliations	http://www.commnet.edu/board.asp

	Board committees	URL or document name for meeting minutes
?	a. Board of Trustees	http://www.commnet.edu/board_sch
	b.	
	c.	
	d.	

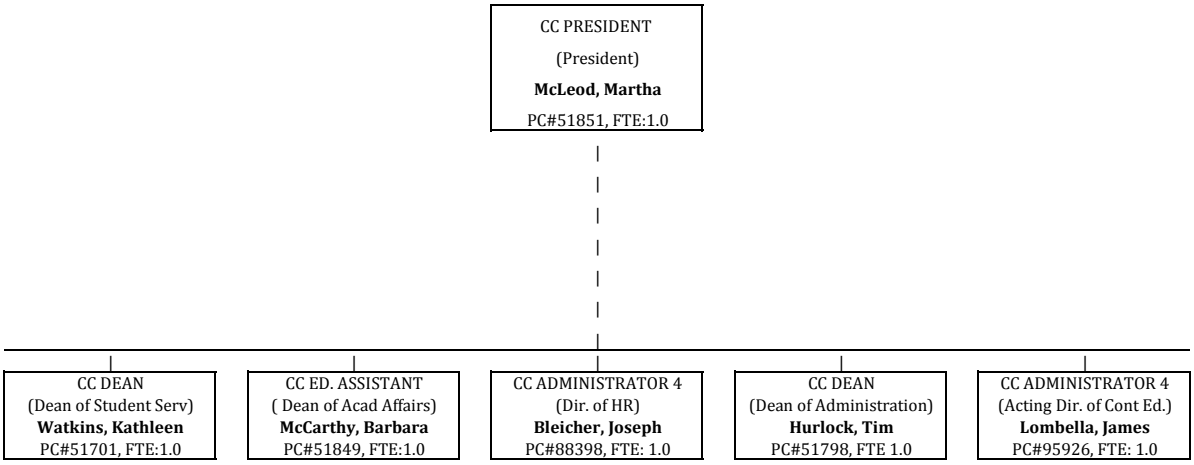
(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting minutes
a. President's Cabinet	
b. College Council	
c. Faculty Council	
d.	

(Insert additional rows as appropriate.)

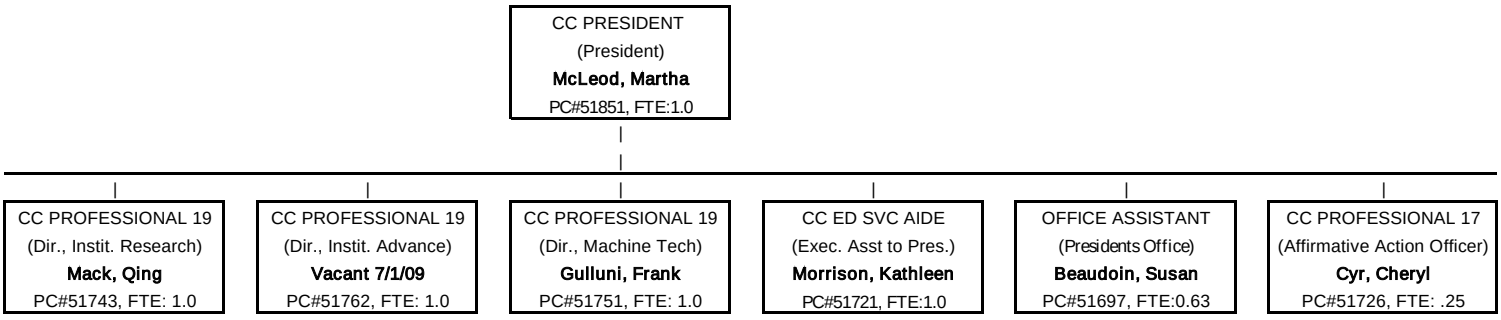
*Include faculty, staff, and student groups

Asnuntuck Community College
Organizational Chart
President's Cabinet

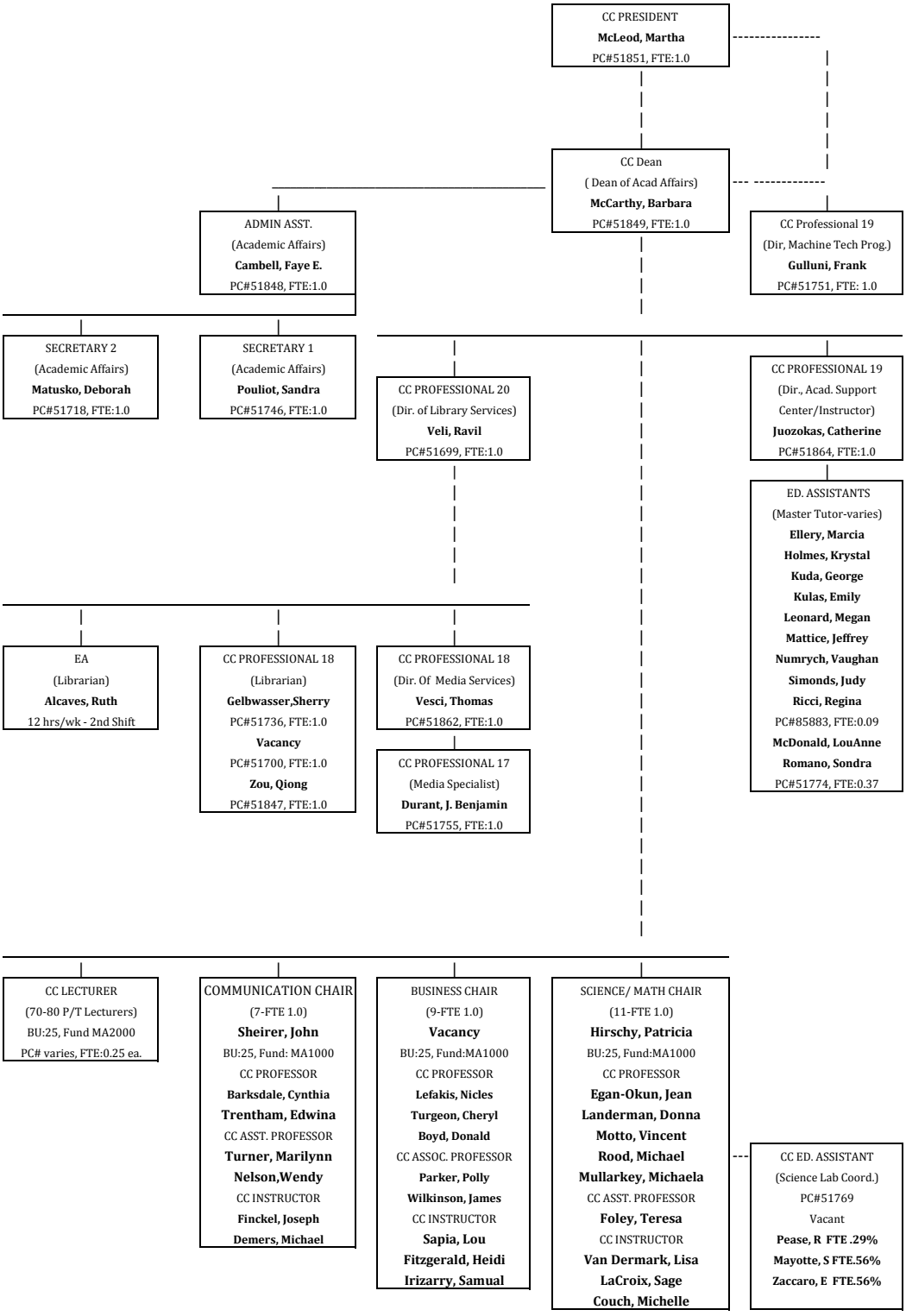


CAC 5/5/10

Asnuntuck Community College
Organizational Chart
Presidents Office



Asnuntuck Community College
Organizational Chart
Academic Affairs



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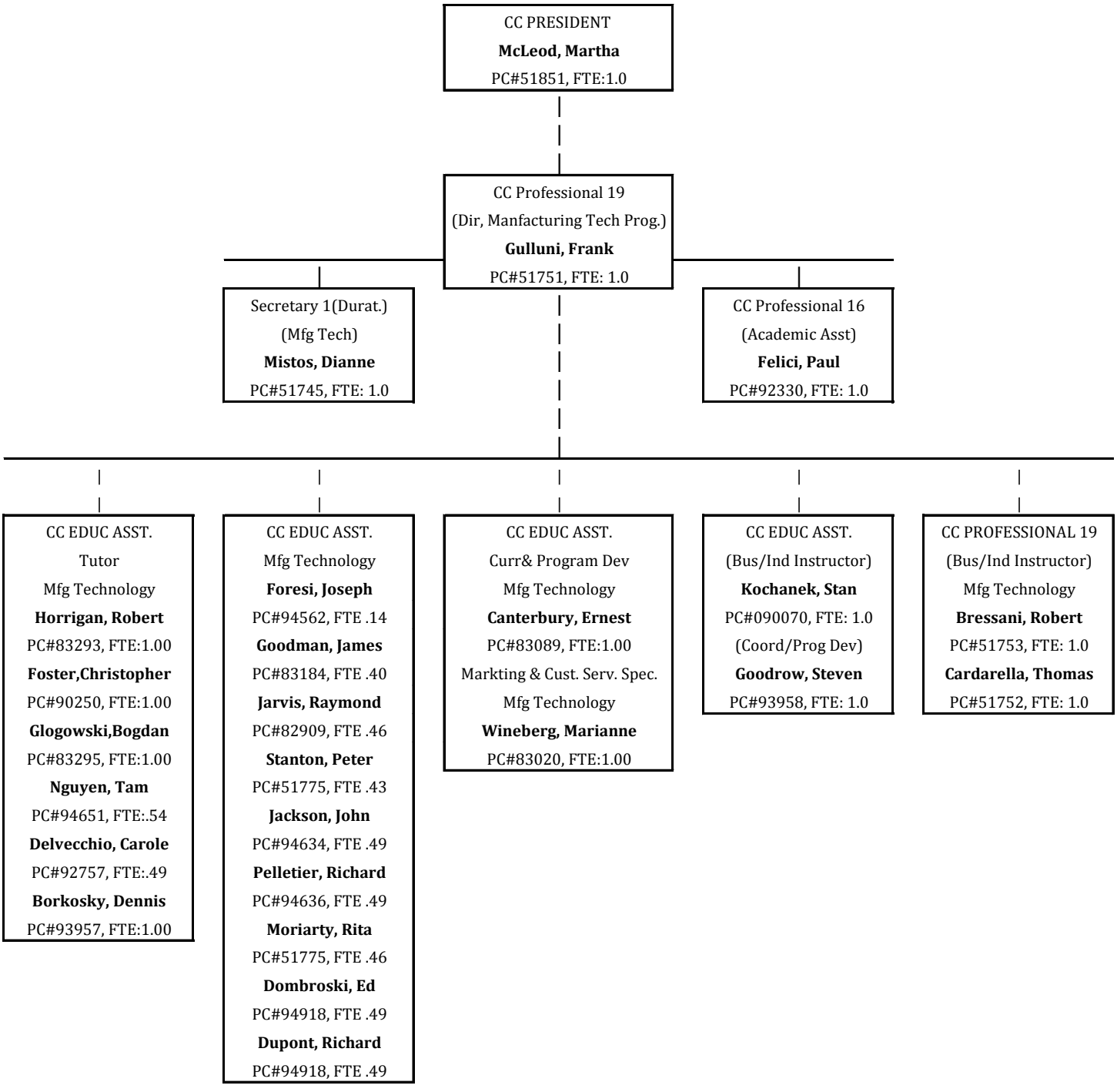
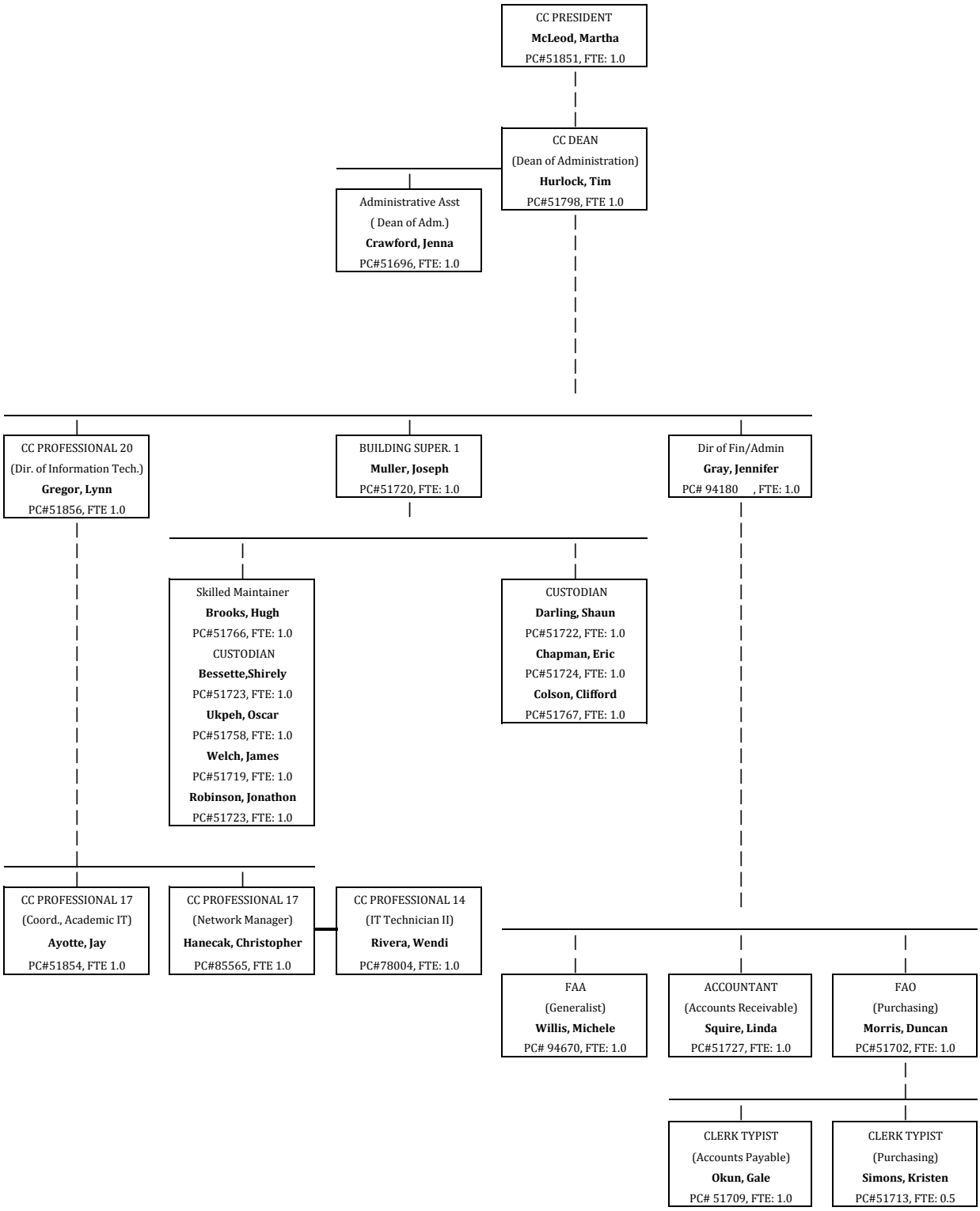
Asnuntuck Community College
Organizational Chart
Manufacturing Technology

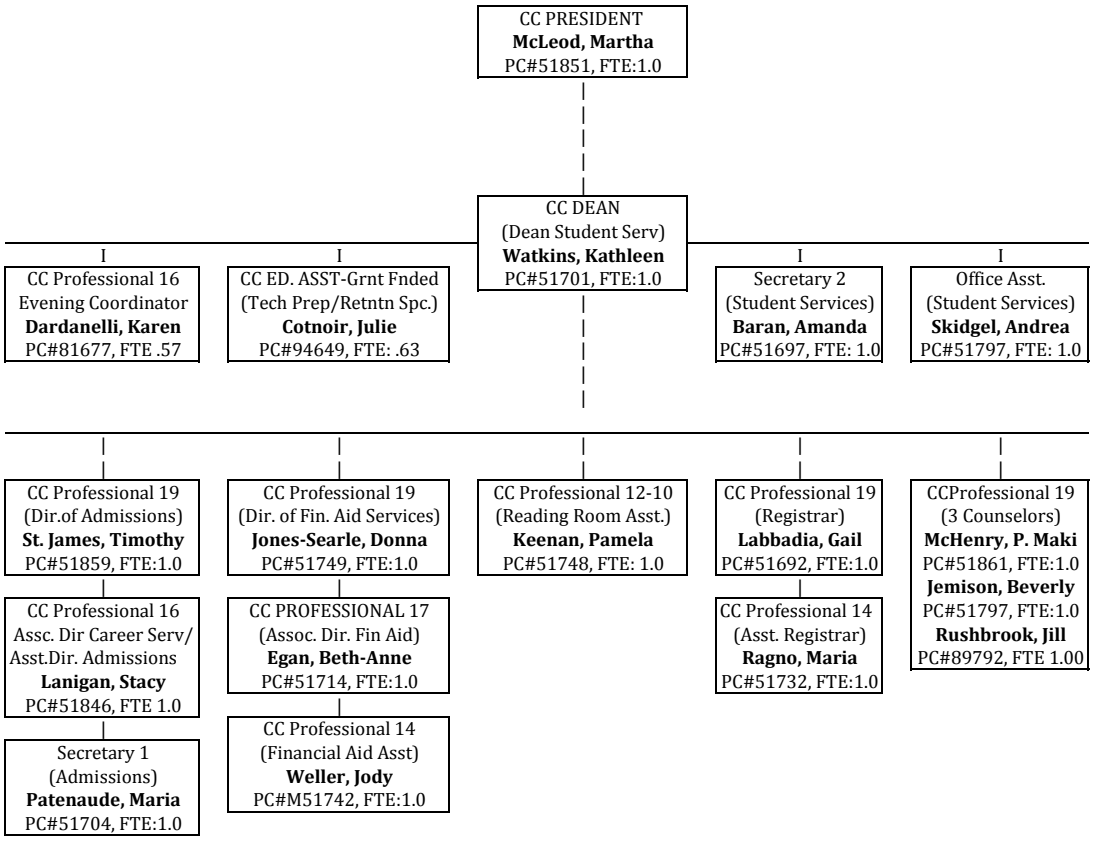


CAC 5/5/10

Asnuntuck Community College
Organizational Chart
Administrative Services



Asnuntuck Community College
Organizational Chart
Student Services



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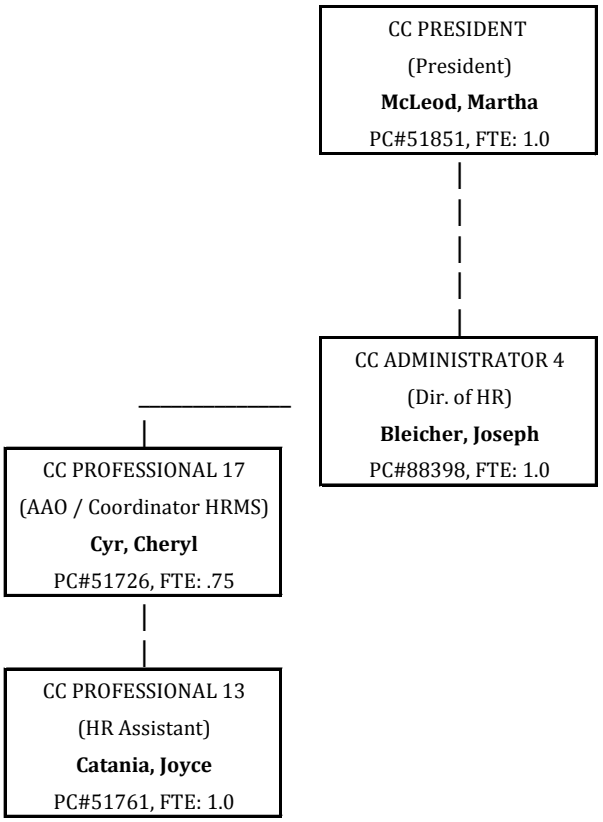
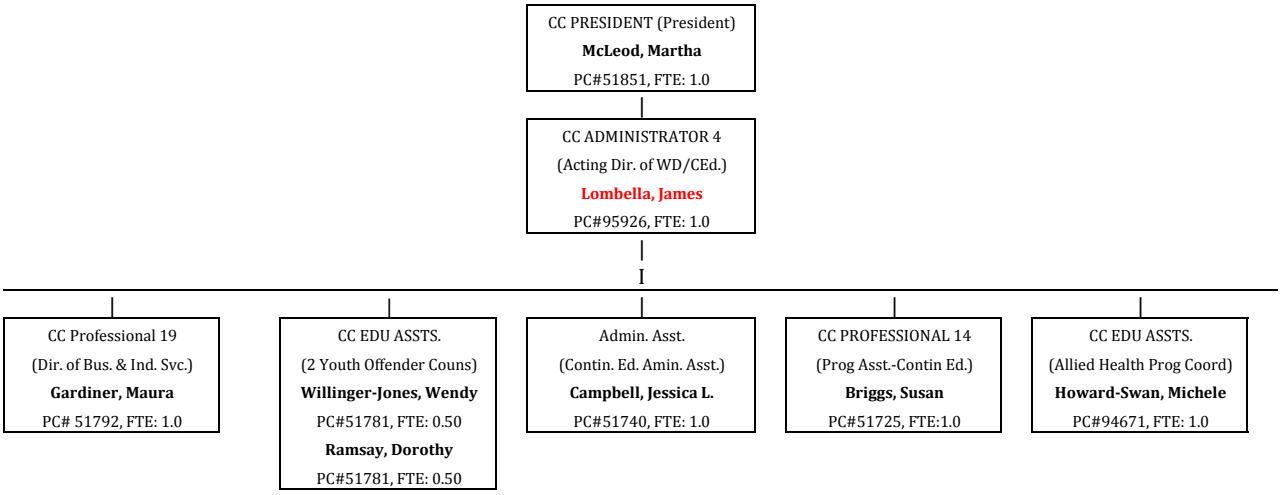
Asnuntuck Community College
Organization Chart
Human Resources



CAC 1/12/10

Asnuntuck Community College
Organizational Chart
Department of Workforce Development & Continuing Education



CAC 5-5-10

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities currently in operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated
Main campus	Enfield	CT	5/25/1905
Other principal campuses			
Branch campuses			
Other instructional locations			

Distance Learning, e-learning	Date Initiated
First on-line course	
First program 50% or more on-line	
First program 100% on-line	

		Date Initiated
Distance Learning, other Modality		

		Date Initiated
Correspondence Education		

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Standard 4: The Academic Program
(Summary - Enrollment and Degrees)

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

Degree Level/ Location & Modality	Main campus FTE	Other Campus FTE	Branches FTE	Other Locations FTE	Overseas locations FTE	On-Line FTE	Corres-pondence FTE	Total FTE	Unduplicated Headcount Total	**Degrees Awarded, last year**
Associates	662					51		713	1,087	164
Bachelors										
Masters										
Clinical doctorates (e.g., Pharm.D., DPT, Au.D.)										
Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)										
M.D., J.D., DDS										
Ph.D.										
Total Degree-Seeking	662	0	0	0	0	51		713	1,087	164
Non-matriculated students	151			34		15		200	595	n.a.
Visiting Students										n.a.

Title IV-Eligible Certificates

										Certificates awarded, last year
Students seeking certificates	99					2		101	126	110

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

Note: Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

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

For Fall Term, as of Census Date	3 Years Prior (Fall 2006)	2 Years Prior (Fall 2007)	1 Year Prior (Fall 2008)	Current Year (Fall 2009)	Goal for next Year (Fall 2010)
Certificate					
ACCOUNTING ASSISTANT CERT	4	4	6	9	10
ACCOUNTING CERTIFICATE	2				Discontinued
BOT: SEC WORD PROCESSING CERT		1			Discontinued
BUSINESS ADMINISTRATION CERT	3	1	1	3	4
COMPUTER PROGRAMMING CERT	3	3	1	3	3
MARKETING CERTIFICATE	2	1	3	2	3
HUMAN SERVICES CERTIFICATE	1	2	1	3	3
HEALTH CAREER PATHWAYS CERT			4	4	5
PC SPECIALIST CERTIFICATE	3	2	2		2
PUBLICATIONS CERTIFICATE	1	2	1	2	2
WEB DESIGNER CERTIFICATE				3	4
COMPUTER AIDED DRAFTING CERT		2	1		1
MACHINE TECHNOLOGY LEVEL I	2	60	36	32	35
MACHINE TECHNOLOGY LEVEL II	1			46	35
MFG ELCTRONICS FNDMNTLS				2	3
MFG ELECTRONICS SYS & CONTRLS				2	3
MFG WELDING TECH APPLCTNS		2	1	1	3
MFG WELDING TECH FNDMNTLS			2	6	4
RADIO BROADCASTING CERT		1	2		2
CHILD DEVL ASSOCIATE PREP	7	4	2	3	4
EARLY CHILDHOOD EDUCATION CERT	5	4	1	5	4
Total	34	89	64	126	130
Associate					
ACCOUNTING	40	28	33	43	40
BANKING	2				
B MGT: CIS OPT		1			Discontinued
BUSINESS OFFICE TECHNOLOGY	1	3	1	1	Discontinued
BOT: EXECUTIVE ADMIN ASST	6	7	1	1	Discontinued
BOT: MEDICAL ADMIN ASST	13	19	13	4	Discontinued
BOT: LEGAL ADMIN ASST	4	2			Discontinued
BUSINESS ADMINISTRATION	136	142	140	125	135
COMPUTER & INFORMATION SYSTEMS	25	33	36	31	32
HUMAN SERVICES	42	37	58	58	50
LIBERAL ARTS	104	143	167	188	160
LIBERAL ARTS: FINE ARTS	20	15	10	15	15
GENERAL STUDIES	318	330	351	389	390
COMMUNICATIONS & BROADCASTING	27	26	33	31	32
COMM & BROADCASTING:RADIO BROADCASTING	2	1	3	3	3
ENGINEERING SCIENCE	14	11	14	16	14
INDUSTRIAL MGMT TECHNOLOGY	1	2	5	1	2
TECH STUDIES: MACHINE TECH	65	37	52	29	40
TECH STUDIES: ELECTRICAL OPT		1	5	6	5
TECH STDS:MFG WELDING TECH OPT			4	9	5
TECHNOLOGICAL STUDIES	4	2			Discontinued
CRIMINAL JUSTICE	56	58	76	66	68
EARLY CHILDHOOD EDUCATION	72	55	56	71	38
Undeclared	652	750	647	595	650
Total	1,604	1,703	1,705	1,682	1,679
Total Undergraduate	1,638	1,792	1,769	1,808	1,809

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

?
?

	3 Years Prior (Fall 2006)	2 Years Prior (Fall 2007)	1 Year Prior (Fall 2008)	Current Year (Fall 2009)	Goal for next Year (Fall 2010)
Undergraduate					
? ACC*	487	416	490	464	464
ANT*	81		54	63	50
ART*	413	559	459	516	560
BBG*	381	267	237	291	260
BES*			93		
BFN*	57	75	240		240
BIO*	801	881	771	1,009	1,100
BMG*	318	315	240	450	400
BMK*	189	219	219	123	200
BOT*	300	348	246		
CHE*	164	156	188	264	270
CHI*		63			
CJS*	273	330	333	361	370
COM*	681	540	693	519	600
CSA*	296	369	363	375	380
CSC*	168	114	129	167	170
CST*	159	165	153	174	180
DNA*	57	54	51	60	60
DGA*	16	153	150	207	210
ECE*	354	378	264	237	300
ECN*	291	162	252	183	200
ENG*	1677	1,824	1,722	1,938	2,000
GEO*	60		81		
HDEV*	114	120	327	414	450
HIS*	387	501	351	426	430
HLT*			51	42	42
HPE*	8	38	33	38	40
HSE*	165	162	183	177	180
HUM*			36	51	50
MAT*	1353	1,399	1,511	1,657	1,700
MFG*	1014	1,302	1,399	1,889	2,000
MUS*	54	57	57	81	70
OCE*	72	90	87	87	90
PHL*	141	174	174	168	180
POL*	153	192	159	318	250
PSY*	765	852	1,038	792	850
QUA*	84	57	60	99	120
SGN*				156	120
SOC*	801	966	861	1,011	1,000
SPA*	168	171	162	177	180
THR*	168	120	108	216	210
Total	12,670	13,589	14,025	15,200	15,976

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

?

		3 Years Prior (Fall 2006)		2 Years Prior (Fall 2007)		1 Year Prior (Fall 2008)		Current Year (Fall 2009)		Next Year (Fall 2010)	
?		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty	?		73		74		90		120		
Professor	Male	11		11		9		5		5	
	Female	8		8		9		8		8	
Associate	Male	1		1		1		1		2	
	Female	1		2		1					
Assistant	Male			1		1					
	Female			1		1		1			
Instructor	Male	2	39		42		33	1	48	4	35
	Female	2	34	1	32	3	37	2	48	6	35
Other	Male										
	Female	1									
Total	Male	14	39	13	42	11	33	7	48	11	35
	Female	12	34	12	32	14	37	11	48	14	35
Total Faculty											
Professor		19	-	19	-	18	-	13	-	13	-
Associate		2	-	3	-	2	-	1	-	2	-
Assistant		-	-	2	-	2	-	1	-	-	-
Instructor		4	73	1	74	3	70	3	96	10	70
Other		1	-	-	-	-	-	-	-	-	-
Total		26	73	25	74	25	70	18	96	25	70

		F06		F07		F08		F09		F10	
Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	71,199		67,105		69,118		69,118		71,191	
	Mean	83,140		84,478		86,935		84,413		82,201	
Associate	Minimum	61,119		62,107		75,171		58,368		60,119	
	Mean	69,989		67,816		75,171		58,368		60,119	
Assistant	Minimum	65,577		51,768		54,972		64,878		50,019	
	Mean	65,577		51,768		59,925		64,878		50,019	
Instructor	Minimum	43,657		61,291		46,316		46,316		47,705	
	Mean	43,657		61,291		46,826		46,826		47,705	
Other	Minimum	43,657									
	Mean	43,657									

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

	3 Years Prior (Fall 2006)		2Years Prior (Fall 2007)		1 Year Prior (Fall 2008)		Current Year (Fall 2009)		Next Year (Fall 2010)	
?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	3		3		3		3		3	
Associate										
Assistant			1						1	
Instructor	1				2		1			
Other										
Total	4	-	4	-	5	-	4	-	4	-
Highest Degree Earned: Master's										
Professor	16		16		15		10		10	
Associate	2		3		2		1		1	
Assistant			1		2		1		1	
Instructor	3		1		1		2		7	
Other	1									
Total	22	-	21	-	20	-	14	-	19	-
Highest Degree Earned: Bachelor's										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-
Highest Degree Earned: Professional License										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-

?

Fall Teaching Load, in credit hours										
Professor	Maximum	15		13		15		15		15	
	Median	8		9.4		10.5		11.2		15	
Associate	Maximum	14		12		9		15		15	
	Median	11.5		10.5		9		15		15	
Assistant	Maximum			12		15				15	
	Median			12		15				15	
Instructor	Maximum	12		12		12		15		15	
	Median	10.5		12		12		12		15	
Other	Maximum	6									
	Median	6									

Explanation of teaching load (if not measured in credit hours):

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2006/07)		2 Years Prior (FY 2007/08)		1 Year Prior (FY 2008/09)		Current Year (FY 2009/10)		Next Year (FY 2010/11)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed										
Professor										
Associate										
Assistant										
Instructor	1		1		3		4		7	
Other										
Total	1	-	1	-	3	-	4	-	7	-
# of Faculty in Tenured Positions										
Professor	19		19		18		12		12	
Associate	1		2		1				1	
Assistant					1		1		1	
Instructor										
Other										
Total	20	-	21	-	20	-	13	-	14	-
# of Faculty Departing										
Professor										
Associate										
Assistant										
Instructor			1		1					
Other										
Total	-	-	1	-	1	-	-	-	-	-
# of Faculty Retiring										
Professor			2		7					
Associate										
Assistant										
Instructor										
Other										
Total	-	-	2	-	7	-	-	-	-	-

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (Fall 2006)		2 Years Prior (Fall 2007)		1 Year Prior (Fall 2008)		Current Year (Fall 2009)		Next Year (Fall 2010)	
Number of Faculty by Department (or comparable academic unit)	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
ACC*	3	2	2	1	2	2	1	1	2	1
ANT*		1				1		1		1
ART*	1	4	1	3	1	2		4	1	4
BBG*	1	3	1	3	1	2	1	4	1	4
BES*						1				1
BFN*	1			1		2			1	
BIO*	1	7	1	7	1	7		12	2	7
BMG*	3		2	2	2			4	1	
BMK*		2	2		1	1	1		1	
BOT*		4		5		4				
CHE*		2		2		2		3		3
CHI*				1						
CJS*	1	2	1	2	1	2	1	2	1	2
COM*	5	3	4	2	5	1	3	1	3	1
CSA*	1	1	1	1	1	1	2		2	
CSC*	2	1	2		1	1	2		2	
CST*	2	1	3		2	1	2	1	2	1
DAN*		1		1		1		1		1
DGA*		1		2	1	1		2	1	1
ECE*		5	1	3	1	4	1	3	1	3
ECN*		4	1	1	1	2	1	1	1	1
ENG*	5	8	7	7	5	8	4	14	5	13
GEO*		1				1				1
HDEV*		2	1		4		2	4	1	4
HIS*	1	2	1	2	1	2		3	1	3
HLT*						1		1		1
HPE*	1	1		2		3		1		1
HSE*	1	2	1	1	1	2	1	2	1	2
HUM*					1			1		1
MAT*	4	8	4	10	5	9	4	10	4	10
MFG*	3	4	3	5	5	4	5	6	5	6
MUS*		1		1		1		2		2
OCE*		1		1		1		1		1
PHL*		2		2		1		1		1
POL*	1		1	2	1			3		2
PSY*	2	6	1	6	1	9	1	7	1	8
QUA*	1	1	1	1	1			1		1
SGN*								1		1
SOC*	3	7	3	9	3	5	3	9	3	9
SPA*	1	1		1		2		2		2
THR*	2			2	1	1	1	2	1	2
	46	91	45	89	50	88	36	111	44	102

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		2 Years Prior (Fall 2007)	1 Year Prior (Fall 2008)	Current Year (Fall 2009)	Next Year Forward (Fall 2010)	2 Years Forward (Fall 2011)
Freshmen - Undergraduate	?					
Completed Applications	?	346	408	452	460	460
Applications Accepted	?	346	408	452	460	460
Applicants Enrolled	?	261	325	335	350	350
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		75.4%	79.7%	74.1%	76.1%	76.1%
Percent Change Year over Year						
Completed Applications		-	17.9%	10.8%	1.8%	0.0%
Applications Accepted		-	17.9%	10.8%	1.8%	0.0%
Applicants Enrolled		-	24.5%	3.1%	4.5%	0.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
		Open Admissions				
Transfers - Undergraduate	?					
Completed Applications		335	324	298	300	300
Applications Accepted		335	324	298	300	300
Applications Enrolled		277	252	220	230	230
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		82.7%	77.8%	73.8%	76.7%	76.7%
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree - All Programs	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

			2 Years Prior (Fall 2007)	1 Year Prior (Fall 2008)	Current Year (Fall 2009)	Next Year Forward (Fall 2010)	2 Years Forward (Fall 2011)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	466	498	539	550	561
	Part-Time Headcount	?	946	885	829	845	862
	Total Headcount		1,412	1,383	1,368	1,395	1,423
	Total FTE	?	686.0	718.0	762.0	777.0	793.0
Second Year	Full-Time Headcount		151	142	164	167	170
	Part-Time Headcount		229	244	276	282	288
	Total Headcount		380	386	440	449	458
	Total FTE		220.0	217.0	251.0	256.0	261.0
Third Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Fourth Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Unclassified	Full-Time Headcount	?					
	Part-Time Headcount						
	Total Headcount		-	-	-	-	-
	Total FTE						
Total Undergraduate Students							
	Full-Time Headcount		617	640	703	717	731
	Part-Time Headcount		1,175	1,129	1,105	1,127	1,150
	Total Headcount		1,792	1,769	1,808	1,844	1,881
	Total FTE		906.0	935.0	1,013.0	1,033.0	1,054.0
% Change FTE Undergraduate			na	3.2%	8.3%	2.0%	2.0%
GRADUATE		?					
	Full-Time Headcount	?					
	Part-Time Headcount	?					
	Total Headcount		-	-	-	-	-
	Total FTE	?					
% Change FTE Graduate			na	-	-	-	-
GRAND TOTAL							
Grand Total Headcount			1,792	1,769	1,808	1,844	1,881
Grand Total FTE			906.0	935.0	1,013.0	1,033.0	1,054.0
% Change Grand Total FTE			na	3.2%	8.3%	2.0%	2.0%

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

? Where does the institution describe the students it seeks to serve? http://www.acc.commnet.edu/financialaid/index

Fiscal year ends month & day (06 /30)	2 years prior	Most recently completed year	Current budget	Next year forward (goal or projection)	Two years forward (goal or projection)
	(FY 0607)	(FY 0708)	(FY 0809)	(FY 0910)	(FY 1011)
? Student Financial Aid*					
Total Federal Aid	$773,960	$948,135	$1,246,967	$2,186,410	$2,260,000
Grants	$548,784	$690,747	$904,164	$1,754,969	$1,750,000
Loans	$173,536	$197,009	$292,002	$370,744	$450,000
Work Study	$51,640	$60,379	$50,801	$60,697	$60,000
Total State Aid	$86,420	$198,161	$188,807	$197,110	$241,000
Total Institutional Aid	$289,771	$335,077	$383,771	$462,250	$511,000
Grants	$289,771	$334,577	$383,271	$451,250	$500,000
Loans					
Total Private Aid	$8,400	$26,800	$39,500	$25,000	$25,000
Grants	$8,400	$26,800	$39,500	$25,000	$25,000
Loans					

* Actual numbers, not presented in the thousands.

Student Debt					
Percent of students graduating with debt*					
Undergraduates	8%	5.3%	7.45%	4.8%	6.39%
Graduates					
Average amount of debt for students with debt					
Undergraduates	3910.00	6282.50	7097.00	5916.66	5801.54
Graduates					

Percent of First-year students in Developmental Cours	Fa06	Fa07	Fa08	Fa09	Fa10
English as a Second/Other Language					
English (reading, writing, communication skills)	25%	33%	26%	30%	32%
Math	28%	32%	30%	27%	30%
Other					

* All students who graduated should be included in this calculation.
**Courses for which no credit toward a degree is granted.

Standard 7: Library and Other Information Resources (Library)

	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	? Next year (goal)
	(FY 2006)	(FY 2007)	(FY 2008)	(FY 2009)	(FY 2010)
Expenditures/FTE student					
Materials	$ 55	$ 59	$ 40	$ 37	$ 43
Salaries & Wages	$ 368	$ 375	$ 287	$ 230	$ 293
Other operating	$ 7	$ 5	$ 12	$ 7	$ 10
Collections					
Total print volumes	30,785	31,570	31,766	31,858	32,000
Electronic books	0	720	720	720	750
Print/microform serial subscriptions	160	165	170	170	175
Full text electronic journals	8,700	9,100	9,100	9,230	9,300
Microforms	1,100	1,200	1,300	N/A	N/A
Total media materials	1,370	1,390	1,399	1,416	1,435
Personnel (FTE)					
Librarians -- main campus	3.0	3.0	3.0	2.0	2.0
Librarians -- branch campuses	N/A	N/A	N/A	N/A	N/A
Other library personnel -- main campus	1.0	1.0	1.0	1.0	1.0
Other library personnel -- branch campus	N/A	N/A	N/A	N/A	N/A
Library Instruction					
? Total sessions -- main campus	0	8	8	19	21
Total attendance - main campus	0	170	180	383	420
Total sessions -- branch campuses	N/A	N/A	N/A	N/A	N/A
Total attendance -- branch campuses	N/A	N/A	N/A	N/A	N/A
Reference and Reserves					
? In-person reference questions	3010	2910	2880	2790	2600
? Virtual reference questions	0	0	0	0	0
Traditional Reserves:					
courses supported	599	634	620	622	
items on reserve	641	676	658	662	
E-Reserves:					
? courses supported	N/A	N/A	N/A	N/A	N/A
? items on e-reserve	N/A	N/A	N/A	N/A	N/A
Circulation (do not include reserves)					
? Total/FTE student	2	2	2	2	2
? Total full-text article requests	0	0	0	0	0
Number of hits to library website	11950	11553	5655	5796	5800
Student borrowing through consortia or contracts	12	27	27	22	30
Availability/attendance					
? Hours of operation/week main campus	60.5	55.5	55.5	55.5	55.5
Hours of operation/week branch campuses	N/A	N/A	N/A	N/A	N/A
Gate counts/year -- main campus	4170	4150	3770	4280	4300
? Gate counts/year -- average branch campuses	N/A	N/A	N/A	N/A	N/A
URL of most recent library annual report:	N/A				
URL of Information Literacy Reports:	N/A				

Standard 7: Library and Other Information Resources (Information Technology)

	3 years prior	2 years prior	Last year	Current year (goal or projection)	? Next year goal
	(FY 2007)	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)
Number (percent) of students with own computers	N/A	N/A	N/A	N/A	N/A
? **Course management system**	Blackboard				
Number of classes using the system					
Classes on the main campus	208	186	208	210	215
Classes offered off-campus	N/A	N/A	N/A	N/A	N/A
Distance education courses	N/A	N/A	N/A	N/A	N/A
Bandwidth					
On-campus network	100 Mbps	100 Mbps	100 Mbps	100 Mbps	100 Mbps
Off-campus access					
? commodity internet (Mbps)	NA	NA	NA	NA	NA
? high-performance networks (Mbps)	NA	NA	NA	NA	NA
? Wireless protocol(s)	NA	802.11	802.11	802.11	802.11
Network					
Percent of residence halls connected to network					
wired	NA	NA	NA	NA	NA
wireless	NA	NA	NA	NA	NA
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	0%	0%	0%	2%	50%
Public wireless ports	0	2	3	6	9
Multimedia classrooms (percent)					
Main campus	19%	26%	48%	53%	60%
Branches and locations	N/A	N/A	N/A	N/A	N/A
IT Personnel (FTE)					
Main campus	4.0	4.0	4.0	4.0	5.0
Branch campuses	NA	NA	NA	NA	NA
Dedicated to distance learning	see note	see note	see note	see note	see note

Software systems and versions	
Students	SunGard Banner 8.1.1
Finances	SunGard Banner 8.2
Human Resources	PeopleSoft Enterprise Time and Labor 8.9 PeopleBook
Advancement	Quickbooks Nonprofit 2008
Library	Exlibris 7.1.0
website management	Adobe Contribute CS4
portfolio management	NA
interactive video conferencing	Tandberg 2000 - this is the hardware, no software required
digital object management	NA

Note: Director of Educational Technology reports to the Dean of Academic Affairs.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	1	169
other U.S. .locations		
international locations		

	2 years prior (FY 2007)	1 year prior (FY 2008)	Current Year (FY 2009)	Next Year Goal (FY 2010)	Goal in 2 years (FY 2011)
Revenue ($000)					
Capital appropriations (public institutions)	$360,547	$272,946		$200,000	$200,000
Operating budget	$11,884,258	$15,040,150	$12,600,245	$13,000,000	$13,000,000
Gifts and grants	$1,069,309	$1,108,744	$1,543,379	$1,750,000	$1,800,000
Debt					
TOTAL	$13,314,114	$16,421,840	$14,143,624	$14,950,000	$15,000,000
Expenditures ($000)					
New Construction	$470	$0	$201	$200	$300
Renovations, maintenance and equipment	$1,650	$1,859	$1,729	$1,800	$1,900
Technology					
TOTAL	$2,120	$1,859	$1,930	$2,000	$2,200

Assignable square feet (000)	Main campus	Off-campus	Total
classroom	27,893		27,893
laboratory	22,432		22,432
office	24,344		24,344
study	8,430		8,430
special	14,370		14,370
general	11,146		11,146
support	2,423		2,423
residential			0
other	57,611		57,611

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Main	Main Campus	169	1700	2008

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years The list below includes renovations costing $ 200,000 or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Main	ADA Renovations	5000	$500	2004

Renovations planned for next 5 years The list below includes renovations costing $ 1,000,000 or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Main	Master Plan	100000	$12,000	2012

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

		FISCAL YEAR ENDS month &day: (06/30)	2 YEARS PRIOR (FY 2007)	1 YEAR PRIOR (FY 2008)	MOST RECENT YEAR	Percent Change yrs-1 yr prior	1 yr-most recent	2
		ASSETS						
	?	CASH AND SHORT TERM INVESTMENTS	$2,771,140	$3,467,131	$3,263,340	25.1%	-5.9%	
	?	CASH HELD BY STATE TREASURER	$526,495	$224,441	$239,705	-57.4%	6.8%	
	?	DEPOSITS HELD BY STATE TREASURER				-	-	
	?	ACCOUNTS RECEIVABLE, NET	$1,479,583	$1,245,261	$1,127,818	-15.8%	-9.4%	
	?	CONTRIBUTIONS RECEIVABLE, NET				-	-	
	?	INVENTORY AND PREPAID EXPENSES	$17,661	$21,216	$7,884	20.1%	-62.8%	
	?	LONG-TERM INVESTMENTS				-	-	
	?	LOANS TO STUDENTS				-	-	
	?	FUNDS HELD UNDER BOND AGREEMENT				-	-	
	?	PROPERTY, PLANT AND EQUIPMENT, NET	$2,355,486	$3,843,962	$5,860,578	63.2%	52.5%	
	?	OTHER ASSETS				-	-	
		TOTAL ASSETS	**$7,150,365**	**$8,802,011**	**$10,499,325**	23.1%	19.3%	
		LIABILITIES						
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$1,719,452	$1,286,793	$1,232,908	-25.2%	-4.2%	
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$290,320	$290,491	$377,430	0.1%	29.9%	
	?	DUE TO STATE				-	-	
	?	DUE TO AFFILIATES				-	-	
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-	
	?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-	
	?	LONG TERM DEBT				-	-	
	?	REFUNDABLE GOVERNMENT ADVANCES				-	-	
	?	OTHER LONG-TERM LIABILITIES	$1,413,425	$1,516,294	$1,522,167	7.3%	0.4%	
		TOTAL LIABILITIES	**$3,423,197**	**$3,093,577**	**$3,132,505**	-9.6%	1.3%	
		NET ASSETS						
		UNRESTRICTED NET ASSETS						
		INSTITUTIONAL	**$1,178,355**	**$1,474,223**	**$1,260,202**	25.1%	-14.5%	
	?	FOUNDATION				-	-	
		TOTAL	**$1,178,355**	**$1,474,223**	**$1,260,202**	25.1%	-14.5%	
		TEMPORARILY RESTRICTED NET ASSETS						
		INSTITUTIONAL				-	-	
	?	FOUNDATION				-	-	
		TOTAL	**$0**	**$0**	**$0**	-	-	
		PERMANENTLY RESTRICTED NET ASSETS						
		INSTITUTIONAL	**$2,548,813**	**$4,234,211**	**$6,106,618**	66.1%	44.2%	
	?	FOUNDATION				-	-	
		TOTAL	**$2,548,813**	**$4,234,211**	**$6,106,618**	66.1%	44.2%	
		TOTAL NET ASSETS	**$3,727,168**	**$5,708,434**	**$7,366,819**	53.2%	29.1%	
		TOTAL LIABILITIES AND NET ASSETS	**$7,150,365**	**$8,802,011**	**$10,499,325**	23.1%	19.3%	

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (06/ 30)	2 YEARS PRIOR (FY 2008)	MOST RECENTLY COMPLETED YEAR (FY2009)	CURRENT BUDGET (FY 2010)	NEXT YEAR FORWARD (FY 2011)	TWO YEARS FORWARD (FY 2012)
		OPERATING REVENUES					
	?	TUITION & FEES	$4,205,736	$4,345,195	$4,800,000	$5,000,000	$5,200,000
	?	ROOM AND BOARD					
	?	LESS: FINANCIAL AID	($980,934)	($1,174,576)	($1,200,000)	($1,400,000)	($1,600,000)
		NET STUDENT FEES	$3,224,802	$3,170,618	$3,600,000	$3,600,000	$3,600,000
	?	GOVERNMENT GRANTS & CONTRACTS	$1,069,972	$1,426,729	$1,500,000	$1,800,000	$2,000,000
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	$10,000	$85,000	$75,000	$75,000	$75,000
	?	OTHER AUXILIARY ENTERPRISES	$1,997				
		ENDOWMENT INCOME USED IN OPERATIONS					
	?	OTHER REVENUE (specify):	$261,613	$147,433	$160,000	$180,000	$200,000
		OTHER REVENUE (specify):					
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	**$4,568,383**	**$4,829,780**	**$5,335,000**	**$5,655,000**	**$5,875,000**
		OPERATING EXPENSES					
	?	INSTRUCTION	$5,607,621	$5,769,753	$5,700,000	$5,800,000	$5,900,000
	?	RESEARCH					
	?	PUBLIC SERVICE	$1,244	$901	$1,000	$1,000	$1,000
	?	ACADEMIC SUPPORT	$2,980,768	$2,928,245	$3,000,000	$3,100,000	$3,200,000
	?	STUDENT SERVICES	$1,606,328	$1,759,318	$2,000,000	$2,100,000	$2,200,000
	?	INSTITUTIONAL SUPPORT	$2,000,386	$2,121,665	$2,000,000	$2,100,000	$2,200,000
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	$1,706,339	$1,402,494	$1,500,000	$1,600,000	$1,700,000
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$474,073	$598,160	$600,000	$600,000	$600,000
	?	AUXILIARY ENTERPRISES					
	?	DEPRECIATION (if not allocated)	$352,371	$364,016	$400,000	$400,000	$400,000
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	**$14,729,129**	**$14,944,552**	**$15,201,000**	**$15,701,000**	**$16,201,000**
		CHANGE IN NET ASSETS FROM OPERATIONS	**($10,160,746)**	**($10,114,772)**	**($9,866,000)**	**($10,046,000)**	**($10,326,000)**
		NON OPERATING REVENUES					
	?	STATE APPROPRIATIONS (NET)	**$11,705,550**	**$9,231,443**	**$10,000,000**	**$10,200,000**	**$10,400,000**
	?	INVESTMENT RETURN	**$119,135**	**$50,651**	**$30,000**	**$40,000**	**$50,000**
	?	INTEREST EXPENSE (public institutions)					
		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$28,772**	**$31,650**	**$30,000**	**$40,000**	**$50,000**
	?	OTHER (specify):		**$101**			
		OTHER (specify):					
		OTHER (specify):					
		NET NON OPERATING REVENUES	**$11,853,457**	**$9,313,845**	**$10,060,000**	**$10,280,000**	**$10,500,000**
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$1,692,711**	**($800,928)**	**$194,000**	**$234,000**	**$174,000**
	?	CAPITAL APPROPRIATIONS (public institutions)		**$1,811,692**	**$500,000**	**$500,000**	**$500,000**
	?	OTHER	**$288,555**	**$647,621**	**$700,000**	**$750,000**	**$800,000**
		TOTAL INCREASE/DECREASE IN NET ASSETS	**$1,981,266**	**$1,658,385**	**$1,394,000**	**$1,484,000**	**$1,474,000**

Standard 9: Financial Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (/)	2 YEARS PRIOR (FY 2)	MOST RECENTLY COMPLETED YEAR (FY2)	CURRENT BUDGET (FY 2)	NEXT YEAR FORWARD (FY 2)	TWO YEARS FORWARD (FY 2)
		DEBT					
		BEGINNING BALANCE					
		ADDITIONS					
	?	REDUCTIONS					
		ENDING BALANCE	**$0**	**$0**	**$0**	**$0**	**$0**
		INTEREST PAID DURING FISCAL YEAR					
		CURRENT PORTION					
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					

Standard 9: Financial Resources
(Supplemental Data)

		FISCAL YEAR ENDS month & day (/)	2 YEARS PRIOR (FY 2008)	MOST RECENTLY COMPLETED YEAR (FY2009)	CURRENT BUDGET (FY 2010)	NEXT YEAR FORWARD (FY 2011)	TWO YEARS FORWARD (FY 2012)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	$3,727,168	$5,708,434	$7,366,819	$8,572,819	$10,056,819
		TOTAL INCREASE/DECREASE IN NET ASSETS	$1,981,266	$1,658,385	$1,206,000	$1,484,000	$1,474,000
		NET ASSETS END OF YEAR	**$5,708,434**	**$7,366,819**	**$8,572,819**	**$10,056,819**	**$11,530,819**
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	$337,306	$385,933	$450,000	$475,000	$500,000
		FEDERAL, STATE & PRIVATE GRANTS	**$916,298**	**$1,141,585**	**$1,500,000**	**$1,600,000**	**$1,700,000**
		RESTRICTED FUNDS					
		TOTAL	**$1,253,604**	**$1,527,518**	**$1,950,000**	**$2,075,000**	**$2,200,000**
		% DISCOUNT OF TUITION & FEES					
?		% UNRESTRICTED DISCOUNT					
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

Standard 10: Public Disclosure

Information	Web addresses	?	Print Publications	?
How can inquiries be made about the institution? Where can questions be addressed?	http://www.acc.commnet.edu		Institutional Catalog	
Notice of availability of publications and of audited financial statement or fair summary	http://www.commnet.edu/finance/statements.asp		Audited financial statement in LRC (Library)	
Institutional catalog	Effort to publish online in progress		Updated every 2 years. Last printed in 2009.	
Obligations and responsibilities of students and the institution	http://www.acc.commnet.edu/studentservices/documents/ACCStudentHandbooka_001.pdf		Institutional Catalog; Student Handbook; Course Syllabi	
Information on admission and attendance	http://www.acc.commnet.edu/admissions/index.htm		Institutional Catalog; Course Schedule; Student Handbook; Course Syllabi	
Institutional mission and objectives	http://www.acc.commnet.edu/about/index.htm		Institutional Catalog, Course Schedule; Student Handbook; Business Cards; Posted in classrooms, info desk	
Expected educational outcomes	http://www.acc.commnet.edu/academicprograms/index.htm		Institutional Catalog; Course Syllabi; Program Evaluations	
Requirements, procedures and policies re: admissions	http://www.acc.commnet.edu/admissions/index.htm		Institutional Catalog, Course Schedule	
Requirements, procedures and policies re: transfer credit	http://www.acc.commnet.edu/transfer/		Institutional Catalog; Course Schedule; Transfer articulation agreements	
Student fees, charges and refund policies	http://www.acc.commnet.edu/Tuitionandfees/index.htm		Institutional Catalog, Course Schedule	
Rules and regulations for student conduct	http://www.acc.commnet.edu/studentservices/documents/POLICY.pdf		Institutional Catalog; Student Handbook; Course Syllabi	
Other information re: attending or withdrawing from the institution	http://www.acc.commnet.edu/documents/ACCStudentHandbooka.pdf		Institutional Catalog; Course Schedule; Student Handbook; Course Syllabi	
Academic programs	http://www.acc.commnet.edu/academicprograms/index.htm		Institutional Catalog	
Courses currently offered	http://my.commnet.edu/		Course Schedule	
Other available educational opportunities	http://www.commnet.edu/services/		Continuing Ed Course Schedule and Brochures	
Other academic policies and procedures	http://www.acc.commnet.edu/documents/ACCStudentHandbooka.pdf		Institutional Catalog	
Requirements for degrees and other forms of academic recognition	http://www.acc.commnet.edu/academicprograms/index.htm		Institutional Catalog; Course of Study Program Sheet	
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.acc.commnet.edu/personneldirectory/index.htm		Institutional Catalog	
Names and positions of administrative officers	http://www.acc.commnet.edu/personneldirectory/index.htm		Institutional Catalog	
Names and principal affiliations of members of the governing board	Not available		Institutional Catalog	
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	Not applicable		Not applicable	
Programs, courses, services, and personnel not available in any given academic year.	Not available		Institutional Catalog	
Size and characteristics of the student body	http://www.acc.commnet.edu/ir/FactBook.htm			

	Description of the campus setting	Not available		
	Availability of academic and other support services	http://www.acc.commnet.edu		Institutional Catalog; Course Schedule;
	Range of co-curricular and non-academic opportunities available to students	http://www.acc.commnet.edu/ir/CollegeataGlance.htm		Institutional Catalog, Student Handbook
	Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.commnet.edu/doc/Mission-Board%20Resolution%202-24-03.pdf		Institutional Catalog
	Institutional goals for students' education	http://www.acc.commnet.edu/about/index.htm		Institutional Catalog
	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.acc.commnet.edu/ir/FactBook.htm		Institutional Catalog
	Total cost of education, including availability of financial aid and typical length of study	http://www.commnet.edu/choice/affordable.asp		Course Schedule booklet
	Expected amount of student debt upon graduation	http://my.commnet.edu/		
	Statement about accreditation	http://www.acc.commnet.edu/ir/CollegeataGlance.htm		Institutional Catalog

Standard 11: Integrity

? Policies	Last Updated	? URL where policy is posted	Responsible office or committee
Academy honesty	2009	http://www.acc.commnet.edu/studentservices/	Student Services
Intellectual property rights	2010	http://www.commnet.edu/emprel/policies.asp	Office of State Ethics
Conflict of interest	2010	http://www.ct.gov/ethics/site/default.asp	Office of State Ethics
Privacy rights	2009	http://www.acc.commnet.edu/studentservices/	Student Services
Fairness for students	2009	http://www.acc.commnet.edu/studentservices/	Student Services
Fairness for faculty	2007	http://www.commnet.edu/emprel/policies.asp	CCC Board of Trustees
Fairness for staff	2007	http://www.commnet.edu/emprel/policies.asp	CCC Board of Trustees
Academic freedom	2007	http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf	CCC Employee Relations
Other _____			
Other _____			

Non-discrimination policies			
Recruitment and admissions	2009	http://www.acc.commnet.edu/studentservices/documents/ACCStudentHandbooka_001.pdf	Student Services
Employment	1998	http://www.commnet.edu/emprel/policies.asp	CCC Employee Relations
Evaluation	2007	http://www.commnet.edu/emprel/policies.asp	CCC Employee Relations
Disciplinary action	2007	http://www.commnet.edu/emprel/policies.asp	CCC Employee Relations
Advancement	2007	http://www.commnet.edu/emprel/policies.asp	CCC Employee Relations
Other _____			

Resolution of grievances			
Students	2009	http://www.acc.commnet.edu/studentservices/	Student Services
Faculty	2007	http://www.commnet.edu/emprel/policies.asp	CCC Employee Relations
Staff	2007	http://www.commnet.edu/emprel/policies.asp	CCCEmployee Relations
Other _____			

? Other	Last Updated	Relevant URL or Publication	Responsible office or committee
1. Employee Handbook	2006	http://www.acc.commnet.edu/about/documents/ACCEmployeeManual.pdf	Human Resources
2. Adjunct Handbook	2010	http://www.acc.commnet.edu/facultyandstaff/AdjunctFacultyHandbook.htm	Academic Affairs
3. Employee Orientation	2010	PowerPoint with links to necessary forms	Human Resources
4			
5			

Appendix B

ASNUNTUCK COMMUNITY COLLEGE

TABLE OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

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:	GO: RECAP is name of new graduation outcome assessment program. See Standard 4 narrative for description.	GO: RECAP developed during past two years and to be piloted during AY2010-11.	A range of approaches will be used: capstone courses, field experiences, off-campus learning experiences, and portfolio assessment	Primarily faculty with possible participation by appropriate student services staff.	Program is still in pilot stages.	Planning for program began in AY2008-9
For general education if an undergraduate institution:	ACC follows CT DHE requirements for distribution: http://Board-Docs/BPM_COMPLETE_MASTER.pdf	Course syllabi.	General Education outcomes will be assessed as part of the new GO:RECAP program described above.	See above.		

Degree Programs:						
1. AS Accounting	Yes	Abbreviated versions in college catalog	Accomplishment of requirements in degree program	Graduation audit by department and registrar	Increased outreach to area high schools.	2005
2. AS Business Administration	Yes	Abbreviated outcomes in the catalog. Hard copy of syllabi on file.	Accomplishment of requirement in degree program. Problem Solving and Decision Making Capstone course completion.	Graduation audit by the department, faculty and the registrar.	Curricular changes to improve alignment with UConn and CT State Univs.	2008
3. AS Communications and Broadcasting	Program outcomes in place and under review; individual program courses have specific outcomes	New program outcomes not yet published; course outcomes are published in course syllabi and online course management software	College-wide graduation outcomes in progress; optional capstone internship course	Graduation outcomes process in progress; program coordinator reviews internship participation	Review of course materials led to streamlining curriculum; analysis of employment trends led to curricular revisions	6-13-2008
4. AS Communications and Broadcasting: Radio Broadcasting Option	Program outcomes in place and under review; individual program courses have specific outcomes	New program outcomes not yet published; course outcomes are published in course syllabi and online course management software	College-wide graduation outcomes in progress; optional capstone internship course	Graduation outcomes process in progress; program coordinator reviews internship participation	Review of course materials and analysis of employment trends led to elimination of program	6-13-2008
5. AS Computer Information Systems	Yes. Course & program outcome.	Abbreviated in course catalog and advising sheets. Also on course syllabi	Minimum 62 credits completed. Completion of required upper division courses in programming & web.	Graduation Audit by Registrar. Faculty Approval C&S committee approves any changes to courses/program Program Adv Board	New Program in Development (2010)	2004
6. AS Criminal Justice	CJ program courses have specific	No	Criminology as a capstone seminar, a Practicum is available	Program Coordinator	Pursuant to the 2003 review, a complete CJ Program revision was	Spring 2003

	outcomes.				approved in the spring of 2007, and implemented in the fall 2007 semester.	
7: AS Early Childhood Education	Yes	Program outcomes are aligned with NAEYC Outcomes and are printed on all syllabi	Student Teaching Practicum – Capstone course for ECE Program	Program Coordinator and Graduation Audit by Registrar	Early Childhood Education majors are now required to have passed all ECE courses with a grade of C- or better, be interviewed by the program coordinator before they may register for the Student Teaching Practicum	Program Review completed in 2006. NAEYC Accreditation Self-Study submitted 3/31/10; site visit will be October 2010.
8. AS General Studies	No formal program learning outcomes have been developed. Graduation outcomes are in progress. Most core required courses have specific outcomes.	Course outcomes are published in syllabi and online in course management software.		Course outcomes are assessed by faculty members. Graduation outcomes process is in progress.		None
9. AS Human Services	Formal learning outcomes were developed by faculty in 2008-09. Individual program courses have specific	Program outcomes are currently part of program review. Course outcomes are available in course syllabi.	College-wide graduation outcomes in progress. Currently, students must successfully complete a 120+ hour internship.	Program outcomes are currently under development. Graduation outcomes in progress, program coordinator reviews	Program review currently in progress. No formal curriculum changes have been made at this time.	Program review currently in progress.

	outcomes			internship participation.		
10. AA Liberal Arts	Formal learning outcomes were developed by faculty in 2008-09. Most core required courses have specific outcomes.	The outcomes are included in the Liberal Arts program review [current], but are not yet published on program guides. Course outcomes are published in course syllabi and online course management software.	Most core required courses have outcomes and corresponding assessments. Graduation outcomes are in progress.	Program outcomes were only recently developed. There is no process to review evidence at the program level. Graduation outcomes process (which closely parallel the LA degree outcomes) is in progress. Course outcomes are assessed by faculty members.	Multiple curricular changes were made in 2008-09 to ensure that stated outcomes are achieved: -higher math requirement -fine arts requirement -broaden the scope of required Social & Behavioral Science electives -redefining Liberal Arts elective	Two-year review completed Spring 2010.
11. AA Liberal Arts-- Fine Arts Option	Formal learning outcomes are in place at the course level only. Formal outcomes will be developed subsequent to hiring of a full-time fine arts faculty member.	No formal learning outcomes have been developed at the program level. Course outcomes are published in syllabi and online course management software.	No formal learning outcomes have been developed at the program level.	Course outcomes are assessed by faculty members. Graduation outcomes process is in progress.	No formal learning outcomes have been developed at the program level.	None on record.
12. AS Technology Studies: Machine Technology Option	Yes. Incorporates NIMS standards	Program & course outcomes in course syllabi	Capstone projects that demonstrate program outcomes	Program faculty committee	Project review info is presented to program advisory board annually for review and action.	2008-9
13. AS Technology Studies: Electronics & Controls Technology	Yes	Program & course outcomes in course syllabi	Capstone projects that demonstrate program outcomes	Program faculty committee	Project review info is presented to program advisory board annually for review and	2009-10

Option					action.	
14. AS Technology Studies: Manufacturing Welding Technology Option	Yes	Program & course outcomes in course syllabi	Capstone projects that demonstrate program outcomes	Program faculty committee	Project review info is presented to program advisory board annually for review and action.	2010-11

Appendix C

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
		Fall 2007	FALL 2008	FALL 2009	Fall 2010	Fall 2011
IPEDS Retention Data						
Associate degree students Full-time		54%	55%	60%	61%	62%
Associate degree students Part-time		26%	34%	37%	38%	39%
IPEDS Graduation Data						
Associate degree students		23.78%	22.76%	28.96%	28%	28%
Bachelors degree students						
Other Undergraduate Retention Rates (1)						
a						
b						
c						
Other Undergraduate Graduation Rates by Race/Ethnicity(2)						
a	White, non-Hispanic	23%	22%	31%	28%	28%
b	Non-White	27%	31%	21%	28%	28%
Graduate programs *						
Retention rates first-to-second year (3)						
Graduation rates @ 150% time (4)						
Distance Education						
Course completion rates (5)						
Retention rates (6)						
Graduation rates (7)						
Branch Campus and Instructional Locations						
Course completion rate (8)						
Retention rates (9)						
Graduation rates (10)						
Definition and Methodology Explanations						
1	IPEDS Fall Enrollment Survey data are reported for Retention Data					
2	IPEDS Graduation Survey Rate data are reported for Graduation Data					
3	GRS by race data are from SWRXH03 Banner report					
4						
5						
6						
7						
8						
9						
10						
* 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	2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
		Fall 2007	FALL 2008	FALL 2009	Fall 2010
Success of Students Pursuing Higher Degree					
1	Transferred within 150% (IPEDS)	18.18%	17.24%	16.94%	18%
2	Graduate Student Survey (Graduates who transferred)	43%	46%	37%	43%
3					
4					
5					
Definition and methodology explanations					
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					
4					
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					

	Top 6 Transfer Institutions and # of transfers	**Class 08**	**Class 07**	**Class 06**	**Class 05**
1	Central Connecticut State University	3	6	4	4
2	University Of Connecticut	2	6	3	2
3	Bay Path College	3	2	1	3
4	Westfield State College	4	2		4
5	Eastern CT State University	3	2	3	
6	Western New England College	3		1	1
Definition and methodology explanations					

Graduate Student Survey data

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *						
1						
2						
3						
4						
5						
National Licensure Passage Rates *						
1						
2						
3						
4						
5						
Job Placement Rates **						
1	By program					
2						
3						
4						
5						
6						
7						
8						

* 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

		2 Years Prior 06/07	1 Year Prior 07/08	Most Recent Year 08/09	Goal Next Year 09/10	Goal 2 Years Forward 10/11
Completion Rates *						
1	Accounting Assistant	15	7	12	15	15
2	Business Administration	28	19	17	20	20
3	Business Office Technology: Secretarial Word Processing	1	6			
4	Computer Programming	2	2	2	2	2
5	Computer-aided Drafting			1		
6	Early Childhood Education	5	4	1	2	2
7	Electrical Certificate					
8	Entrepreneur Certificate			2	3	4
9	Gerontology	2	2		2	
10	Human Services Management	1	2	1	2	2
11	Machine Technology Level II	22	43	27	30	40
12	Marketing	6	11	5	5	6
13	Personal Computer Specialist		3			
14	Publications		1			
15	Radio Broadcasting	1				
16	Wastewater Advanced Certificate					
17	Wastewater Certificate					
18	Web Designer Certificate			2		
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 D-1

Asnuntuck Vision and Mission Statements
And
Mission Statements for President's Office and College Divisions

Asnuntuck Community College Vision and Mission Statements

Vision
Asnuntuck Community College will be the regional college of first choice, with student learning and success our highest priority. We will embody the values of education and service, creating attainable and exciting educational and workforce development opportunities through partnerships with business, industry, pre-K-12 school systems, and regional and State universities and colleges.

Mission
The mission of Asnuntuck Community College is to offer quality education in an accessible, affordable, and nurturing environment.

The College fulfills its mission by

- Offering associate degree and certificate programs for transfer opportunities, career preparation and enhancement, and lifelong learning.

- Providing individualized support services to develop critical thinking skills, strengthen self-confidence, and foster personal growth.

- Supporting community and workforce development with business, industry, and community partnerships.

Missions Statements for President's Office and College Divisions

President's Office
The mission of the President's Office is to provide vision and leadership; maintain high ethical and academic standards, and secure needed resources while maintaining effective relations with all constituents in the region served by the college.

Academic Affairs
The mission of Academic Affairs is to create a learning environment that engages, challenges, nurtures, and mentors our students. Our mission is accomplished through excellence in teaching, advising, curriculum, and support services. We help diverse learners acquire knowledge and professional skills; develop as critical, creative, and ethical thinkers; and become lifelong learners and responsible citizens in a complex and global world.

Student Services
The Student Services division provides opportunities for academic and personal growth, social and leadership development and student success. The division carries out this mission by providing educational access, support services, co-curricular opportunities, information acquisition and skill development that supports students in pursuing their educational aspirations. By empowering students to develop a sense of personal and social responsibility, we hope to foster and cultivate a community of engaged learners, self advocates and good citizens.

Administrative Services
The Administrative Services staff dedicates itself to providing quality service to the college community with an open door policy in regard to information, advice, and assistance and the division is committed to provide this quality service in a professional, pleasant and congenial manner to all people we encounter.

Continuing Education
The Continuing Education staff is dedicated to providing relevant programs and services to the general public, business and industry, nonprofit organizations, professional associations, and others, and to promoting the College as a focus of lifelong learning.

Human Resources
The mission of Human Resources is to serve the college by providing contract administration, advice and counsel to the President and management team on resource allocation, recruitment and collective bargaining agreements and providing communications and support to personnel concerning employee benefits and responsibilities.

Institutional Advancement
The mission of Institutional Advancement is to increase college capacity to serve its various constituents by increasing available financial resources and building and nurturing community relationships. The office operates under high ethical standards and upholds fiscal responsibility.

Institutional Research
The mission of Institutional Research is to provide quality and timely research and support for all constituents of the college; meet the reporting needs of the federal, state and system office; and maintain the college informational database for statistical reporting and institutional effectiveness.

Marketing
The Mission of Marketing is to promote the college by identifying and responding to market needs and building awareness of the college and the benefits it offers.

Appendix D-2

Asnuntuck Community College Strategic Plan: 2008-2011

Strategic Priority 1: Provide an Increasingly Distinctive Learning Experience for All Students

Institutional Goal: Ensure that students are engaged in distinctive credit programs and co-curricular activities that are responsive to the changing needs of students, community, and workplace.

Divisional Goals

Goal A: Determine and enhance the distinctive qualities of teaching, learning, and programmatic offerings at ACC.
Goal B: Choose new programs and initiatives to develop based on relevant data sources and enhancement of ACC's distinctive qualities.
Goal C: Gain a more thorough understanding of the College's changing constituents and their future learning needs.
Goal D: Maintain an appreciation for diversity on campus and seek ways to strengthen it throughout the College.
Goal E: Explore alternative instructional delivery modes that would enhance teaching and learning into the future.
Goal F: Provide co-curricular programs that support the distinctive qualities of teaching, learning, and programmatic offerings at ACC.
Goal G: Develop a more pro-active approach toward fostering student self-advocacy, confidence and empowerment.
Goal H: Support the development and enhancement of pedagogically-appropriate technological applications for teaching and learning.
Goal I: Improve marketing capabilities and ensure future efforts focus on the distinctive qualities of teaching, learning, and program offerings at ACC.

Strategic Priority 2: Expand Access to Educational and Lifelong Opportunities by Supporting Student Success.

Institutional Goal: Create an environment where student success is an expectation through thoughtful, ongoing assessment of student learning needs and implementation of targeted student success initiatives. (CC SYS W.I.G.)

- **College Priority FY11:** Ensure that new developmental education strategies are linked to both retention activities and degree completion goals.

Divisional Goals

Goal A: Design and Implement a Comprehensive Retention Initiative.
Goal B: Utilize CCSSE results and other data sources when developing and assessing student success strategies.
Goal C: Expand student opportunities by increasing student transfers to baccalaureate degree programs.
Goal D: Increase and enhance collaborative relationships with service area high schools to recruit and support potential students.
Goal E: Strengthen practice-based student learning through increased internships and other experiential learning opportunities.
Goal F: Increase awareness of programs and services available to support student access and success.
Goal G: Expand access to free childcare to allow a greater number of students to pursue their educational goals in a focused manner.
Goal H: Ensure equivalency of services for continuing education students.
Goal I: Strengthen First Year Experience and Developmental Education through internal assessment and external benchmarking.
Goal J: Assess, Align and Expand the offerings of academic support departments (Library, Academic Skills Center, and Educational Technology Office.
Goal K: Ensure Library, Media Services, Educational Technology, and Academic Skills Center keep pace with technology and collection needs.

Goal L: Increase student leadership development opportunities to enhance preparedness for real-world governance and build students' confidence in their leadership skills.

Strategic Priority 3: Meet the Evolving Needs of ACC's Region, Community, and Business and Industry Partners

Institutional Goal: Serve as a critical economic development and lifelong learning resource to business, social service and community constituents.

- **College Priority FY11:** Improve the quality of external communications.

Divisional Goals

Goal A: Research the lifelong learning and training needs of north central Connecticut to expand relevant offerings.
Goal B: Expand marketing and outreach to new business and industry partners.
Goal C: Assess, enhance, and expand Manufacturing Technology Programs
Goal D: Assess, enhance, and expand Allied Health Programs
Goal E: Strengthen Practice-based Student Learning in Non-credit Programming.

Strategic Priority 4: Ensure Institutional Effectiveness through Planning, Assessment and Communication.

Institutional Goal: Improve planning and assessment college-wide, tying timelines, measurable outcomes, and resource allocations to key initiatives and integrating data collection and analysis into the planning, assessment and communication processes.

- **College Priority FY11:** Improve the effectiveness of internal communications
- **College Priority FY11:** Complete implementation of annual procedures for planning and budget
- **College Priority FY11:** Complete assessment of governance as revised and implemented during AY2008-10.
- **College Priority FY11:** Develop and support professional development at both the department and individual levels.

Divisional Goals

Goal A: Improve communications and increase transparency between College governance bodies, divisions, departments, and students.
Goal B: Establish assessment as a critical tool used for planning and continuous improvement for all divisions and departments
Goal C: Ensure college-wide planning continues to link strategic planning to annual goal-setting and resource allocation.
Goal D: Systematically identify new data collection methods, reports, and evidence needed by the college and prioritize these annually.
Goal E: Ensure each Division has appropriate assessment instruments in place to measure its effectiveness.
Goal F: Continue assessing and updating college-wide governance, policies, and procedures for greater effectiveness.
Goal G: Facilitate program effectiveness, responsiveness, and ongoing improvement by increasing the number of faculty and staff who provide full-time service to the College and its students, and by evaluating and supporting the contributions of adjunct faculty.
Goal H: Complete alignment of student learning outcomes and assessment practices at the course, program, and graduation levels.

Goal I: Ensure Academic Program Reviews are timely, complete, and that review follow-up is systematic and appropriately supported.
Goal J: Expand Academic Program Reviews to the major discipline areas, developmental education, and on-line learning.
Goal K: Implement the new system-wide Student Service Assessment process and use results for continuous improvement.
Goal M: Identify and implement effective data collection methods for Workforce Development Programs.
Goal Q: Standardize HR policies and procedures so that they meet the goals of the college, unions, and Board of Trustees.
Goal R: Based on institutional data and assessments, plan and institute professional development opportunities to keep staff engaged, knowledgeable, energized, and highly skilled with regard to changing needs, current theories, and best practices.
Goal S: Ensure student success is the primary measure when balancing enrollment demands with program services and organizational structures with existing resources. (CC SYS W.I.G.)

Strategic Priority 5: Maintain Affordability: Tuition, Financial Aid, and Resource Development

Institutional Goal: Shape policies and strategies that will reduce student costs and increase college resources for teaching and learning.

Divisional Goals

Goal A: Seek funding from existing revenue streams and promising grant and gift sources to support future ACC growth.
Goal B: Diversify and strengthen resource development and external funding efforts. (CC SYS W.I.G.)
Goal C: Reduce financial barriers to attending college.

Strategic Priority 6: Ensure the Campus is Attractive, Safe, Inclusive, and Meets Projected Programmatic Needs.

Institutional Goal: Improve ACC's ability to offer up-to-date programs in functional facilities that are safe, inviting, and appropriately equipped and appointed for 21st Century teaching, learning, and service to its community.

Divisional Goals

Goal A: Plan for ongoing maintenance and replacement of campus facilities and technology.
Goal B: Enhance customer service across College departments and ensure an inclusive environment respectful of diversity.
Goal C: Reassess the Campus Security Plan annually and implement procedures for improvement.
Goal D: Promote an environmentally responsible stance through an aggressive approach to use of green products throughout the campus.
Goal E: Complete an IT strategic Plan that considers learning, student development, community and administrative needs over the next 3-5 years.
Goal F: Formalize a comprehensive three-year plan for deferred maintenance projects to include major repairs, classroom improvements, carpeting, and other initiatives that provide for a safe and high-functioning learning environment.
Goal G: Finalize and implement a campus master plan that responds to identified and projected student, programmatic, and community learning needs over the next five years.

Appendix D-3

ASNUNTUCK COMMUNITY COLLEGE

STRATEGIC TECHNOLOGY PLANNING

Project Summary—Spring 2009

In the fall of 2008, Asnuntuck Community College initiated a planning effort with regard to technology at Asnuntuck. The President assigned coordination of the project to Barbara McCarthy, Dean of Academic Affairs and Fredric Stefanowicz, Professor of Computer & Information Systems. They collaborated with Tim Hurlock, Dean of Administration at the initiation of the project. The three assembled a committee representative of all college constituencies. The members are listed below.

Strategic Technology Planning Committee

Fred Stefanowicz—Project Leader and Committee Chair
Jay Ayotte—Coordinator of Academic Information Technology
Robert Bergquist—Professor, Communications & Broadcasting
Lynn Gregor—Director of Information Technology
Christopher Hanecak—Network Manager
Sean Kennedy—Student
Vincent Motto—Professor of Mathematics and CIS
Katie O'Connell—Director of Educational Technology
Maria Patenaude—Clerk-Typist, Student Services
Cheryl Turgeon—Professor of Computer Information Systems
Thomas Vesci—Director of Media Services

A project-convening meeting was held in October. President Martha McLeod gave the Committee its charge. The President, joined by Deans McCarthy and Hurlock, emphasized the importance of the project and the commitment of the college to this effort. The group was encouraged to consider all potential possibilities despite the fact that a state fiscal crisis was looming on the horizon.

PROJECT SCHEDULE AND ACTIVITIES

The entire Committee met for discussions monthly on October 22, November 12, and December 10. At each session, action plans were developed, with reporting due at subsequent meetings. In December, the large group broke into smaller working groups as follows:

- **Exploring the "Commons" Concept—Recommendations**
  - Bob Bergquist, Katie O'Connell, Tom Vesci
- **What should Academic Support look like in 2015?--Analysis of Lab/Classroom 2007 Document—Recommendations**
  - Cheryl Turgeon, Sean Kennedy, Jay Ayotte, Vince Motto
- **What should Administrative /Office/Infrastructure/Network/Wireless Support look like in 2015?—Recommendations**
  - Lynn Gregor, Chris Hanecak, Maria Patenaude

The small groups met together with Fred Stefanowicz during February and March to discuss and refine activities. Small group actions included:

- Conducting, and compiling results of, a facilities survey disseminated to faculty and staff
- Multiple site visits to the University of Massachusetts, Amherst—Learning Commons
- Discussion sessions with the Director of Library Resources and Director of the Academic Skills Center on the learning commons concept
- Multiple brainstorming sessions with administrative staff on technology issues

The full Committee met March 25 to discuss emerging technologies and the 2009 Horizon Report from the New Media Consortium.

DOCUMENTATION

A draft of the plan was developed in April and distributed to Dean McCarthy and all committee members. The committee suggested extensive edits and revision which were then incorporated into the final document.

The Strategic Technology Planning document was finalized in June. The document identifies six focus areas as follows:

- **ACC Technology Vision/Guiding Principles**—A set of guiding principles that will serve as the foundation and framework for how technology is developed, managed and supported at Asnuntuck.

- **ACC Technology Ease of Access**—A set of initiatives to ensure that appropriate technologies are available to everyone at the college.

- **Technologically Experienced Faculty, Staff, Students—**Orientation**,** training and professional development initiatives for Faculty, Staff and Students.

- **Instructional Support/Technologically Enhanced Education**—Initiatives regarding technology requirements for classrooms and labs, as well as assistance for faculty in Instructional Design and the integration of technology in the curriculum.

- **Administrative Support/Information Systems**—Initiatives related to how students, staff and faculty relate to and interact with centralized information systems (Banner, etc.) and local institutional research requirements.

- **Emerging Technology Areas (Horizon Report)—**Using the 2009 Horizon Report as a guide, suggested initiatives relative to new and emerging technologies.

For each focus area the Committee articulated a central goal for ACC, and then developed a list of specific initiatives for implementation. The Committee did not prioritize the initiatives. The President and Cabinet will review the report in light of the FY2010 budget cuts and prioritize accordingly.

MAJOR THEMES

While the initiatives included in the planning document are not specifically prioritized, there are major themes evident throughout the document, as follows:

- **Recognition that technology is increasingly a key enabler for effective instruction and administrative efficiency**

- **Technology planning and implementation should take place on a regular, scheduled basis.**

- **Maintaining state-of-the-art technology is important to avoid stagnation and obsolescence. Staying current with technology does not necessarily require extensive funding, but rather, creative implementation.**

- **There is an interrelationship between staff, faculty and students that suggests we are all, simultaneously, both providers and receivers of services. Everyone agreed that a sensible, responsible, customer service approach would create a more harmonious, productive environment.**

- **Professional development for both faculty and staff is an important component in ensuring successful technology initiatives**.

Appendix D-4

College Council Charter

Preamble

The primary purpose of the College Council is to enhance the ability of all members of the college community to work together to fulfill our mission and to ensure student success.

Section 1: Charter Authority

The College Council is a standing council of the Asnuntuck Community College Governance system and reports its deliberations to the President. The council and its mission were established in 2006 by a vote of the college community.

Section 2: Membership

The College Council is an elected representative body of all constituencies (students, staff, faculty, administrators). The College Council will be a forum for discussion on policies before making recommendations to the President for action. All employee classifications will have representation on the council as voting members. There will be two members from each of the following constituencies and one member of management.

- Classified Staff
- Administrators/Counselors/Librarians (ACL)
- Faculty
- Students (with 2 student alternates)

When a division of the college is not represented, the Council may request that the division elect a representative to serve for a one year term.

Any members of the community may attend meetings without vote.

Election Committee – **Each** academic year, a special election committee will be convened to administer the election process for the College Council. The committee will be convened, and its membership established, by the Office of the President.

Nominations and Elections – Candidates for membership on the College Council will be nominated from their constituencies as defined above. Elections shall be conducted by the Election Committee.

Terms of Office – College Council members will serve for two years. Members of each constituency group will serve staggered terms. Election of one member of each constituency will occur in alternative years. If a vacancy occurs on the College Council, an election will be conducted to fill the vacancy (see process below). No more than two consecutive terms are allowed.

Unexpected Vacancy – Procedure for filling of seat vacated by member prior to expiration of term:

- Except as otherwise provided, in the event a seat becomes vacated by a member whose term of office has not expired, the College Council shall:

    - Convene a special meeting of the Council, in consideration of the need to make the rapid selection of a substitute member (to ensure that the Council maintains an accurate representation of all constituent college groups).

    - Identify and extend an invitation of membership to the individual nominated during the last election process (from the same representative college constituent group that the vacated set was held by) who received the 2nd largest number of votes. The individual identified shall serve out the existing term of office of his/her predecessor.

    - In the event that the individual identified is either unwillingly or unavailable to serve, a new election will be held to fill that vacancy from the representative college constituent group, following the same nomination and election process outlined in these bylaws. The individual nominated and elected shall serve out the existing term of office assigned to his/her predecessor.

Section 3: Responsibilities

The College Council, serving as the only college-wide representative governance body, has overarching responsibilities to the institution which include:

- Maintaining effective, multi-directional communication throughout the Asnuntuck Community.
- Preserving a continuing dialog with the President, to include advice and consent, while recognizing ultimate decision-making rests with the President.
- Conducting meetings during which any college staff member may address an issue currently before the College Council.

- When appropriate, consider recommendations from other governance bodies, and advise the President.

Council Membership Responsibilities

Members of the College Council have a responsibility to represent their constituents. Regular communication with constituents will ensure the necessary information flow to facilitate the discussion and examination of college issues. Beyond regular ongoing communication, an annual meeting of representatives and their constituencies will be held.

College issues will be forwarded to the Council by constituencies through their representative, or by personal appearance, or through written communication directly to the council.

The College Council will assess and evaluate each issue and make a determination as to how it should be processed. Possible council actions could include:

1. Forwarding the issue to the appropriate college governance group having jurisdiction over such issues.
2. Creating an ad-hoc task force to address the issue, should there be no appropriate college governance group as mentioned above.
3. Requesting additional information from a functional area of the college for the purpose of providing the Council with the information necessary to determine how best an issue should be handled.

The College Council is responsible for tracking and monitoring the process flow of presented issues, and will report itself and the community (through minutes) as to the resolution of issues.

Section 4: Method of Organization

Part 1 – Leadership

Discussion within the College Council meeting shall be moderated by the President.

Part 2 – Meetings

College Council meetings shall be scheduled on a monthly basis. The meeting schedule shall be arranged by the Office of the President in collaboration with council members' schedules.

In the event of extraordinary circumstances, additional meetings may be scheduled but only with the approval of the President.

All policies/initiatives/statements approved by College Council shall require a majority vote of those present. In the event of a tie vote, a second vote will be held, and if the membership is still tied, a third vote by written ballot distributed to all members will be conducted.

Part 3 – Structure

A. The College Council will have the power to create temporary subcommittees in order to address specific concerns or issues. These temporary subcommittees may only be formed by a majority vote of the College Council. Membership on such committees is to be determined by the Council/Committee in such manner as it deems appropriate.
B. The Creation of a permanent subcommittee also shall require a majority vote of all members.
C. The subcommittees shall establish their own requirements for a quorum, voting, and procedures, in accordance with the normal policies and procedures of the College Council. All final reports of said subcommittees will be made available to all members of the College Council.

Part 4 – Organization

A. All actions approved by the College Council shall be forwarded to the relevant Dean who has jurisdiction over the action area.
B. The College Council and its subcommittees shall make meeting agendas, and all materials to be considered at the meeting, available via email 48 hours prior to the meeting.

Part 5 – Amendments

Amendments to this charter may be proposed by any member of the College Council. Such amendments shall be reviewed as part of the annual assessment outlined in Section 6. All proposed amendments are subject to approval by a majority vote of the College Council.

Section 5: College Council Relationship to College Mission

The College Council promotes the effective participation of the entire college community in the formation and implementation of Asnuntuck Community College policies that directly and indirectly relate to the College mission through its independent actions and its oversight of any subcommittee(s).

Section 6: Assessment of College Council Functioning

The College Council shall conduct an annual review. The review will include:

- A review of all proposed amendments to the College Council;
- All proposed changes to any charters to any subcommittees of the College Council;
- An examination of all policies, initiatives, motions or statements approved by the College Council; and
- A corresponding examination of the implementation and success of those policies, initiatives, and motions.

A Committee of at least 3 members will undertake this examination by October 31st. The committee will submit a report of its overview to the College Council for discussion and action by December. The final report will include:

- A summary of the final outcomes of all actions;
- Findings on participant satisfaction;
- One area of improvement for the next year; and
- One area in which improvement has occurred in the past year.

Appendix A – Definitions

For the purpose of this charter:

Quorum – a quorum shall correspond to 51% of the members.

Appendix D-5

Asnuntuck Community College
Student Success and Retention Committee
Spring 2009

Committee Charge:

The Asnuntuck Community College Retention Committee is charged with assessing ACC retention patterns and identifying both the supports and impediments we offer for student success. The committee will make recommendations for a comprehensive approach to enhance student success and increase retention. The Committee will promote greater understanding of these issues across campus, oversee our internal research agenda, and recommend goals for the institution annually.

Committee Membership:

Coordinator of CCP and Retention, Co-Chair
Director of Academic Skills Center, Co-Chair
Director of Institutional Research
Student Services Counselor
Director of Admissions
3 FT Faculty

Action Items for Spring 2009:

- Set research agenda to gather retention data, student characteristics, and critical junctures for student success.
- Review work of previous retention committees (last 5 years).
- Identify retention patterns at ACC and provide an initial list of supports and impediments currently affecting student success.
- Research 3-5 key articles on current best success and retention practices with a focus on models from small colleges. Disseminate these materials to interested campus constituencies.
- Set goals and measurable outcomes for AY2009-2010.

Asnuntuck Community College
Diversity Committee
Spring 2009

Committee Charge:

The Asnuntuck Community College Diversity Committee is charged with promoting appreciation, understanding, and respect of cultures and ethnic differences within Asnuntuck and the global community. The group will be responsible for initiatives that prepare students for the culturally diverse 21st century. With student input the group will offer activities and experiences that nurture respect for the dignity of all human beings, and a tolerance for individual differences. In addition, the committee will ensure that active support is provided for the academic, social, and emotional adjustment of underrepresented students.

Committee Membership:

Student Services Counselor
Student Services Director
1 Additional ACL
3 Faculty Volunteers
Affirmative Action Officer
Community Representative
Student Representative

Action Items for Spring 2009:

- Identify diversity experiences and activities for ACC.
- Research 3-5 key articles on current best practices promoting diversity both across the curriculum and in co-curricular programming. Disseminate these materials to interested campus constituencies.
- Set goals and measurable outcomes for AY2009-2010.
- Support ConCAS grant initiatives.
- Support and collaborate with Student Union of Minorities at Asnuntuck.

Asnuntuck Community College
Schedule Committee
Spring 2009

Committee Charge:

The Asnuntuck Community College Schedule Committee is charged with ensuring our course scheduling meets the needs of students, community, and academic programming. The committee will develop a three-year schedule and review it biennially. The Committee will do the following: (1) ensure that ACC's course schedule supports timely degree completion, (2) identify national trends in community college scheduling, (3) make recommendations for change, (4) regularly seek student input, and (5) review course substitutions annually. This Committee will be supported by reports provided by Institutional Research.

Committee Membership:

All Academic Department Chairs, or designee
Registrar
Student Services Counselor
Director of Continuing Education

Action Items for Spring 2009:

- Identify data to be requested from the Office of Institutional Research.
- Review current plans of study against the course offerings of the past three years and summarize ACC's scheduling strengths and weaknesses.
- Review course substitutions for the past three years and summarize trends.
- Research 2-3 key articles on innovative scheduling alternatives including new modes of delivery. Disseminate these materials to interested campus constituencies.
- Set timelines and measurable outcomes for the two major goals for AY2009-2010: (1) pilot a plan for gathering input from current and prospective students, and (2) develop a three-year course calendar.

Appendix D-6

Asnuntuck Community College Employee Survey 2009

Dear Asnuntuck Employees,

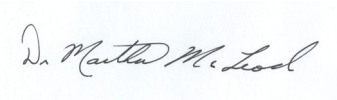
This survey is being distributed to you and your fellow Asnuntuck employees so that we can evaluate internal aspects of the College's institutional effectiveness. The questions cover topics such as work environment, services provided by departments, and institutional priorities.

Your perspective regarding ACC provides valuable insights into how we can improve the institution. It should be noted that the survey has been carefully designed to focus on functions, services, and campus climate rather than on individuals.

Your candid response will be appreciated and treated with the strictest confidentiality. All surveys are anonymous and will be tabulated by the Office of Institutional Research. The summary results will be reported to the campus community in early April so that the findings can inform our goals for next year.

Please complete this survey during your meeting and return it to Qing Mack, Director of Institutional Research. Individuals who missed a meeting where the surveys were administered should put their survey in a sealed envelope and leave it in Qing's mailbox by February 15, 2010.

Your Opinion Matters!



Dr. Martha McLeod
President

Part I - Importance of and Agreement with Various Aspects of Job and Campus

Level of Importance Low → High				Level of Agreement Strongly Disagree → Strongly Agree				
			College Climate					
1	2	3	The leaders of the college provide a vision for the future.	1	2	3	4	5
1	2	3	Overall there is a spirit of cooperation among ACC employees.	1	2	3	4	5
1	2	3	The administration promotes teamwork and cooperation among employees.	1	2	3	4	5
1	2	3	The needs of the students are important to college employees.	1	2	3	4	5
1	2	3	Diversity is actively promoted on campus.	1	2	3	4	5
1	2	3	Overall there have been positive changes in the ACC work environment in the past three years.	1	2	3	4	5
1	2	3	ACC has good relations with the service region communities.	1	2	3	4	5
1	2	3	ACC is a good place to work.	1	2	3	4	5
			College Communication					
1	2	3	Institutional policies and procedures have been clearly communicated to me.	1	2	3	4	5
1	2	3	Communication and collaboration among departments are effective.	1	2	3	4	5
1	2	3	Communication of budget decisions to employees is effective.	1	2	3	4	5
1	2	3	Staff and Faculty know what the institution's strategic long-range goals are.	1	2	3	4	5
			Decision-Making					
1	2	3	ACC's system of governance effectively accomplishes the mission and purposes of the college.	1	2	3	4	5
1	2	3	The college uses data to determine the effectiveness of its programs and services.	1	2	3	4	5
1	2	3	ACC provides sufficient resources to improve programs and instruction.	1	2	3	4	5
1	2	3	Decisions are made in a timely fashion.	1	2	3	4	5
1	2	3	Employees are provided opportunities to participate on important college committees.	1	2	3	4	5
1	2	3	I am encouraged to participate in my departmental decision-making.	1	2	3	4	5
			Personal Working Environment					
1	2	3	I have sufficient information to perform my job.	1	2	3	4	5
1	2	3	The college provides adequate technology to do my job.	1	2	3	4	5
1	2	3	I can rely on my colleagues/co-workers, when needed, to help get the job done.	1	2	3	4	5
1	2	3	Job performance expectations have been clearly communicated to me.	1	2	3	4	5
1	2	3	I am comfortable discussing concerns with my direct supervisor/director/dean.	1	2	3	4	5
1	2	3	My immediate supervisor is fair and objective.	1	2	3	4	5
1	2	3	I feel good about where I work.	1	2	3	4	5
			Professional Development					
1	2	3	I am encouraged to be creative and come up with new ideas and improvements.	1	2	3	4	5
1	2	3	The college provides opportunities for training and professional growth.	1	2	3	4	5

Part II - How Satisfied Are You With The Following Aspects Of The Services Provided By Various College Departments?

	Very Dissatisfied →				Very Satisfied	Not Applicable
Building and Grounds Maintenance	1	2	3	4	5	0
Campus Mail Service	1	2	3	4	5	0
Campus Security	1	2	3	4	5	0
Flow of Information Between Administrative Units and The Faculty	1	2	3	4	5	0
Flow Of Information Between Departments/Offices	1	2	3	4	5	0
Marketing, Public Information and Website	1	2	3	4	5	0
Orientation Process for New Hires	1	2	3	4	5	0
The Process For Recruiting And Hiring Faculty And Staff	1	2	3	4	5	0
The Extent To Which Information Is Shared Between College Divisions	1	2	3	4	5	0
The Extent To Which Upper Management Listens And Responds Appropriately To Employees' Problems, Complaints, And Suggestions For Improving ACC	1	2	3	4	5	0
The Level Of Collaboration Across The Institution	1	2	3	4	5	0
Services Provided by Academic Affairs Office	1	2	3	4	5	0
Services Provided by Bookstore	1	2	3	4	5	0
Services Provided by Library	1	2	3	4	5	0
Services Provided by Media Services	1	2	3	4	5	0
Services Provided by President's Office	1	2	3	4	5	0
Services Provided by IT Department	1	2	3	4	5	0
Services Provided by Human Resources Office	1	2	3	4	5	0
Services Provided by Business Office	1	2	3	4	5	0
Services Provided by Information Desk	1	2	3	4	5	0
Services Provided for Meeting Room Scheduling	1	2	3	4	5	0
Your Contact with Academic Skills Center	1	2	3	4	5	0
Your Contact with Admissions Office	1	2	3	4	5	0
Your Contact with Center for Professional and Community Education (Continuing Education)	1	2	3	4	5	0
Your Contact with Financial Aid Office	1	2	3	4	5	0
Your Contact with Records and Registration	1	2	3	4	5	0

Part III - Asnuntuck Has Six Institutional Priorities In Its Strategic Plan. To What Extent Do You Agree That During The Period Of 2007-2009, ACC Has Been Successful In Achieving These Priorities?

Strongly Disagree → Strongly Agree

1	2	3	4	5	Provide an Increasingly Distinctive Learning Experience for All Students.
1	2	3	4	5	Expand Access to Educational and Lifelong Opportunities by Supporting Student Success.
1	2	3	4	5	Meet the Evolving Needs of ACC's Region, Community, and Business and Industry Partners.
1	2	3	4	5	Ensure Institutional Effectiveness through Planning, Assessment and Communication.
1	2	3	4	5	Maintain Affordability: Tuition, Financial Aid, and Resource Development.
1	2	3	4	5	Ensure the Campus is Attractive, Safe, Inclusive, and Meets Projected Programmatic Needs.

Part IV - Demographical Information

1. How long have you worked at ACC?

- ☐ 0-4 years
- ☐ 5-9 years
- ☐ 10-14 years
- ☐ 15-24 years
- ☐ 25 + years

2. What is your personnel classification?

- ☐ Classified Staff
- ☐ Unclassified Staff (ACL, Tutors, EA's)
- ☐ Faculty
- ☐ Management
- ☐ Other, please specify _____

3. What is your current employment status?

- ☐ Full-time
- ☐ Part-time
- ☐ Other, please specify _____

Part V - Additional Comments and Suggestions

1. What three things do you like best about working at ACC?

2. If you could improve three things about ACC, what would they be?

3. What do you see as the top three priorities that would help ACC focus further on student success?

4. What additional comments or suggestions do you have?

THANK YOU FOR COMPLETING THE SURVEY!

Appendix D-7

ACC Foundation Mini Grants Awarded to Faculty and Staff

Date	Name	Memo	Amount
4/1/2006	Donna Shaw	Community Action Day	$300.00
4/13/2006	Edwina Trentham	*Freshwater* Poetry Coffee Houses (poetry readings & music)	$200.00
4/13/2006	John Shierer	Photo Editing Software for Student Photo Essays for Writing Class	$360.00
4/13/2006	Polly Parker	Digital Camera for Early Childhood Program	$415.00
4/13/2006	Robbin Smith	Various Class Projects	$225.00
5/10/2007	Christina Inthisone (Adjunct Kim McKeon)	Student Braindance Award to 'stamp out stigmas' on Mental Illness	$100.00
5/10/2007	Katherine McKeon (Adjunct Kim McKeon)	Student Braindance Award to 'stamp out stigmas' on Mental Illness	$100.00
5/18/2007	Asnuntuck Community College Book Store	Summer Bridge Program Supplies	$198.00
5/30/2007	Jim Gayeski (Michaela Mullarkey)	Summer Bridge Program	$300.00
6/25/2007	Kim McKeon	Supplies for Braindance Award Competition for Students	$299.97
4/25/2008	Sue's Shirt Creations, LLC (Stacy Tweedie)	T-Shirts for Community Action Day	$267.40
5/14/2008	Asnuntuck Community College (Donna Shaw)	Promotional Materials for New Student Orientation	$175.08
5/21/2008	Stacy Tweedie	Refreshments for Community Action Day	$32.60
9/26/2008	Jean Egan	Social Psychology Trip to Hartford Bushnell Park & Wadsworth Atheneum	$455.00
10/17/2008	ACC (Donna Landerman)	Support Class Trip to Holocaust Museum	$500.00
11/21/2008	John Shierer	Digital Picture Viewer to Enhance Presentations	$180.19
2/6/2009	Rabbi Robert Sternberg (Donna Landerman)	Faculty Workshop Prior to Holocaust Memorial Museum Field Trip	$200.00
3/31/2009	Sue's Shirt Creations, LLC (Stacy Tweedie)	T-Shirts for Participants of Community Action Day	$306.00
4/9/2009	Stacy Tweedie	Supplies & Refreshments for Community Action Day	$286.66
5/11/2009	Sean C. Kennedy (Edwina Trentham)	Student Award for *Freshwater* Poetry Magazine Photo Contest	$200.00
7/30/2009	Maki McHenry	Symposium in Support of the Oasis Veteran's Center	$1,000.00
7/31/2009	Jean Egan	Summer Institute for Graduation Outcomes	$1,000.00
8/3/2009	Schoolcraft Publishing (Maura Gardiner)	Safety DVS's for Manufacturing Tech	$400.00
11/11/2009	Suburban Stationers, Inc (Katie Watkins)	Copier, Scanner, Fax with a case of paper for the Vet's Oasis Center	$380.89

ACC Foundation Mini Grants Awarded to Faculty and Staff

Date	Name	Memo	Amount
12/2/2009	Jean Egan	Winter Graduations Outcomes Institute	$1,000.00
2/26/2010	Donna Landerman	Sociology Class trip to see the play *Gee's Bend* at the Hartford Stage Co.	$310.00
3/5/2010	Polly Parker	Class trip to an Early Childhood Symposium at St. Josephs College	$425.00
3/10/2010	Maura Gardiner	Instructional DVDs for Introduction to Geography Course	$350.00
4/13/2010	Stacy Lanigan	T-Shirts for Community Action Day	$306.00
5/10/2010	June Vaine (Edwina Trentham)	Student Award for *Freshwater* Poetry Journal Cover Contest	$200.00
7/28/2010	Wendy Nelson	Pilot Summer Orientation/ Advising Project	$100.00
7/28/2010	Mike Rood	Pilot Summer Orientation/ Advising Project	$100.00
7/28/2010	Lou Sapia	Pilot Summer Orientation/ Advising Project	$100.00
7/28/2010	Cheryl Turgeon	Pilot Summer Orientation/ Advising Project	$100.00
7/28/2010	Elle VanDermark	Pilot Summer Orientation/ Advising Project	$100.00
		Balance	$10,972.79

Appendix D-8

Academic Skills Center

Final Report

2008-2009

Prepared by:

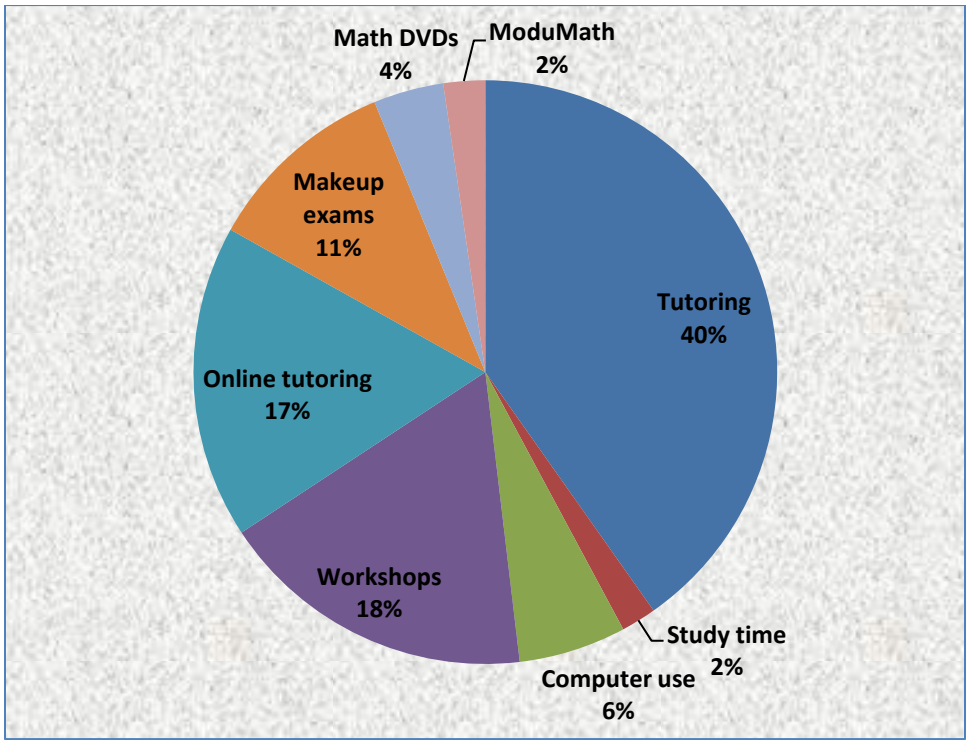
Catherine Juozokas, Director

August 24, 2009

I. STUDENT USE

Approximately 615 unduplicated students accessed the services of the Academic Skills Center in 2008-09 compared to 534 during the previous academic year. Of the 615 students, 334 met with a tutor in the Center; 114 used online tutoring, and 31 sought assistance from both traditional and online tutors. 29 individuals came to the Center to study and/or use the computers. Many students accessed more than one service provided by the Center.

II. BREAKDOWN OF USAGE OF ASC SERVICES 2008-2009

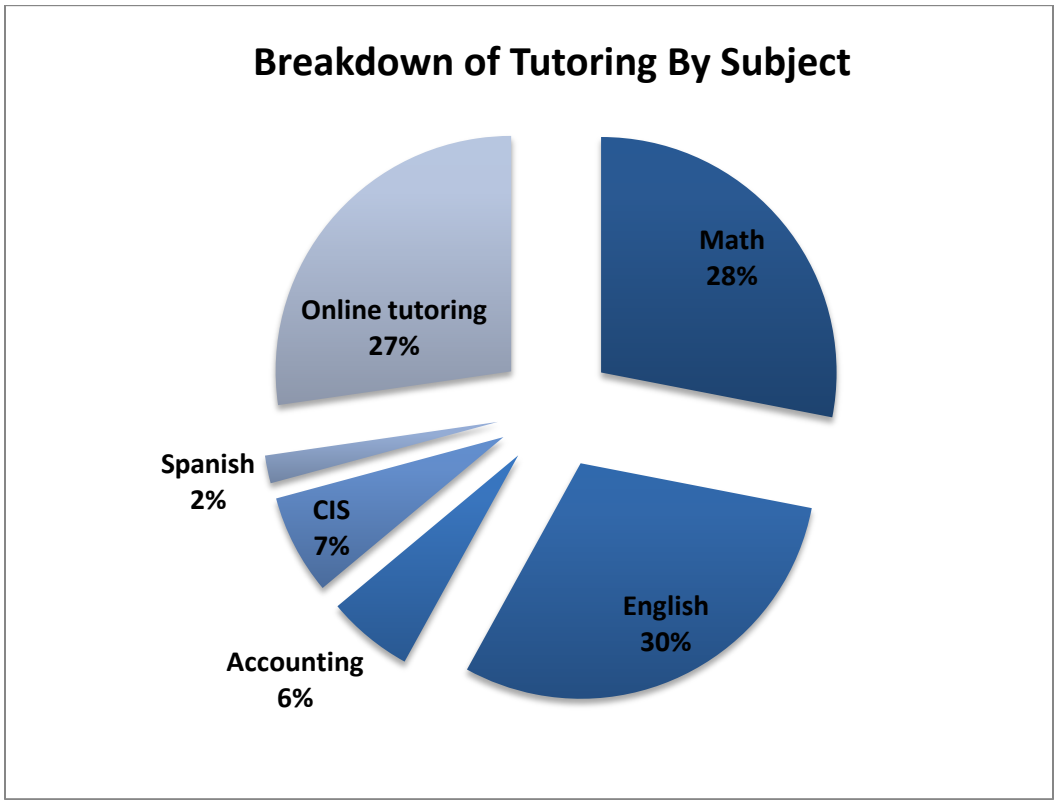


Additional notes: Two licenses of ModuMath software were purchased in May, 2008. Since then, 19 students have used the Basic Math and Algebra modules contained in the program to refresh their math skills prior to taking the Accuplacer; individuals who identify their areas of weakness and work through the program are often able to place in higher level math classes. The software also is a useful adjunct to classroom instruction because it is highly visual and reinforces concepts using plenty of concrete examples.

A proctor monitored makeup tests from 10 a.m. to 2 p.m. on thirteen Saturdays during the fall and spring semesters. A total of 88 students took makeup tests, some more than once. The service was opened to Manufacturing Technology and Continuing Education students for the first time during the spring semester.

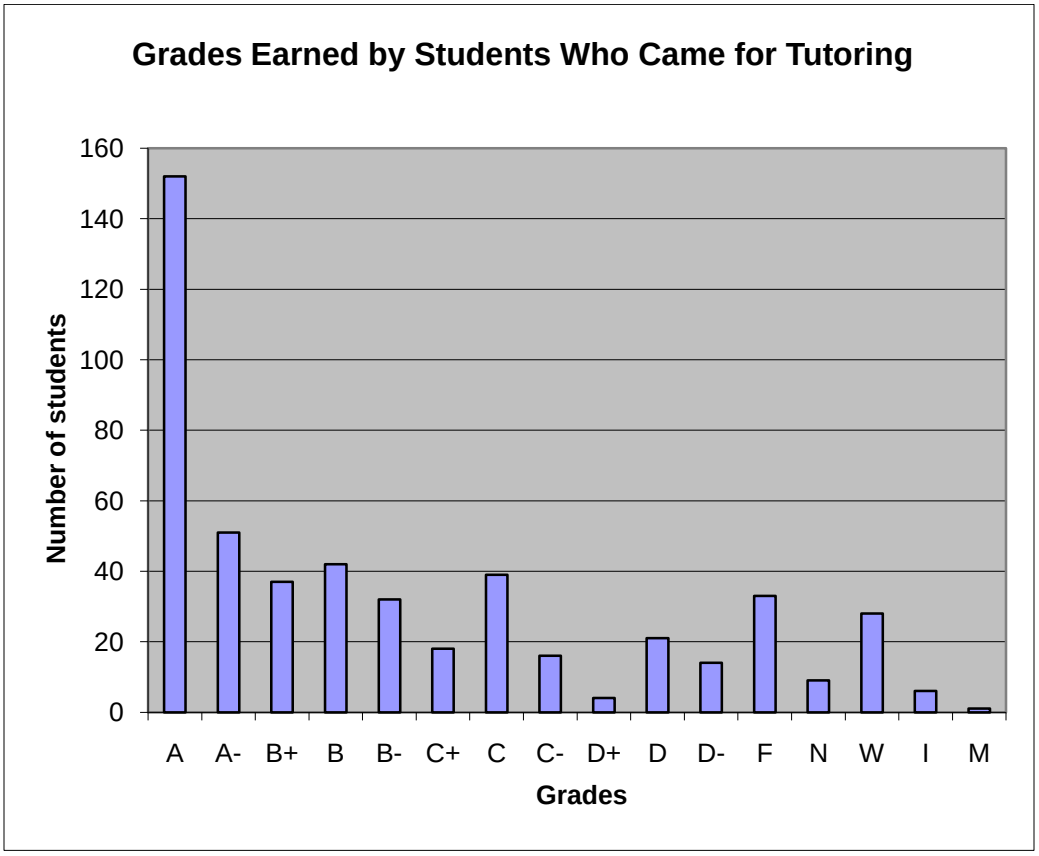
III. BREAKDOWN OF TUTORING ACCORDING TO SUBJECT 2008-2009

The subjects and hours of tutoring offered per week were as follows: **English** – 29 hours plus hours contributed by the Director on an as needed basis; one individual tutored English and Spanish. **Math** – 40 hours. **CIS**, including Blackboard VISTA – 12 hours. **Accounting** – 12 hours. **Spanish** – 4 hours. **Science** – 6 hours during the spring semester only. The Academic Skills Center also continued to hire an online writing tutor who worked 10 hours per week. A total of 147 students came to the Academic Skills Center for tutoring in math, 157 for English, 36 for CIS support, including VISTA, 31 for accounting, 10 for Spanish and 16 for science. 76 individuals came for tutoring in more than one subject. Of the 143 students who accessed online tutoring, 31 also met with a traditional tutor.



IV. GRADES EARNED

Although it was not possible to determine the status of absolutely every individual, information for the following chart was compiled from a review of the transcripts of most of the students who came for tutoring during the 2008-2009 academic year. The review focused on the grade(s) earned in the subject(s) for which students came for tutoring.



V. SUMMARY OF GRADES BY COURSE

The following is a summary of the grades of students who came for tutoring during the 2008-2009 academic year earned in their respective courses supported by the Academic Skills Center. The results may be useful when determining where students experience the greatest difficulty and where to allocate resources to foster student success.

MATH

COURSE	GRADES EARNED IN MATH BY COURSE													
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	N
M075	3	2		2	3	1	5	1			3	6	1	2
M095	5	1	2	1	1	2	3	4	1	5	1	10	4	2
M123/124	7					1	1							1
M137	5	3	4	4	4		3	2	1			5	7	
M186	3	1		2	1		1						1	
M254/256	7	1	1					1						1
M167	1									1				
Chemistry Math	2													

ENGLISH

COURSES	GRADES EARNED IN ENGLISH AND OTHER WRITING CLASSES BY COURSE														
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	N	M
ENG 043	9	1	1	3			2	1			1	1			
ENG 073	6	4	2	1	1		1	1	1	1	1				1
HDEV	1				1					1	1		1		
ENG 101	7	4	3	2	2	3	3	1		1		2	4		
ENG 102	10	3	1	2	1		2			2	1				
ENG 103	3		2	1		1			1			1			
ENG 114	1	1													
OTHER	44	10	6	6	4	3	5			1		3			

Note: Five students received an Incomplete in ENG 101. The OTHER category includes students who came for assistance with writing assignments in ART 100, SOC 190, POL 111, SOC 101, PSY 101, 201, and 203, ECN 101 and 102, HIS 202, HUM 185, BIO 122 and 212, and PHIL101.

ACCOUNTING

COURSES	GRADES EARNED IN ACCOUNTING CLASSES BY COURSE													
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	N
ACCT 100													1	
ACCT 115	4	3	2	2	3		2	1		1		1		
ACCT 118	5	2		2	2			2			1	1		
ACCT 123		1	1			1							1	

SPANISH

COURSES	GRADES EARNED IN SPANISH BY COURSE													
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	N
SPA101			2	2	1		1						1	1
SPA102			2	1										

CIS

COURSES	GRADES EARNED IN CIS BY COURSE													
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	N
CSA	8	2	2	3	1	1	1						1	
CST	2	1				1								
CSC 106/ 205	2	1		1									1	
DGA	1													

SCIENCE

COURSES	GRADES EARNED IN CIS BY COURSE													
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	N
BIO 2		2	1	3	1	1	1					2		
CHEM 111	1													
CHEM 121	4				1								1	
BIO 260	3											1		

VI. SPECIAL EVENTS and ACTIVITIES:

The Academic Skills Center was represented at the following:

- New Student Orientation (Fall, 2008) and orientation for Enfield Adult Education students (Spring, 2009)
- Professional development events throughout the year
- Committees: Sabbatical and Professional Development, Curriculum and Standards, Political Science/History Search Committee (Summer, 2008), and Co-chair of Retention Sub-Committee (Spring, 2009)
- Machine Technology ESL Initiative (Spring, 2009) – Offered assistance with the Technical Writing class and provided direct tutoring services to two Polish students on a weekly basis

Academic Skills Center staff presented the following **classroom workshops**:

Instructor	Class	CRN	Semester	Topic
Trentham	ENG 101	3040	Fall, 2008	Information literacy, summary and paraphrase, and MLA documentation.

Krane	ENG 102	3047	Fall, 2008	Information literacy and correct documentation of sources using MLA style rules.
Krane	ENG 101	3042	Fall, 2008	Conducting database searches to find information and incorporating it correctly using MLA documentation.
Libby (Mushiba)	Intro to Marketing	3099	Fall, 2008	Using library databases and information literacy
Parker	Intro to ECE	3048	Fall, 2008	Summary and paraphrase of information found in an article
Nelson	FYE	3233	Fall, 2008	Learning from lectures and textbooks (listening and reading/notetaking skills)
Libby (Mushiba)	Problem Solving/Decision Making	1061	Spring, 2009	Introduction to library databases, information literacy, and APA style rules.

VI. QUALITATIVE ASSESSMENT OF SERVICES

Individuals who used the Academic Skills Center during AY 2008-2009 received e-mails at the end *of each semester* that included a link to an online student satisfaction survey (created by using Survey Monkey). In the past, surveys were mailed at the end of the spring semester only. This year, hard copies of the survey were mailed in the event students didn't list an e-mail address, or their accounts were undeliverable. The results of both surveys are included in this report along with student comments. The red numbers indicate results of the mailed surveys.

Response Summary – Fall, 2008

Total Responses: 34 online + 13 responses to mailed surveys = 43

1. How did you learn about the services of the Academic Skills Center and/or the availability of e-tutoring?		
	answered question	**34+13**
	skipped question	**0**
	Response Percent	**Response Count**
Instructor referral	**52.9%**	**18+8**
Counselor	5.9%	2+2
Student/friend	14.7%	5+2
Academic Skills Center web page	2.9%	1+1
New student orientation	5.9%	2+2
Class visit/workshop	8.8%	3
On my own	26.5%	9+2

2. Please check all Academic Skills Center services used:		
	answered question	**33+13**
	skipped question	**1**
	Response Percent	**Response Count**
Tutoring	**75.8%**	**25+11**
E-tutoring	30.3%	10+1
Computer use	48.5%	16+6
Quiet Study	30.3%	10+1
Video/CD Viewing	9.1%	3
In-class workshops	0.0%	0+1
Make-up testing	6.1%	2
Other (please specify)		1

3. If you met with a tutor or used e-tutoring, for what subject(s) did you seek help?		
	answered question	**28+13**
	skipped question	**6**
	Response Percent	**Response Count**
Math/Statistics	57.1%	16+5
English/Writing	**71.4%**	**20+7**
Accounting	10.7%	3+1
Computer Information Systems	10.7%	3+4
Spanish	3.6%	1+1
Chemistry	3.6%	1
Biology	0.0%	0
Anatomy and Physiology	0.0%	0
VISTA Blackboard	7.1%	2
Other subject/area not listed above (MLA or APA citation help, study skills, etc.)		5+1

Additional subjects/areas: American government, APA citation help (x2), psychology, It was class specific – Intro to Programming. Several of my classmates used this resource.

4. How often did you either visit the Academic Skills Center or access e-tutoring?		
	answered question	**34+13**
	skipped question	**0**
	Response Percent	**Response Count**
One time only	11.8%	4+4
2-3 times during the semester	**35.3%**	**12+4**
1-2 times per month	11.8%	4
Once a week	23.5%	8+2
More than once a week	17.6%	6+3

5. Rate your overall satisfaction with the Academic Skills Center staff (tutors and director):		
	answered question	**33+13**
	skipped question	**1**
	Response Percent	**Response Count**

5. Rate your overall satisfaction with the Academic Skills Center staff (tutors and director):			
Very dissatisfied		9.1%	3
Dissatisfied		0.0%	0
Satisfied		15.2%	5+2
Very Satisfied		**66.7%**	**22+10**
N/A Had no interaction with staff member		9.1%	3+1
		Comments	11

Comments:

1. The math tutors are exceptional. There are many years of experience accumulated to help students excel well beyond the course requirements.
2. Everyone was very helpful. They're an excellent staff!
3. The skills center is a wonderful place to get work done.
4. I felt that when it came time to pick a day of tutoring it was hard to fit a date and time into my schedule. Also when going before to the Academic skills
   center
5. I was very unaware of how to sign in and out or how to meet with someone about my tutoring.
6. This is a great program and is responsible for passing classes that would otherwise result in failure.
7. The tutors are all wonderful, and a pleasure to work with. Helped my grades tremendously.
8. My experience with all the tutors I've worked were very personable and welcoming. They always made me feel very comfortable.
9. It was very helpful. I used it for my first year experience class and we wrote a lot of papers and the e-tutoring was really great and helpful.
10. The Academic Skills Center has been an invaluable tool for me, and the people who work there are fantastic.
11. The ASC tutors were very helpful when it came to editing a paper that I had written and also studying for my psychology class.

6. If you used e-tutoring, rate your satisfaction with the assistance you received from the tutors:		
	answered question	**12+5**
	skipped question	**22+8**
	Response Percent	**Response Count**
Very dissatisfied	0.0%	0
Dissatisfied	16.7%	2+1
Satisfied	33.3%	4+2
Very satisfied	**50.0%**	**6+2**
	Comments	10

Comments:

1. The tutors offered some very helpful ways to improve my work. I found it very helpful.
2. I prefer to have a one on one communication with a tutor.
3. The writing help was good, but not the chemistry. Could not get it to work, the microphone was frustrating.
4. I felt that there were communication problems. Some of it was my own fault, I am sure, but I had an overall impression that I was being misunderstood and
   was not understanding the point of the e-tutor. I was told to remove a phrase that was central and critical to my composition because it had a trivial
   nonstandard grammatical usage in it. I was given a suggestion to write a concluding paragraph that I had already written. To be candid, I had the feeling that I
   was dealing with people who spoke textbook English but did not comprehend colloquial American, like trying to work on the phone with a tech-rep in India.
   To make matters worse, you get a different tutor when you resubmit your work and are forced to deal with a new and different set of miscommunications.
5. Unfortunately, about one or two times I didn't receive a copy of my paper that I wrote back edited. Also sometimes it would take a bit longer on a few of my
   papers.
6. I found the tutors very knowledgeable and more than willing to provide assistance.

7. Thank you very very much!
8 – 10. Not applicable

7. The tutors knew their subject and were able to answer my questions effectively both verbally and in writing in the case of e-tutors.		
	answered question	**25+12**
	skipped question	**9+1**
	Response Percent	**Response Count**
Strongly agree	**80.0%**	**20+8**
Agree	12.0%	3+3
Disagree	8.0%	2+1
Strongly Disagree	0.0%	0
	Comments	5

Comments:
1. We seemed to be rehashing points that I had already over-ruled Microsoft Word Grammar Checker on, in the interest of clear communication. Most of the
comments and suggestions left me feeling that the e-tutor had no understanding of what my essay was trying to convey, but was trying to make it conform to
a set of rigid guidelines any way.
2. I have never used an e-tutor, I've tried with previous classes and found this system difficult to work with.
3. Three not applicable (N/A)

8. To what degree do you think tutoring affected your final course grade?		
	answered question	**29+11**
	skipped question	**5+2**
	Response Percent	**Response Count**
Greatly improved (More than 1 letter grade)	**44.8%**	**13+6**
Improved (1 letter grade)	37.9%	11+4
Slightly improved (1/2 letter grade)	6.9%	2
No change	10.3%	3+1
	Comments	5+3

Comments:

1. I feel that one letter grade is a great improvement but didn't check it because it was specified to mean more than one letter grade.
2. Any review or criticism is useful, another set of eyes can catch things the first set missed. I considered and tried to understand and use all the suggestions.
3. I used ModuMath over the summer and was able to place in Intermediate Algebra because of it. Then I received tutoring during the semester, and ended up with an A- for the class. It was amazing to me.
4. Had it not been for the tutoring, I'm not sure if I would have done as well. This is nothing against the professor (he was also available), I just needed tutoring on Saturdays due to my work schedule.
5. Failed the course

6. N/A - I was auditing.
7. I had to do e-tutoring to get the grade.
8. Not applicable

9. Computers and other equipment in the Academic Skills Center met my needs.		
	answered question	30+12
	skipped question	4+1
	Response Percent	**Response Count**
Strongly agree	**73.3%**	**22+7**
Agree	26.7%	8+4
Disagree	0.0%	0
Strongly Disagree	0.0%	0+1
	Comments	5

Comments:

1. Didn't go into center.
2. I did not have a computer my first semester at school, and could not have completed my coursework without the Center's computers.
3. I didn't use the computers at the ASC much since my work I needed help with didn't require the use of a computer at the time of my session.
4. I didn't use the computers or other equipment.
5. Didn't have my pre-calculus book and teacher's manual for this year (really inconvenient for myself and math tutor!

10. The physical environment of the Academic Skills Center was conducive to study.		
	answered question	**32+12**
	skipped question	**2+1**
	Response Percent	**Response Count**
Strongly agree	**68.8%**	**22+6**
Agree	31.3%	10+5
Disagree	0.0%	0+1
Strongly disagree	0.0%	0
	Comments	2

Comments:

1. Didn't go into center.
2. My personal computer wouldn't work – not sure if this was restricted somehow due to security/virus concerns. I was able to transfer everything needed with my thumb drive.

11. There were enough tutors available in my subject area(s).		
	answered question	**30+12**
	skipped question	**4+1**
	Response Percent	**Response Count**

11. There were enough tutors available in my subject area(s).			
Strongly agree		**53.3%**	**16+8**
Agree		36.7%	11+3
Disagree		10.0%	3+2
Strongly disagree		0.0%	0
		Comments	3

Comments:

1. Never used the center . . . just sat at a computer
2. Bad time and days
3. I used Vaughn (?) as the tutor since he was an expert in programming. He knew how to explain things and answer questions asked. If you could clone him then I would say I strongly agree.

12. The Academic Skills Center's hours of operation met my needs.			
	answered question		**31+13**
	skipped question		**3**
		Response Percent	**Response Count**
Strongly agree		**54.8%**	**17+9**
Agree		32.3%	10+4
Disagree		12.9%	4

12. The Academic Skills Center's hours of operation met my needs.			
Strongly disagree		0.0%	0
		Comments	6

Comments:

1. Didn't go into center.
2. I was considering a tutor but they were not available at a time in which I could meet.
3. Although Saturdays worked out best, I did go there after my work hours but found that specific skilled tutors were there specific times. I would love to see Saturdays as a permanent scheduled tutor time.
4. Tutoring Center's hours should be extended and include Sundays as well.
5. Providing an appointment was made, which was not a problem
6. Didn't use tutors, just e-tutoring

13. Would you recommend the Academic Skills Center or e-tutoring to a friend?			
	answered question		**33+13**
	skipped question		**1**
		Response Percent	**Response Count**
Yes		**100.0%**	**33+13**
No		0.0%	0

Comments:

1. George was an excellent math tutor! Really understood the material and explained the material, better than my calculus teacher! Stephanie Schick

Response Summary – Spring, 2009

Total Responses: 33 online + 16 responses to mailed surveys = 49

1. How did you learn about the services of the Academic Skills Center and/or the availability of e-tutoring?		
	answered question	**33 +16**
	skipped question	**0**
	Response Percent	**Response Count**
Instructor referral	**63.6%**	**21+8**
Counselor	6.1%	2
Student/friend	21.2%	7+2
Academic Skills Center web page	6.1%	2+1
New student orientation	18.2%	6
Class visit/workshop	21.2%	7+1
On my own	12.1%	4+6

2. Please check all Academic Skills Center services used:		
	answered question	32 +16
	skipped question	1
	Response Percent	**Response Count**
Tutoring	**87.5%**	**28+13**
E-tutoring	25.0%	8+2
Computer use	50.0%	16+8
Quiet study	25.0%	8+5
Video/CD viewing	12.5%	4
In-class workshops	0.0%	0
Make-up testing	0.0%	0
Other (please specify)		3

Other services:

1. Studying for Accuplacer
2. Review paper for composition purposes
3. I didn't know you have e-tutoring.
4. Testing – regular – for all my courses

3. If you met with a tutor or used e-tutoring, for what subject(s) did you seek help?		
	answered question	30 +15
	skipped question	3 +1
	Response Percent	**Response Count**
Math/Statistics	43.3%	13+4
English/Writing	**50.0%**	**15+7**
Accounting	16.7%	5+3
Computer Information Systems	10.0%	3+2
Spanish	0.0%	0
Chemistry	3.3%	1+1
Biology	10.0%	3+1
Anatomy and Physiology	0.0%	0+4
VISTA	13.3%	4+4
Other subject/area not listed above (MLA or APA citation help, study skills, etc.)		6+4

Other subjects/areas:

1. MLA and APA assistance (x5)
2. I needed assistance for microeconomics presentation.

3. Psychology
4. First year experience project
5. Self and Others
6. American history

4. How often did you either visit the Academic Skills Center or access e-tutoring?		
	answered question	**33+16**
	skipped question	**0**
	Response Percent	**Response Count**
One time only	15.2%	5+1
2-3 times during the semester	**42.4%**	**14+3**
1-2 times per month	6.1%	2+2
Once a week	12.1%	4+3
More than once a week	24.2%	8+7

5. Rate your overall satisfaction with the Academic Skills Center staff (tutors and director):		
	answered question	**33+16**
	skipped question	**0**
	Response Percent	**Response Count**
Very satisfied	**81.8%**	**27+12**
Satisfied	18.2%	6+1
Dissatisfied	0.0%	0+1
Very dissatisfied	0.0%	0+1
N/A Had no interaction with staff member	0.0%	0+1
	Comments	7+7

Comments:

1. Cathy was so helpful, I will be back.
2. Great job and very helpful!
3. I received very useful help from various tutors and faculty members 80% of the time.
4. I did not use the tutoring services. I came in to help a fellow student since the skills center was open on Saturday. Being open on Saturday is essential to many students who work and cannot seek help during the week. When I was unable to help my friend, we sought out the assistance of staff. The staff was extremely helpful.
5. I would not have passed algebra without the skills center.
6. Both times I came to the skills center Sharon was there, she was very efficient, found what I did wrong, or the solution to my problem right away without confusing me further. Aside of her knowledge she also has a very pleasant personality and demeanor.
7. I had trouble figuring out who was staff.

8. Regina was very encouraging and helpful. I don't think I would have passed accounting if I didn't see her twice a week!
9. Math tutor was fine . . . chem tutor was not helpful at all!
10. Good job! Great job!
11. The staff was always too busy helping other students in the room. As a student, I couldn't always get a lot of individualized attention. Very understaffed! I was also very crowded.
12. The Academic Skills Center is very useful, I appreciate the way it provides a printer and computer.
13. The help for a subject was excellent.
14. Visiting on Saturdays made it hard to concentrate because the math guys were loud for both tutoring and non-tutoring hours.

6. If you used e-tutoring, rate your satisfaction with the assistance you received from the tutors:

	answered question	**15+5**
	skipped question	**18+11**
	Response Percent	**Response Count**
Very satisfied	**73.3%**	**11+3**
Satisfied	26.7%	4
Dissatisfied	0.0%	0+2
Very dissatisfied	0.0%	0
	Comments	3 +2

Comments:
1. Their understanding of teacher expectations was excellent.
2. Most times I sent in a paper, received feedback, made the changes, and the next time I sent it in the next tutor would disagree with the first tutor's suggestions.
3. Their comments were confusing and one time didn't even help me in the area I asked for.

4. English tutors were helpful however they were not knowledgeable with college courses. English tutors only looked for mechanical things not the full draft.
5. Personal attention is always better.

7. The tutors knew their subject and were able to answer my questions effectively both verbally and in writing in the case of e-tutors.		
	answered question	**32+15**
	skipped question	**1+1**
	Response Percent	**Response Count**
Strongly agree	**90.6%**	**29+12**
Agree	9.4%	3+4
Disagree	0.0%	0
Strongly Disagree	0.0%	0+1
	Comments	1+2

Comments:
1. Most of the tutors knew Calculus II well but there was one who didn't and I was still scheduled for tutoring with her. Ended up confusing me even more.
2. All the tutors lacked experience. It seemed most have high school experience helping students. They clearly didn't know the subject.
3. Regina knows accounting and how the class is taught, so very helpful.

8. To what degree do you think tutoring affected your final course grade?		
	answered question	**31+15**
	skipped question	**2+1**
	Response Percent	**Response Count**
Greatly improved (More than 1 letter grade)	**48.4%**	**15+5**
Improved (1 letter grade)	35.5%	11+5
Slightly improved (1/2 letter grade)	9.7%	3+1
No change	3.2%	1+4
Withdrew from the course for which I sought help	3.2%	1
	Comments	1+3

Comments:

1. Have not taken the test yet
2. Came close to failing two of my courses. Nearly scraping by as is. Plan not to return to this college.
3. I did really good but I freaked out on last test. My fault ☹
4. Clarified problem areas

9. Computers and other equipment in the Academic Skills Center met my needs.		
	answered question	**32 +14**
	skipped question	**1+2**
	Response Percent	**Response Count**
Strongly agree	**68.8%**	**22+10**
Agree	31.3%	10+3
Disagree	0.0%	0+1
Strongly Disagree	0.0%	0
	Comments	2+2

Comments:

1. I didn't need to use the computers.
2. Computer worked effectively.
3. I love the Academic Skills Center.
4. I did not utilize the PCs or other equipment.

10. The physical environment of the Academic Skills Center was conducive to study.		
	answered question	**33+16**
	skipped question	**0**
	Response	**Response**

10. The physical environment of the Academic Skills Center was conducive to study.		
	Percent	**Count**
Strongly agree	**54.5%**	**18+9**
Agree	42.4%	14+4
Disagree	6.1%	2
Strongly disagree	0.0%	0+1
	Comments	4 +3

Comments:

1. During less busy times it was easier to concentrate. When it was busy the noise level made it harder to concentrate.
2. Group work needs to be placed in a separate room.
3. I believe a study area should be more quiet than that of a tutoring area.
4. There was a lot of activity going on during my session. I'm not sure if there is any way to alleviate this without more segregation of the Skills Center itself.
5. I strongly agree except on Saturdays.
6. Too noisy, no air conditioning, it was cooler in other parts of the building, very over-crowded, I often had to move to other labs in building.
7. I was welcomed with people ready to help in any way with my studies.

11. There were enough tutors available in my subject area(s).		
	answered question	**31+16**
	skipped question	**2**
	Response Percent	**Response Count**

11. There were enough tutors available in my subject area(s).			
Strongly agree		38.7%	12+8
Agree		**51.6%**	**16+6**
Disagree		9.7%	3
Strongly disagree		0.0%	0+2
		Comments	2+3

Comments:

1. Although I was able to get the help I needed I would have benefited from more available nights. Scheduling an appointment was a must! Sometimes the tutors were overbooked.
2. There was a need for Excel and finance tutor.
3. Chem tutor was for biology and chem. and of no help with chem.
4. I pre-arranged an appointment.
5. Not enough tutors and experienced tutors – completely understaffed!

12. The Academic Skills Center's hours of operation met my needs.			
	answered question		**33+16**
	skipped question		**0**
		Response Percent	**Response Count**
Strongly agree		**51.5%**	**17+9**
Agree		42.4%	14+5

12. The Academic Skills Center's hours of operation met my needs.			
Disagree		6.1%	2+1
Strongly disagree		0.0%	0+1
		Comments	4+3

Comments:

1. Only once had I wished the Academic Skills Center was open later.
2. Would like to see a general tutor available for drop in questions.
3. Not as good through the summer, but understandable.
4. The tutor for calculus on Thursday and Saturday was not usually able to help me and there were no calculus tutors on Friday.
5. Most classes are at night at Asnuntuck. Lab needs to be open. (It's closed currently at 5 p.m. – 6 p.m.)
6. I think it may be help to have English tutors available after 5 p.m.
7. Disagree - [science] tutoring only available two evenings a week for a short period of time

13. Would you recommend the Academic Skills Center or e-tutoring to a friend?			
	answered question		**32+16**
	skipped question		**1+1**
		Response Percent	**Response Count**
Yes		**100.0%**	**32+14**
No		0.0%	0+1

Comment:

1. Depending on the subject