



Asnuntuck Community College

Accreditation
Self-Study Report
2015

Prepared for: The Commission on Institutions of Higher Education
New England Association of Schools and Colleges (NEASC)
3 Burlington Woods, Burlington, MA



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Institutional Characteristics Form

(NEASC Version September 2009)

Date September 10, 2015

1. Corporate name of institution: Asnuntuck Community college

2. Date institution was chartered or authorized: 1969

3. Date institution enrolled first students in degree programs: 1972

4. Date institution awarded first degrees: 1974

5. Type of control:

Public

☒ State

☐ City

☐ Other

(Specify) _____

Private

☐ Independent, not-for-profit

☐ Religious Group

(Name of Church) _____

☐ Proprietary

☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Asnuntuck Community College is authorized to grant certificates and associate's degree by the Connecticut Board of Governors for Higher Education. (The enabling legislation, Connecticut Public Act 92-126, is available in the workroom)

7. Level of postsecondary offering (check all that apply)

☒ Less than one year of work

☒ At least one but less than two years

☐ Diploma or certificate programs of at least two but less than four years

☒ Associate degree granting program of at least two years

☐ Four- or five-year baccalaureate degree granting program

☐ First professional degree

☐ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☐ A doctor of philosophy or equivalent degree

☐ Other doctoral programs _____

☐ Other (Specify) _____

- x Occupational training at the crafts/clerical level (certificate or diploma)
- x Occupational training at the technical or semi-professional level (degree)
- x Two-year programs designed for full transfer to a baccalaureate degree
- x Liberal arts and general
- ☐ Teacher preparatory
- ☐ Professional
- ☐ Other _____
9. The calendar system at the institution is:
- x Semester ☐ Quarter ☐ Trimester ☐ Other _____
10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?
- a) Undergraduate _____ 15 credit hours
- b) Graduate _____ credit hours
- c) Professional _____ credit hours

- a) Degree-seeking students:

Fall 2014	Undergraduate	Graduate	Total
Full-time student headcount	690		
Part-time student headcount	913		
FTE	989		

- b) Number of students (headcount) in non-credit, short-term courses: 1,381 (2013-14)

- | Program | Agency | Accredited since | Last Reviewed | Next Review |
|-----------------------------|--|------------------|---------------|-------------|
| Early Childhood Education | National Association for the Education of Young Children (NAEYC) | 2010 | 2010 | 2017 |
| Machine Technology programs | National Institute for Metalworking Skills (NIMS) | 2009 | 2014 | 2019 |

Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
None			
B. Out-of-state Locations			
None			

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

Name of program(s)	Location	Headcount
None		

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

Name of program	Degree level	% on-line	Fall Enrollment
Accounting Assistant	Certificate	100%	4
Business Administration	Certificate	100%	2

Child Development Associate Prep	Certificate	50%	0
Entrepreneur	Certificate	75%	1
Web Designer	Certificate	63%	1
Accounting	Associate	53%	48
Business Administration	Associate	65%	119
Communications	Associate	59%	3
Communications: Broadcasting	Associate	54%	14
Communications: Journalism	Associate	54%	6
Criminal Justice	Associate	59%	71
General Studies	Associate	81%	384
Human Services	Associate	55%	50
Information Systems Technology	Associate	75%	40
Liberal Arts	Associate	68%	262

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
(Please see attached organizational charts)

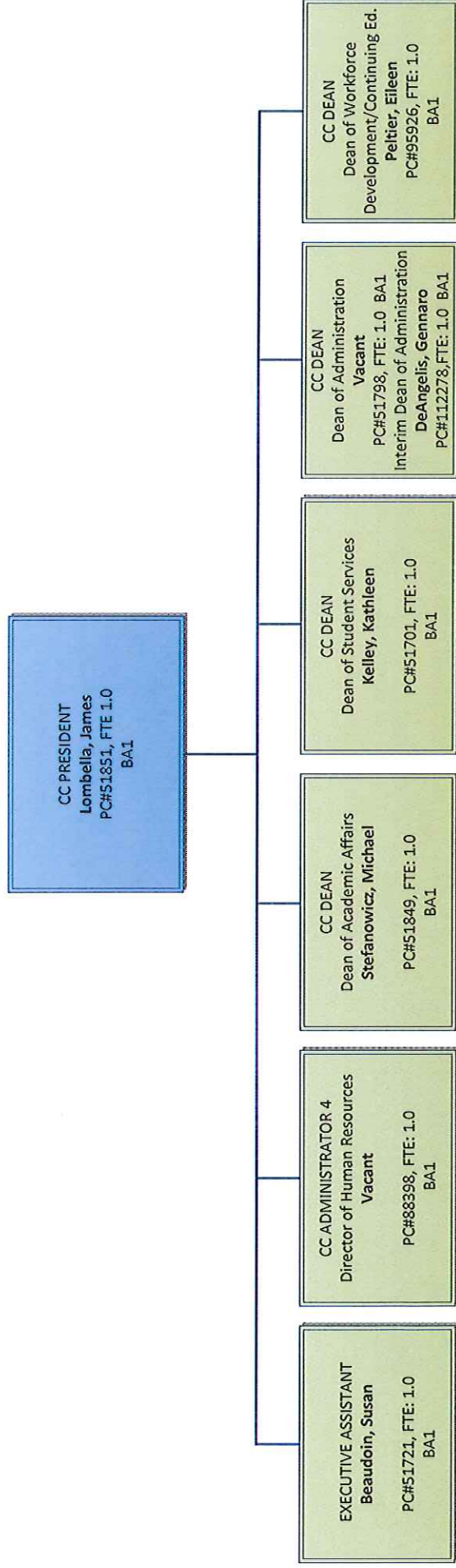
19. Record briefly the central elements in the history of the institution:

1969: college authorized by state legislature
 1972: president and first staff appointed
 1972: name changed from North Central Connecticut Community College to Asnuntuck Community College
 1972: first classes offered
 1974: first degrees awarded
 1974: college moved from North School to Phoenix Avenue location
 1977: accredited by the New England Association of Schools and Colleges
 1980: reaccredited
 1983: college moved from Phoenix Avenue to present location on Elm Street
 1985: second president appointed
 1985: reaccredited
 1985: college became part of Capital Region Community College District
 1989: Capital Region Community College District dissolved
 1992: name changed to Asnuntuck Community-Technical College as part of the merger of state community and technical colleges
 1998: Advanced Manufacturing Technology Center founded
 2003: third president appointed
 2003: college radio station began broadcasting
 2005: reaccredited
 2009: Veterans' Oasis Center established
 2010: major renovation of Advanced Manufacturing Technology Center
 2010: Master Plan completed
 2014: distance learning program accredited
 2014: fourth president appointed
 2014: expansion of welding and fabrication facility

Asnuntuck Community College

Organizational Chart

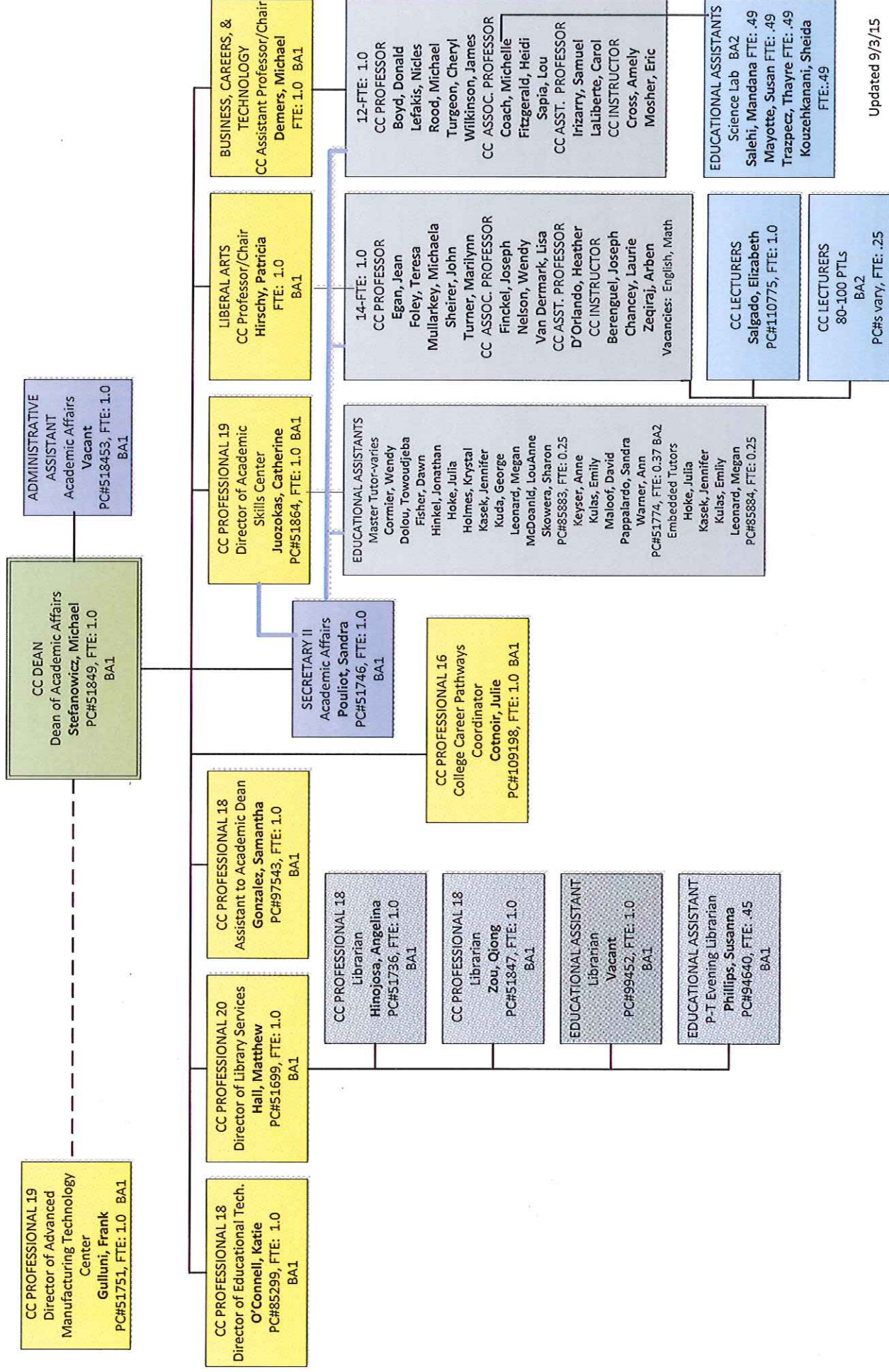
President's Cabinet



Asnuntuck Community College

Organizational Chart

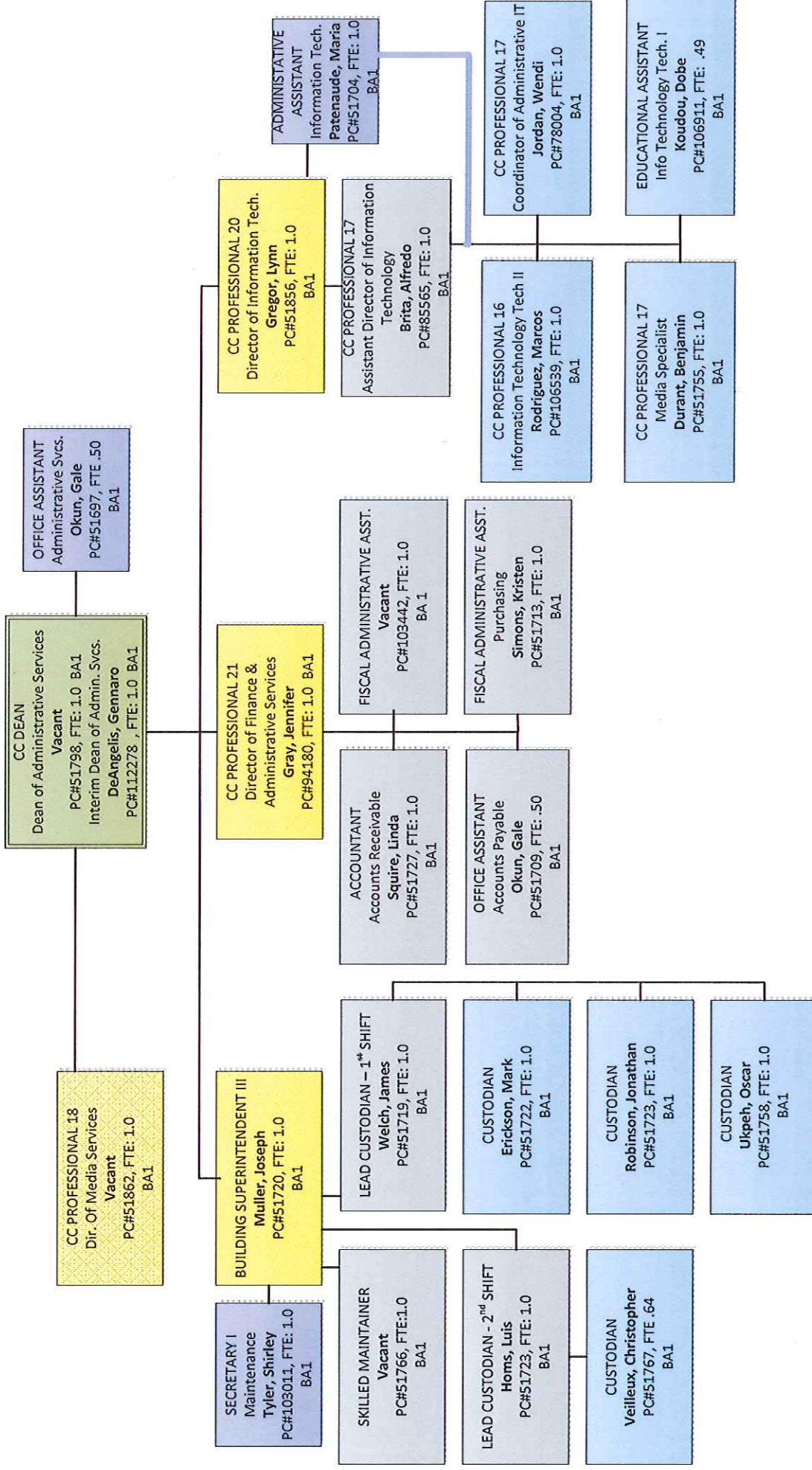
Academic Affairs



Asnuntuck Community College

Organizational Chart

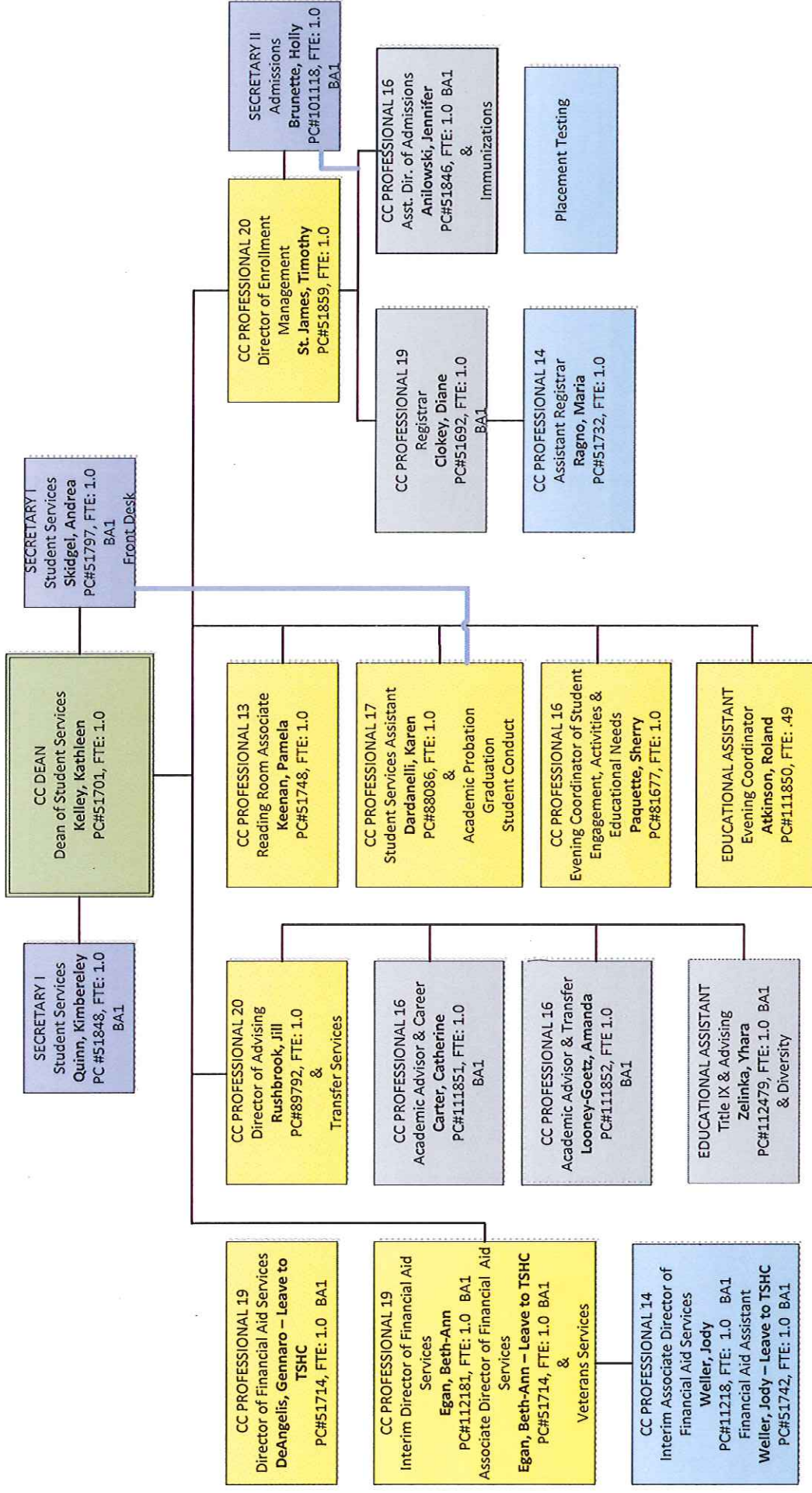
Administrative Services



Asnuntuck Community College

Organizational Chart

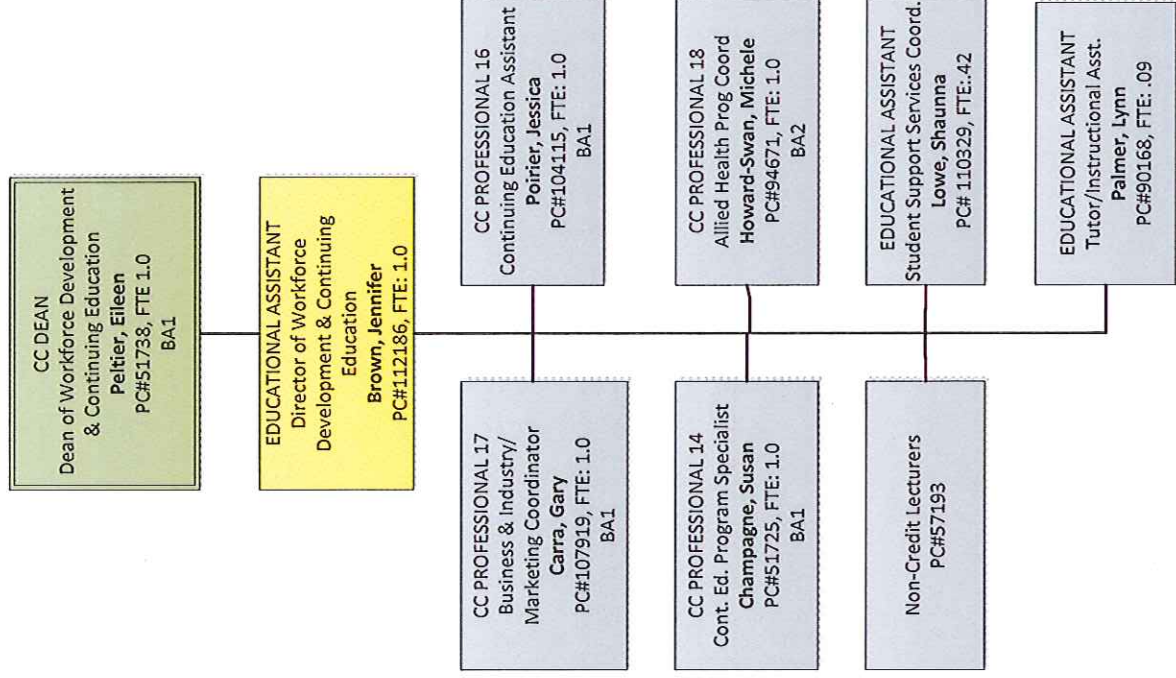
Student Services



Asnuntuck Community College

Organizational Chart

Office of Workforce Development & Continuing Education



CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Nicholas M. Donofrio	Chair of BOR	2012
President/CEO	James P. Lombella	President	2014
Executive Vice President			
Chief Academic Officer	Michael Stefanowicz	Dean of Academic Affairs	2015
Deans of Schools and Colleges (insert rows as needed)			
Chief Financial Officer	Gennaro DeAngelis	Interim Dean of Administration	2015
Chief Student Services Officer	Katie Kelley	Dean of Students	2007
Planning			
Institutional Research	Qing L. Mack	Director of Institutional Research	1999
Assessment			
Development	Keith Madore	Director Institutional Advancement & Community Engagement	2014
Library	Matthew Hall	Director of Library Services	2012
Chief Information Officer	Lynn D. Gregor	Director of Information Technology	1998
Continuing Education	Eileen Peltier	Dean of Workforce Development and Continuing Education	2013
Grants/Research			
Admissions	Timothy St. James	Director of Enrollment Management	2014
Registrar	Diane Clokey	Registrar	2015
Financial Aid	Beth Egan	Interim Director of Financial Aid	2015
Public Relations			
Alumni Association			
Other			

Table of CIHE Actions, Items of Special Attention, or Concerns

Date of CIHE Letter	Summary of CIHE Actions, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention, or Concern	CIHE Standards Cited in Letter	Self-Study Page Number
22 Oct. 2010	Use of assessment results in decision-making	Institutional research items such as SENSE, CCSSE, the Graduate Student Survey, the Institutional Effectiveness Survey, and the Asnuntuck Community and Business Needs Survey	2.1, 4.5	9, 11, 13 15-20, 23, 25, 29-31, 33-36, 38-40, 42, 43, 47-49, 51, 52, 62, 63, 66, 70, 72, 78, 79
9 April 2014	Resources for online students	Academic and support services continue to be available to online students, especially through Director of Distance Learning	4.2, 6.11	31-32, 43, 45, 48, 58, 62-63, 68-72, 87, 93

Introduction

Our Self-Study Process

Asnuntuck Community College (ACC/Asnuntuck) is a small comprehensive two year college; one of 12 in the State of Connecticut. The campus is located on 35 picturesque acres in North Central Connecticut situated in the heart of the New England Knowledge Corridor between the metropolitan areas of Springfield, MA, and Hartford, CT. ACC's relatively small stature has not limited its positive impact on its local community and beyond.

Our self-study process was intensely participatory at Asnuntuck. Everyone at the college was involved, from generating information, to evaluating practices, to reviewing the document.

In fall 2013, James Lombella, the college president, selected our NEASC Self-Study Steering Committee to lead the project. In October 2013, Steering Committee members attended a two-day NEASC self-study training session in Southbridge, Massachusetts.

Steering Committee members:

Co-Chair: Barbara McCarthy, Dean, Academic Affairs*

Co-Chair: Katherine Kelley, Dean, Student Services

Qing Mack, Director, Institutional Research

John Sheirer, Professor, English

Katie O'Connell, Director, Educational Technology

Frank Gulluni, Director, Advanced Manufacturing Technology Center

*Barbara McCarthy left the college and was replaced as Steering Committee co-chair by the new Academic Dean, Michael Stefanowicz in spring 2015

The Steering Committee assigned every permanent employee to a Standard Committee that focused on one or two of the Standards. Members were assigned in a manner to assure diversity of institutional knowledge, experience, and expertise to conduct a comprehensive review of each Standard.

Standards Committees members:

Standards One and Two

Co-Chair: Catherine Juozokas, Director, Academic Skills Center

Co-Chair: Eric Mosher, Instructor of Biology

Thomas Cardarella, Instructor, Business and Industry

Joyce Catania, Assistant, Human Resources

Susan Champagne, Program Specialist, Workforce Development and Continuing Education

Bev Jemison, Student Services Counselor

Cheryl Turgeon, Professor, Information Systems Technology

Oscar Ukpeh, Custodian, Building Services

Standard Three

Co-Chair: Jean Egan, Professor, Sociology and Psychology

Co-Chair: Ben Durant, Media Specialist/Webmaster, Media Services

Robert Bressani, Instructor, Business and Industry

Karen Dardanelli, Student Services Assistant
Sandra Pouliot, Secretary II, Academic Affairs
Kim Quinn, Secretary I, Student Services
Lou Sapia, Associate Professor, Information Systems Technology
Shirley Tyler, Office Assistant, Building Services
Maryanne Wineberg, Marketing Recruitment/Internship Coordinator, Advanced Manufacturing Technology Center

Standard Four

Co-Chair: Pat Hirschy, Professor, Mathematics and Department Chair, Liberal Arts
Co-Chair: Jennifer Gray, Director, Finance and Administrative Services, Administrative Services
Amanda Baron, Administrative Assistant, Academic Affairs
Gary Carra, Marketing, Business & Industry, Workforce Development and Continuing Education
Heather D'Orlando, Instructor, Psychology
Teresa Foley, Associate Professor, Mathematics
Peter Gibbs, Manufacturing Technology
Ray Jarvis, Instructor, Business and Industry
Kevin Kancewicz, Custodian, Building Services
Joe Muller, Building Superintendent II, Building Services
Eileen Peltier, Dean, Workforce Development and Continuing Education
Jill Rushbrook, Director of Counseling, Student Services
Kristen Simons, Fiscal Administrative Assistant, Administrative Services
Marilynn Turner, Associate Professor, English
Robert Vaida, Business and Industry
Elle Van Dermark, Assistant Professor, History
James Wilkinson, Professor, Business

Standard Five

Co-Chair: Michael Mullarkey, Professor, English
Co-Chair: Beth-Anne Egan, Associate Director, Financial Aid/Veteran's Coordinator
Joe Bleicher, Director, Human Resources
Rick Boger-Hawkins, Assistant Director of Admissions
Donald Boyd, Professor, Criminal Justice
Steven Goodrow, Curriculum & Program Developer, Advanced Manufacturing Technology Center
Stan Kochanek, Instructor, Advanced Manufacturing Technology Center
Nicles, Lefakis, Professor, Accounting
Maria Patenaude, Secretary II, Administrative Services
Andrea Skidgel, Secretary I, Student Services
Linda Squire, Accountant, Administrative Services
James Welch, Lead Custodian, Building Services
Qiong Zou, Librarian, Library Services

Standard Six

Co-Chair: Samantha Gonzales, Assistant to the Dean of Academic Affairs
Co-Chair: Michael Demers, Assistant Professor, Fine and Digital Arts
Susan Beaudoin, Executive Assistant to the President
Holly Brunette, Secretary II, Admissions
Laurie Chancy, Instructor, Sociology
Jenna-Marie Crawford, Administrative Assistant, President's Office
Carole Del Vecchio, Instructor, Advanced Manufacturing Technology Center

Paul Felici, Academic Associate, Advanced Manufacturing Technology Center
Luis Homs, Lead Custodian, Building Services
Samuel Irizarry, Assistant Professor, Business
Pamela Keenan, Children's Reading Room Coordinator
Carol LaLiberte, Assistant Professor, Early Childhood Education
Gale Okun, Office Assistant, Administrative Services
Sherry Paquette, Evening Coordinator, Student Services
Timothy St. James, Director of Enrollment Management

Standard Seven

Co-Chair: Jessica Poirier, Continuing Education Assistant, Workforce Development and Continuing Education
Co-Chair: Angelina Hinojosa, Information Literacy Librarian, Library Services
Robert Delgado, Custodian, Building Services
Wendi Jordan, Coordinator of Administrative Information Technology, Information Technology
Maki McHenry, Counselor, Student Services
Diane Mistos, Administrative Assistant, Advanced Manufacturing Technology Center
Maria Ragno, Assistant Registrar, Student Services
Michelle Saindon, Instructor, Mathematics
Tom Vesce, Director, Media Services

Standards Eight and Nine

Co-Chair: Matthew Hall, Director, Library Services
Co-Chair: Joseph Finckel, Assistant Professor, English
Hugh Brooks, Skilled Maintainer, Building Services
Heidi Fitzgerald, Associate Professor, Business
Chris Foster, Instructor, Advanced Manufacturing Technology Center
Gail Labbadia, Registrar, Student Services
Marcos Rodriguez, Information Technician II, Information Technology
Sherri Seekins, Secretary I, Administrative Services
Fred Stefanowicz, Department Chair, Business, Careers & Technology
Jodi Weller, Assistant, Financial Aid
Vanessa Zimmerman, Fiscal Administrative Assistant, Administrative Services

Standards Ten and Eleven

Co-Chair: Lynn Gregor, Director, Information Technology
Co-Chair: Michelle Coach, Associate Professor, Biology
Julie Cotnoir, College Career Pathways Coordinator, Student Services
Amely Cross, Instructor, Chemistry/Physics
Cheryl Cyr, AAO/Coordinator of HRMS, Human Resources
Michelle Howard-Swan, Coordinator of Allied Health, Workforce Development and Continuing Education
Rita Moriarty, Educational Assistant, Advanced Manufacturing Technology Center
Wendy Nelson, Assistant Professor, Communications
Jonathan Robinson, Custodian, Building Services
Marissa Rubera, Coordinator, Advanced Manufacturing Technology Center

The college held a NEASC "kick-off" meeting and training session for the campus as a whole in February 2014. Pat O'Brien, Senior Vice President of NEASC-CIHE spoke to the college community about the self-study process. The Standards Committees met for the first time on this date, participated

in team-building exercises, made plans for the spring semester, and recorded preliminary notes about each standard.

The Standards Committees met frequently during the spring semester and submitted early reports to the Steering Committee by the end of the semester. The Steering Committee reviewed the early reports during the summer of 2014 and asked for specific updates from the committees to be submitted during the fall of 2014. These updates were compiled and formed the basis of the first draft of the narrative that was completed in spring 2015.

The Standards Committees then reviewed their sections of the draft and provided an additional set of targeted, specific updates. Simultaneously, the Steering Committee and President's Cabinet reviewed the document and provided additional updates. At the end of the spring 2015 semester, the document was made available for commentary to all employees and students through a password sign-in process on Blackboard, our distance-learning platform.

All of the various feedback and updates were integrated into the document in the early part of summer 2015, and the draft was sent to Carol L. Anderson, Vice President NEASC-CIHE, for review. Dr. Anderson guided us through a final reorganization and updating of the document that was approved by the Steering Committee and President at the beginning of the fall semester and forwarded to NEASC and our visiting team in preparation for our late-October site visit. Public notification of the evaluation visit and opportunity for public comment was posted on the college website, placed in the Hartford Courant, and the Enfield Press (Title IV Affirmation Statement in Appendix). Asnuntuck's goal from the beginning was to engage everyone, learn about our institution, and use what we learned to guide continual improvements.

Institutional Overview

History of the College

Asnuntuck Community College was established in 1969 by an act of the Connecticut state legislature as the twelfth institution in the Connecticut state community college system. Classes began in 1972 with an initial enrollment of 251, and 12 Associate in Science degrees and 20 Associate of Art degrees were awarded to the first graduating class in 1974.

The college's original goals for its students, as outlined in the 1972 student handbook, were, "to learn to think critically and independently, seeking knowledge needed to learn and develop the capacity to respond to the needs and feelings of others," goals that remain as much a part of our mission today as they were in 1972.

In 1992, the Connecticut legislature mandated merging the state's community and technical colleges. While there was no area technical college for an Asnuntuck merger, the legislature also required each community college to complement its general education with a technical focus, bringing about several programmatic changes, as well as the change to the name, Asnuntuck Community-Technical College. The technical focus remains, particularly in our Advanced Manufacturing Technology (formerly known as Machine Technology) program, but the state community colleges dropped the word "technical" from their names in 1999, returning us to the simpler name, Asnuntuck Community College.

Asnuntuck is located in Enfield, Connecticut, just off Interstate 91, approximately halfway between the metropolitan areas of Springfield, Massachusetts, to the north and Hartford, Connecticut, to the south. Asnuntuck serves the north-central Connecticut communities of East Granby, East Windsor, Ellington, Enfield, Somers, Stafford Springs, Suffield, and Windsor Locks, and also draws students from south-central Massachusetts and the greater Hartford area.

Asnuntuck is a comprehensive public two-year college, one of twelve in the state system, in its fourth decade of service to the citizens of north central Connecticut. Our fall 2014 credit enrollment was 1,603 students (989 FTE), and our spring 2015 credit enrollment was 1,481 students (897 FTE). During academic year 2014-15, we also served 1,263 students (totaling 2,131 seats) through our non-credit programs.

Prior to 2011, ultimate authority for the governance of the community college system was vested in the Board of Trustees of Community-Technical Colleges. (Although the colleges dropped "technical" from our names, the term remained in the formal Board name.) The Chancellor of the Board of Trustees was the chief agent of the Board and was responsible for providing for proper functioning of the Board and its committees and for assuring system compliance with the Board actions.

The Board of Trustees was dissolved and replaced by the Board of Regents for Higher Education by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61), bringing together the governance structure for the Connecticut State Universities, Connecticut Community Colleges, and Charter Oak State College (the state's online institution). The Connecticut State Colleges and Universities (CSCU) function under the direction of the Board of Regents (BOR). Regents are appointed by the Governor.

Major Changes Since 2005

Retirements and Personnel Changes: When the State of Connecticut offered a Retirement Incentive Plan effective July 2009, thirteen Asnuntuck employees took advantage of the offer. With the Retirement Incentive Program (RIP), we were reduced by one-third of our faculty, one-half of our Business Office, and the entire Admissions Office. In the fall 2009 semester, eleven searches were conducted: five full-time faculty, two ACL professionals, three classifieds, and one manager. Virtually all of the college's permanent staff was involved in the searches. Over 1,200 resume packets were received and reviewed. In the spring 2010 semester, three additional full-time faculty searches were conducted, with approximately 400 resumes received.

Orientation of New Employees: The Human Resources Department developed a "New Hire Orientation" so that new staff could receive relevant information about benefits, policies, and procedures, electronically and instantaneously. Feedback indicates that it was well-received, and answered most or all questions. Academic Affairs developed a year-long New Faculty Seminar for new faculty hires during 2008 and 2009. Evaluations by the first participants were very positive. Both new and seasoned faculty urged us to offer the Seminar during spring 2010 for faculty hired in January. The Seminar continued in the fall and included new hires made over the summer.

Graduation Outcomes and Transfer Articulation Program: Immediately following the 2005 self-study, faculty members began developing graduation learning competencies. They were approved and included in the 2007-2009 college catalog. A review of graduation competencies took place throughout the 2008-2009 academic year, resulting in the development of the GO-RECAP program (Graduation Outcomes: Responsible, Expressive, Creative, Analytical, Practical). As the GO-RECAP program was being implemented, the CSCU system began developing a Transfer and Articulation Program (TAP) that

included a substantial general education component. The Framework 30 section of each TAP pathway matches well with the GO-RECAP graduation requirements previously identified. Initiated in 2012 by the BOR's interpretation of the state Assembly's Public Act #12-31, TAP has three key elements: a common, competency-based, general education core; common lower-division pre-major pathways that include at least thirty credits of transferable general education credits; and guaranteed junior status upon transfer.

Growth of Non-Credit Allied Health Programming: The Continuing Education department has grown to include fourteen healthcare career certificate programs leading to industry licensure or certification. Additionally, the department has partnered, starting in 2014, with the Connecticut Department of Social Services to receive \$550,000 to date to award scholarships to SNAP (formerly food stamps) recipients. These scholarships cover students' tuition, books, and certification exams. Lastly, five programs were assessed by Charter Oak State College and awarded academic credit equivalencies based upon learning outcome competencies and classroom hours.

Balancing Enrollment Growth with Academic Support Services: The college has recognized the need to increase academic support services for students as enrollment has grown. With financial support from the Asnuntuck Community College Foundation, the Academic Skills Center (ASC) has hired professional tutors and/or added tutoring hours in math, English, and science as enrollment in those areas has increased. The ASC has also identified a formula for assessing future tutoring needs based on enrollment. In addition to increased tutoring, the ASC created a calculator lending library and developed and promoted other student-success initiatives, such as classroom study-skills workshops. Student usage of the center has increased steadily as services have been enhanced. The effectiveness of tutoring has been assessed by careful recording of tutoring hours and grades earned. In general, there is a correlation between the level of success achieved in coursework and the number of tutoring hours.

Financial Aid: Due in part to federal initiatives and our own enrollment growth, financial aid has grown significantly at the college. In particular, the number of PELL Grant recipients have doubled in recent years, going from 371 in 2008-09 to 572 in 2009-10, to more than 700 in each year between 2010 and 2015. In addition, through utilization of new software and other avenues, financial aid processing has become much more efficient leading into 2015-2016 when compared to 2014-2015. Processing time for financial aid applications, as measured in days, has been reduced by 54.3 percent, or by an average of twenty days per application, and the overall financial aid awarded to students (i.e. date-to-date) has increased by 27.3 percent.

Veteran-Friendly Campus: A new Veteran Student Organization was created. Financial Aid was restructured to support veterans and provide services. The college installed a Veterans' Oasis Center in 2009. The center is a place solely for veteran students and their dependents to study, relax, and meet other student veterans. Programs and workshops focused on retention of veterans have included weekly coffee hours hosted by college offices, monthly visits by Ed Burke from Representative Joe Courtney's Office, and the first Asnuntuck USO canteen to celebrate Veterans Day 2009. The college was selected by *G.I. Jobs Magazine* as a "Military Friendly School" every year since 2009, ranking Asnuntuck in the top 15-20 percent of all colleges, universities, and trade schools nationwide.

Facilities Improvements: A major Site Improvement Project to improve the college parking lot and surroundings was completed in the summer of 2008. This project corrected underground water issues, improved the flow of traffic, and increased pedestrian safety. Classrooms have been upgraded to include instructional technology equipment. Major renovations of the Advanced Manufacturing Technology Center have been made, and a new building has been planned to expand the Center. The overall Master

Plan for significantly renovating the overall campus has been funded and will break ground on two major projects in the spring of 2016.

Summary of Self-Study Findings

The principle findings of Asnuntuck's self-study process confirmed our commitment to the interrelated goals of serving our students while adapting to change.

From our founding, our mission has been to serve the needs of our students. That commitment hasn't wavered as the faces of both employees and students have changed over the years. In terms of adapting to the major changes facing higher education everywhere, Asnuntuck has continued to serve our students with adaptations to growing technological needs, the addressing of financial challenges for our students and the institution brought on by fluctuating economic conditions, and a focus on assessment, data, accountability, and informed decision-making at every level of the college.

"DATA FIRST" FORMS **GENERAL INFORMATION**

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="06/30"/>		
Most Recent Year	<input type="text" value="2013/14"/>	Yes	Yes
1 Year Prior	<input type="text" value="2012/13"/>	Yes	Yes
2 Years Prior	<input type="text" value="2011/12"/>	Yes	Yes

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	<input type="text" value="2014/15"/>
Next Year	<input type="text" value="2015/16"/>

Contact Person:

Title:

Telephone No:

E-mail address:

Standard One: Mission and Purposes

Introduction

Asnuntuck Community College was founded during the community college movement of the 1960's that revolutionized higher education by extending access to higher education for people who previously did not have such opportunities. Asnuntuck continues to follow and refine that original mission.

Description

The College Mission

Our current mission statement was composed in 2003 as a revision to simplify a much longer mission statement:

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.

The mission statement is widely published on the college campus. Each classroom has a framed copy of the statement posted near the door so that instructors and students may refer to it during the most essential moments of our mission delivery: teaching and learning. In addition, copies of the mission statement appear at our Information Center, the usual first-contact location with prospective and incoming students, as well as members of the public conducting business with the college.

The college catalog features the mission statement at the beginning of its 'general information' section (page 5) and as a running-header link on every page of our college website.

System Mission

Asnuntuck is part of the system of Connecticut's four state universities, twelve community colleges, and Charter Oak State College. The system is known as Connecticut State Colleges and Universities (CSCU). Asnuntuck's mission concurs with the CSCU and the Community College system missions.

CSCU's Mission Statement: The Connecticut State Colleges and Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

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

Appraisal

A 2007 review of the mission statement was conducted as part of the 2008-2011 strategic plan development. The review confirmed that the mission statement still captured the most important aspects of Asnuntuck's purpose. The college mission statement is clear and concise. Our mission statement is in alignment with our "character" as an institution and with the system-wide mission statement. It echoes the words and ideas ("affordable," "accessible," "nurture" and equip for success) of the state community colleges mission statement and the CSCU mission statement. In addition, most areas and departments of the college have developed their own specific mission statements that reflect and grow out of the college mission statement.

The guiding principles of Asnuntuck's mission are to offer "quality education" in an "accessible," "affordable," and "nurturing" environment. The college has instituted many initiatives that indicate a commitment to these components. The Standard Four section of this report (Academic Program) details the overall quality of the education offered. Standards Four and Six (Students) provide specifics relating to the accessible, affordable, and nurturing ways that the college provides that quality education.

Asnuntuck's new students tell us that they felt welcomed the first time they came to our college. The Survey of Entering Student Engagement (SENSE) results (item 18a) showed that in both 2009 and 2012, 85 percent of students felt welcomed. That percentage is higher than the Connecticut community college system's average of 72 percent for both years. In addition, 94 percent of new Asnuntuck students in 2009 and 97 percent in 2012 would recommend Asnuntuck to a friend or family (SENSE item 27). The most recent Community College Survey of Student Engagement (CCSSE) survey data available also validated that 96 percent of current students would recommend Asnuntuck to a friend or family member (2011 CCSSE item 26).

The college has instituted changes to its processes and programs over the last five years that have improved the accessibility, affordability, and level of support for students. Some of these changes include:

- A revamped process for working with students with disabilities
- A Student Success and Retention Committee initiatives
 - A Intrusive advising model and resource manual and training for faculty
 - A New degree sheets with transfer and career information
 - A Policy changes to withdrawal process
- A mentoring and monitoring for students on academic probation
- A early warning and intervention process
- A changes to Financial Aid packaging to focus on students with the most financial need

- Diversity Committee to develop programs and support for traditionally underrepresented students
- increased efficiencies in Financial Aid processing
- development of co-curricular, service and leadership opportunities for students
- Enrollment Management Committee and use of data mining and predictive analytic software to create retention models
- created new support positions as part of the newly formed Center for Advising and Student Achievement
- implemented a campus-wide safety initiative.

These changes exemplify our mission, are reflective of our strategic plan goals and also align specifically with the goals of the CSCU system. (ACC Strategic Plan and BOR goals Appendix C-2)

Our mission statement is readily available on campus in all classrooms and in the catalog, and is accessible in a running header at the top of all pages of the college website. The state community college mission statement and CSCU mission statements aren't referenced in most college materials or visible on the website. Thus, it may not be evident to our constituents that Asnuntuck is a part of a larger system of colleges and universities.

The current mission statement is nearly a decade old, and significant changes have happened in the state and at the college during that time. A regular review of the mission consistent with the strategic planning process will ensure that the mission is viable, current and reflective of the college and the larger CSCU system.

Projection

- The college will review its mission statement as a part of the college's strategic planning process to ensure that it reflects the current happenings within the Connecticut State Colleges and Universities and the role of Asnuntuck Community College within our service region.
- The college will directly link the Asnuntuck mission to the mission statements of the community college system and CSCU on our webpage.

Institutional Effectiveness

The leadership at the college is committed to periodically re-evaluating the mission and purpose of the institution. In the current strategic planning process, the college will ensure that the mission and institutional values are reflected in the goals and objectives that will be evaluated in the next three years. The college also will continue to reach out to our service region through the Asnuntuck Community and Business Needs Survey and our 2015 strategic planning survey. The President will continue to conduct student town hall meetings regularly. The college will continue to utilize Asnuntuck employee feedback to ensure that the central aspect of our mission is our students. Regular assessment of our mission implementation will include the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) as well. Community, student, and employee input is important to the implementation of our Master Plan. The newly renovated classrooms, buildings, and additions to be built will reflect our commitment to our mission by providing "quality education in an accessible, affordable, and nurturing environment."

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	www.maryland.edu	Aug 2003

Mission Statement published

URL

Print Publication

1 College Website	www.maryland.edu	
2 College Catalog	www.maryland.edu/catalog	2014-2015
3 In all classrooms		
4		

Related statements

URL

Print Publication

1		
2		
3		

Standard Two: Planning and Evaluation

Introduction

Planning and Evaluation at Asnuntuck Community College is guided by our commitment to serving students and continually improving programs and services that best meet the ever changing needs of our students, service communities, state and labor market. The college regularly engages in data collection and analysis to make decisions that are based on both qualitative and quantitative evidence.

Additionally, transparency and constituent involvement is a key factor in our practices of planning and evaluation. Our evidence based culture is simple: “we say what we do, we do what we say and we strive to prove it.” Budget allocation is based on institutional priorities and is linked to overall college strategic planning. A critical priority for Asnuntuck is to balance enrollment demands and services with existing resources while maintaining flexibility to manage and improve efficiency.

Description

Planning

In 2008, the college engaged in a five year strategic planning process. This plan can be found in the work room and online at http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_StrategicPlan_2008-2012.pdf. Each year, departmental annual goals were aligned to the strategic plan and outcomes were identified. In 2013, the Connecticut State Colleges and Universities (CSCU) Board of Regents Strategic Planning Committee developed five major goals for the system:

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

Details of the plan are available online: <http://www.ct.edu/files/pdfs/presentation-BOR-mission-and-metrics.pdf>, as well as in the Appendix of this document.

In addition, the CSCU system developed Transform CSCU 2020, a major system-wide planning initiative for the recently merged state community colleges, state universities, and Charter Oak State College (the state's online institution). The details of the plan are available online at <http://www.ct.edu/transform> and include the following major components:

- Á Develop a long-term tuition plan
- Á Improve student retention rates
- Á Build high-tech smart classrooms
- Á Streamline core administrative functions
- Á Improve system-wide credit transfer
- Á Expand early college programs
- Á Align workforce development mission
- Á Strengthen teacher training programs
- Á Expand advanced manufacturing programs
- Á Build strong partnerships with business and industry
- Á Develop a system-wide academic/facilities master plan
- Á Address deferred maintenance

Specifically in the academic area, the Transfer and Articulation Program (TAP) is a new student-centered, faculty-driven initiative for ensuring Connecticut community college students complete degree programs that transfer to Connecticut State Universities and Charter Oak State College without either losing or generating excess credit. Students in a TAP pathway will complete the first 60-63 credits of a bachelor's degree at a community college and the final 60-63 credits at Charter Oak or one of the four Connecticut State Universities. Through TAP, students enrolled at a Connecticut Community College can select from over twenty concentrations that prepare them to complete bachelor's degrees. New transfer degree pathways will be available to students entering the community colleges in Fall 2016.

Initiated in 2012 by the BOR's interpretation of the state Assembly's Public Act #12-31, TAP has three key elements:

- Á a common, competency-based, general education core;
- Á common lower-division pre-major pathways that include at least thirty credits of transferable general education credits; and
- Á guaranteed junior status upon transfer.

Asnuntuck's participation in the TAP initiative is described in detail in Standard Four of this report.

Asnuntuck has aligned its strategic plan with the CSCU system planning. The college's planning focus has been on the five major goals noted earlier in this section (A Successful First Year, Student Success, Affordability and Sustainability, Innovation and Economic Growth, and Equity). We have also added three more goals specific to our institution: Strategic Planning, Campus Development, and Enrollment Management. Initiatives for each goal incorporate the major components of Transform CSCU 2020.

Due to the leadership transition at Asnuntuck in the 2013-2014 year, the college developed a "bridge year 2014" strategic plan. Under the leadership of the new President, a new strategic planning document is now in place. 2014 and 2015 Strategic Plan Goals are aligned with Transform CSCU 2020 and Division Mission Statements. This plan clearly identifies the eight priority goal areas, each with multiple "Initiatives and Activities" connected to measurable outcomes. The document also specifies the leadership responsible for implementation. These documents are available in the workroom and online at these URLs:

- Strategic Plan: Bridge Year 2014 Goals:
http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014_Strategic_Plan-Bridge_Goals.pdf
- 2014 and 2015 Strategic Plan Goals: Aligned with Transform CSCU 2020 and Division Mission Statements: http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014-2015_Strategic_Plan.pdf

The Asnuntuck self-study process allows for an in-depth analysis including projections that will serve the basis of our new Strategic Plan scheduled for completion in January 2016.

Enrollment management will be instrumental in contributing to the college's planning efforts by providing administration with quantifiable realistic goals for enrollment and retention that will assist in projecting revenue for future semesters. The efforts of the Enrollment and Retention Committee will be assessed through the development of a comprehensive strategic enrollment management plan, the use of predictive analytics in the creation of recruitment and retention models, and the implementation of initiatives designed to increase student recruitment, retention, and completion.

Workforce Development and Continuing Education (WDCE): The feedback from students and observations of instructors, along with the needs of employers, the labor market, and the community inform the WDCE's planning processes. All of this feedback is captured and channeled into the annual goals the department executes. These departmental goals are incorporated in the college's plan and are reviewed and updated at monthly staff meetings. The document's title, "Plan, Do, Measure," personifies the approach the department takes to its planning process.

Advanced Manufacturing Technology: Because the Advanced Manufacturing Technology Center at Asnuntuck is such an important aspect of the college's character and plays a key role as a "center of excellence" for the state of Connecticut, the college is seeking to more fully integrate manufacturing technology into the academic area. A full-time Information Systems Technology faculty member has been given a sabbatical semester to develop a course, Introduction to Advanced Manufacturing, that will be emphasized as an elective for students enrolled in General Studies in the academic division, as well as an open elective for all academic programs. The faculty member serves as a liaison and is providing critical linkages that support integration.

The Advanced Manufacturing Technology Center also relies on its advisory boards to assist with the design and planning of course offerings to ensure that students' coursework provides the skills needed in the workplace. In turn, the division determines the effectiveness of its educational objectives through an "exit competency system." (Appendix A) Each program has exit competencies that are necessary skills required for entry-level employment. Since all students will not necessarily learn every skill competency, the Advanced Manufacturing Technology Center periodically reviews student accomplishments in the aggregate to insure program effectiveness.

Evaluation

In concert with strategic planning, the college has developed the following specific evaluation initiatives:

Asnuntuck is committed to self-evaluation as shown by the two Institutional Effectiveness Surveys of all employees, completed in 2010 and 2014. The Institutional Effectiveness Survey is designed to gather information on employee insights, concerns, and satisfactions. The survey

was based on strong examples from other colleges, but was designed to assess Asnuntuck's unique mission, strategic priorities, and institutional character.

The Institutional Effectiveness Survey was divided into five main parts:

Importance of, and satisfaction with, various aspects of the employee experience, including the college climate, communications, decision-making, work environment, and professional development. Satisfaction with services provided by various college departments was also rated as well as success of the college in achieving the priorities of the strategic plan. The instrument also gathered demographic information, such as job type and years at the college. The final section of the survey included open-ended questions designed to generate additional comments and suggestions.

Data from the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) are used in the planning of initiatives to engage both new and already enrolled students in the community college educational experience. Asnuntuck took part in CCSSE in 2006, 2008, and 2011. We participated in SENSE in 2009 and 2012.

CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of the educational experience at community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated with student learning and student retention.

CCSSE has five benchmarks:

1. Collaborative Learning – measures if the student is actively involved in their education; their ability to apply what they learn and collaborate with others to solve
2. Student Effort – measures if students are applying themselves in the learning process and engaging in activities important to their learning and success.
3. Academic Challenge – measures the nature, amount and complexity of assignments presented to students and the standards faculty use to evaluate student performance.
4. Student-Faculty Interaction – measures the extent of student and faculty interaction both inside and outside of the classroom.
5. Support for Learners – measures the use of academic and student support services and the importance of advising, academic and career planning, academic skill development, and financial aid.

For selected CCSSE results related to the accreditations, please see Appendix D. The complete CCSSE results can be found in the workroom.

SENSE survey collects information from students on their earliest academic and services-related experiences with the college. The data provides information on why some entering students persist and succeed, and others do not.

SENSE has six benchmarks:

1. Early Connections - when students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.
2. High Expectations and Aspirations - when entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.
3. Clear Academic Plan and Pathway - when a student, with knowledgeable assistance, creates a road map that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal, that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.
4. Effective Track to College Readiness - significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.
5. Engaged Learning - because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.
6. Academic and Social Support Network - students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

The full SENSE result details can be found in the workroom.

Workforce Development and Continuing Education (WDCE): The WDCE department collects student evaluations at the end of every course it administers, including personal enrichment, professional development and healthcare career courses. These anonymous evaluations are scanned and the aggregated results are sent to the instructor and the Dean for review.

Instructors in the healthcare career certificate programs are observed in the classroom on a yearly basis by the Allied Health Coordinator, who shares her review with the instructors and the Dean. Appropriate coaching and mentoring is provided to the instructors based on student feedback and their classroom observation.

In academic year 2014-2015, the department took advantage of a grant-funded opportunity to have several healthcare career certificate programs evaluated by a team of external faculty chosen and overseen by Charter Oak State College. This independent review has led to college credit (housed at Charter Oak State College) being awarded to five programs to date: Registered Medical Assistant was awarded 33 credits, Medical Billing and Coding 19 credits, Phlebotomy & EKG Technician 5 credits, Pharmacy Technician 4 credits, and Public Safety Dispatch 2 credits. The feedback from the visiting faculty members has been invaluable and helped to strengthen the evaluated programs and instructors.

Retention Rate of First-time New Students: Goal 1 of the Board of Regents strategic plan is to increase the number of students who successfully complete a first year of college. One step towards accomplishing this goal is to identify entering students who are most at risk as defined in the retention literature: low Accuplacer scores, first generation college students, low socio-economic status, etc. The college has not had the resources (personnel or technology) to adequately identify and track the students who are likely to need support to be successful. However, in spring 2015, the college invested in a data mining and predictive analytics software program, Rapid Insight, which will be used to identify, monitor, and advise at-risk students. In the summer of 2015, the college purchased Starfish Retention Solutions, a platform that identifies students at-risk through early alert systems and makes it easier for student to become engaged and access resources.

Transfer: At a two-year college such as Asnuntuck, transfer planning begins in the first year. The college has strong and continually improving transfer programs and agreements with four-year colleges, there are currently 49 agreements. Maintaining complete records of the number of students who transfer to four-year institutions outside of Connecticut is difficult; however, we do track the number of students enrolled into Guaranteed Admissions Program at the University of Connecticut and the dual admissions program at the four state universities. The effectiveness of the transfer program is demonstrated by a 73 percent increase in the number of transfers from 2010 through 2014.

Asnuntuck faculty are working on the Transfer Articulation Program (TAP) to develop outcomes so that all General Education courses meet system-wide competency expectations, thereby setting their students up for successful transfer to a four-year C SCU institution. In addition, TAP initiative includes developing major-specific pathways to further support transfer to four-year CSCUs. Details of TAP can be found in Standard Four of this document. This TAP initiative should ensure seamless transfer for students transferring to Connecticut state universities.

The transfer advisor holds an annual Transfer Fair attended by 35-40 representatives from four-year institutions. She invites admissions representatives to campus every Tuesday during the fall and spring semesters for a total of more than 100 visits per year.

Annual departmental goals are evaluated through outcomes of identified initiatives. These outcomes are used to inform the development of goals for the following year.

A cycle of program reviews has been established by the Academic Dean in consultation with the Department Chairs and the faculty involved and are an important component of curriculum development. Reviews of degree programs are completed using forms established by the Board of Regents. (These forms are available in the workroom.) Faculty members (including chairs and coordinators) are responsible for completing the program review, giving a strong faculty voice to evaluation in the academic area. Discipline reviews also occur in general academic areas such as English, Math, and Science.

Programs and discipline Advisory Boards provide external perspective and input to the review. Advisory Board membership lists are available in the workroom.

Appraisal

Planning

Strategic planning has been a priority for the college. However, due to system wide changes, as well as leadership changes at Asnuntuck, short term, “bridge” plans needed to be implemented. The college’s plan to launch a new strategic plan by the start of 2016 will allow for more comprehensive planning.

The charge of the Enrollment Management Committee was too broadly defined and efforts of both Enrollment Management and Student Success and Retention committees have been somewhat redundant. The decision in the summer of 2015 to combine the committees and focus a smaller number of participants is expected to result in a comprehensive five year enrollment plan with targeted goals for recruitment, retention, and completion. Additionally, the use of data and the types of data needed to influence effective planning need to be fully evaluated. The results of the implementation of the Rapid Insight and Starfish retention software will enhance the kind of data needed to be impactful. Further, the development of an institutional “score card” that will demonstrate useful data that will allow for effective benchmarking and sound planning will support the outcomes of enrollment management efforts.

Evaluation

All full-time and part-time employees participated in the Institutional Effectiveness Survey, and all adjunct faculty members were given the opportunity to participate as well. (A copy of the survey is in Appendix C-5).

Institutional Effectiveness Survey: conducted internally in 2010 and repeated in 2014 by the Director of Institutional Research. Specifically, areas of strength show:

- Á The needs of students are important to college employees,
- Á The college is a good place to work,
- Á Staff feel good about their work and their ability to communicate with their supervisors,
- Á Satisfaction with the services provided by the information center and the library, and
- Á Satisfaction with contact with the Academic Skills Center, the Admission Office, and Financial Aid Office.

Even though the changes are very small, the college leadership team took time to address the following nine items that showed a slight decrease in the mean scores of the employees’ agreement with the statement in 2014.

	2010 Mean	2014 Mean	Dif
The needs of the students are important to college employees.	4.32	4.19	-0.13
I feel good about where I work.	4.28	3.93	-0.35
My immediate supervisor is fair and objective.	4.19	4.04	-0.15
ACC is a good place to work.	4.14	3.95	-0.19
I am comfortable discussing concerns with my direct supervisor/director/dean.	4.08	3.96	-0.12
I can rely on my colleagues/co-workers, when needed, to help get the job done.	3.85	3.76	-0.09
I am encouraged to participate in my departmental decision-making.	3.57	3.47	-0.10
Employees are provided opportunities to participate on important college committees.	3.68	3.60	-0.09
I am encouraged to be creative and come up with new ideas and improvements.	3.79	3.64	-0.15

The Institutional Effectiveness survey showed that satisfaction was low regarding some important areas. The following areas were in the bottom five rankings of effectiveness:

- Á Clearly communicated institutional policies and procedures;
- Á Communication of budget decisions to employees;
- Á Lack of knowledge about what the college's strategic long-range goals are;
- Á Low satisfaction with how effectively the system of governance accomplished the mission and purposes of the college;
- Á Lack of opportunities for employees to participate on important college committees;
- Á Staff feel discouraged from being creative and coming up with new ideas and improvements; and
- Á Low scores for satisfaction on the flow of information among departments/offices, marketing, public information, the website, lack of orientation process for new hires, dissatisfaction with the process for recruiting and hiring faculty and staff, dissatisfaction with the extent to which information is shared between college divisions, and the extent to which upper management listens and responds appropriately to employees.

CCSSE Survey results for the 2011 survey show improvements in all five benchmarks. Furthermore, Asnuntuck's responses were higher than the average Connecticut community college results for three of the five benchmarks: Active and Collaborative Learning; Student/Faculty Interaction; Support for Learners. The college repeated the CCSSE in spring 2014; results will be available in fall 2015.)

SENSE Survey in both 2009 and 2012 demonstrated that Asnuntuck scored higher than the Connecticut community college average on all but one (Effective Track to College Readiness) of the six benchmarks. In 2009, Asnuntuck scored higher than the national average on four out of six benchmarks. By 2012 Asnuntuck scored higher than the national average on all six benchmarks. Asnuntuck received great attention in 2010 for its 2009 scores on the benchmark "High Expectations and Aspirations." Although the 2012 data show that Asnuntuck is still well above the national average on this benchmark, it was on the benchmark "Academic and Social Support Network" that Asnuntuck scored the highest, besting the average of all colleges in the top ten percent of performance. The college will participate in SENSE during fall 2015.

In response to the CCSSE and SENSE survey results, the college created the Student Success and Retention Committee composed of two to three faculty members, the Director of the Academic Skills Center, the Director of Institutional Research, and three student services personnel in 2009. The Committee was asked to 1) examine how the college initiated new students to the college environment and 2) conduct research about best practices in orientation, advising, and support of first time, first year students. Since its formation, the Retention Committee has been instrumental in developing the content for mandatory New Student Workshops, devising improved program of study sheets, and revitalizing the shared model of advising. The committee most recently updated the withdrawal process to include a reason for withdrawing from either a class or the college. The committee also developed a survey to be sent to all students who did not return to the college to gather more data regarding attrition as well as transfer. The processes will elicit information that can be used for evaluative purposes.

IPEDS data shows that Asnuntuck maintains one of the highest retention rates in the Connecticut community college system. Although the retention rate fluctuates from one year to another, Asnuntuck strives to improve its student retention rate holistically by implementing strategies through advising, coaching, early detection, and intervention. The table below shows Asnuntuck's retention rate in comparison with the other state community colleges from 2009 to 2013:

National Center for Education Statistics

IPEDS Data Center

Trend Report for: Retention rates, Full-time retention rate, 2013

UnitID	Institution Name	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
128577	Asnuntuck Community College	60	68	59	67	76
129367	Capital Community College	54	55	52	48	52
130396	Gateway Community College	53	54	53	57	59
129543	Housatonic Community College	61	63	57	57	62
129695	Manchester Community College	58	60	61	64	61
129756	Middlesex Community College	45	54	56	58	62
129729	Naugatuck Valley Community College	60	63	58	60	60
130040	Northwestern Connecticut Community College	63	53	60	54	55
130004	Norwalk Community College	67	66	65	69	67
130217	Quinebaug Valley Community College	59	56	49	56	48
129808	Three Rivers Community College	60	61	61	56	61
130606	Tunxis Community College	62	61	61	61	62

All career-prep programs of study (Early Childhood, Business and Accounting, Information Systems Technology, Communications, and Criminal Justice) have an advisory board composed of members of the professional community to provide program feedback and an outside perspective for developing new course offerings. All three areas of the Advanced Manufacturing Technology Center (welding, electronics, and manufacturing) have active advisory boards that meet regularly to discuss what knowledge is needed in the workplace and to suggest necessary coursework/training.

Academic Program Evaluation: The College's 2010 Interim Report, Appendix B presents an "Inventory of Education Effectiveness Indicators" for the entire academic institution and for individual academic degree programs. On an institutional level there have been many changes, with some false starts, driven by changes at the system level (GO-RECAP being superseded by TAP, for example). On a program level, some programs have been fully evaluated and updated in a timely fashion while others have lagged behind. The situation is being addressed with the Program Review Five-Year Schedule, 2014-2018, developed by the Academic Affairs Office (available in the workroom).

Evaluation of transfer articulation agreements and joint admissions agreements will be linked to the program review process, providing external perspectives related to courses in each major in addition to the TAP process.

Improved communication about the strategic planning process and more thorough engagement of all stakeholders occurs through monthly all-college meetings and the creation of an Extended Cabinet that convened for the first time in December, 2014. The Extended Cabinet includes administrators, directors, and department chairs who learn about campus initiatives from each other, bring the information to their specific areas, and serve in an advisory capacity to inform and guide decision making.

The college has been collecting graduating student satisfaction data since 1998. Beginning in 2010, the Graduate Student Survey was moved from paper to online, and the response rate has dropped since the move online. Although this is a system-wide survey, recent system-wide data has been unavailable for benchmarking. Collecting data from graduating students' employers remains a challenge.

Projection

- The college will continue to focus on program reviews in the future to identify enrollment patterns, evaluate relevance of content, and determine employment opportunities. The program reviews will also include use of external perspectives.
- As the college moves toward becoming a center of excellence with a manufacturing and environmental technologies focus, the academic area and the Advanced Manufacturing Technology Center will be more integrated.
- The college will continue to administer both CCSSE and SENSE surveys and use the data to understand student needs and perceptions of Asnuntuck and to guide planning and evaluation efforts.
- The college will continue to administer Institutional Effectiveness Surveys to engage college employees and also to effectively allocate resources to make Asnuntuck a better place to learn and work.
- The college will elicit information from students about their reasons for withdrawing from a course or from the college, collate the data, and use it for planning purposes.
- The college will investigate ways to increase participation rates in the Graduate Student Survey, investigate revising the survey form (in cooperation with the system-wide Institutional Research Council), and develop a plan to share the survey results.
- The college will implement a campus climate survey.
- The college will develop a data “score card” that will assist with effective benchmarking and planning.
- The college will continue efforts to establish a viable Alumni Association and utilize success stories and graduate information to enhance the college’s planning and evaluation efforts.
- The college will develop a comprehensive enrollment management plan with target goals for recruitment, retention, and completion.

Institutional Effectiveness

The college evaluates its planning and evaluation activities against both internal and external measures, thus creating a culture of evidence and planning. Academic and Workforce Development programs are assessed annually for enrollment and impact. CCSSE and SENSE surveys are used to gather data and compare to similar sized institutions, and trends are monitored closely. The newly combined Enrollment Management and Student Success and Retention Committee, now entitled the Enrollment, Retention and Completion Committee, will focus on the 4 E’s Entrance, Academic Experience, Engagement, and Exit and will utilize data mining and predictive analytic software to develop appropriate planning and evaluation activities. The Strategic Plan is reviewed by departments on an on-going basis to ensure goals and objectives are in process and on target for completion. The plan is also evaluated at the end of the planning period to determine its effectiveness, and to begin the next planning cycle.

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Immediately prior Strategic Plan

Current Strategic Plan

Next Strategic Plan

Year of Completion	Effective Dates	URL or Folder Number
2007	2008-2012	http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014_Strategic_Plan-Bridge_Goals.pdf
2014	2014	http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014-2015_Strategic_Plan.pdf
2015	2015	

Other institution-wide plans

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Development plan

Transform 2020

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

2012		Updated Master Plan
2014	2015-2018	
ongoing	on-hold	http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014-2015_Strategic_Plan.pdf

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

1			
2 Library Annual Report 2013 - 2014			http://www.asnuntuck.edu/Library/library-annual-report
3			
4			

(Add rows for additional plans, as needed.)

EVALUATION

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)

1 CCTC program review system

2

3

(Insert additional rows, as appropriate.)

System to review other functions and units

URL or Folder Number

http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014_Strategic_Plan-Bridge_Goals.pdf
http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014-2015_Strategic_Plan.pdf

http://www.asnuntuck.edu/sites/default/files/NEASC/ACC_2014-2015_Strategic_Plan.pdf

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

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Sample program review reports (name of unit or program)

1 Business Program Review
2 Information Systems Technology Program Review
3

(Insert additional rows, as appropriate.)

http://www.asnuntuck.edu/sites/default/files/NEASC/
Same folder as above

Other significant evaluation reports (Name and URL or Location)

1 Substantive Change (Distance Education)
2
3

(Insert additional rows, as appropriate.)

Date
2014

Standard Three: Organization and Governance

Introduction

Asnuntuck Community College is one of 12 community colleges, four state universities, and one online institution that fall under the auspices of the state Board of Regents. The narrative that follows describes both the Board of Regents' and Asnuntuck's organizational and governance structures.

Description

The Board

The governing board for Asnuntuck and the other state community colleges underwent a major restructuring since our last comprehensive evaluation in 2005 and our interim report in 2010.

The Connecticut State Colleges & Universities Board of Regents for Higher Education (BOR) was established in the summer of 2011 as the successor to the Board of Trustees of the Connecticut Community-Technical Colleges through legislative action that consolidated most of the state's public institutions of higher education under one governing board. Currently, the Connecticut State Universities and the Community Colleges are consolidated under the governing body of the BOR. The Board of Trustees for the Connecticut Community-Technical Colleges continued in effect through December 31, 2011. The by-laws for the BOR were approved at the December 20, 2011 board meeting and the Board of Regents became the official governing body on January 1, 2012. The current Board of Trustees Policy Manual will remain in effect until such time as the policies are amended by the BOR.

The BOR is comprised of 19 appointments: nine appointments made by the governor; four by legislative leaders, two student representatives, and four ex-officio, non-voting members comprised of the state Commissioners of Education, Economic and Community Development, Labor, and Public Health.

The standing committees of the BOR, established to review institutional policies; monitor the institution's fiscal solvency; and approve major new initiatives, were convened effective January 1, 2012. Standing Committees of the BOR are the Academic & Student Affairs Committee, Audit Committee, and Finance & Administration Committee, and such additional committees as may be authorized by the Board Chair from time to time for purposes of efficient operation.

At the November 15, 2012 BOR meeting, a motion was recommended to establish a fourth standing committee: the Administration Committee. This committee is charged with oversight of all system-wide administrative and personnel policy matters.

The President of the BOR for Higher Education is the chief executive officer and "shall administer, coordinate and supervise the activities of the board in accordance with the policies established by the board. The President has the responsibility for implementing the policies and directives of the board and any additional responsibilities as the board may prescribe; implement the goals identified and recommendations made pursuant to section 10a-11b of the state general statutes; build interdependent support among the Connecticut State University System, the regional community-technical college system and Charter Oak State College; balance central authority with institutional differentiation, autonomy and creativity; and facilitate cooperation and synergy among Connecticut State University

System, the regional community technical college system and Charter Oak State College.” (Board of Regents Bylaws, Article II, Section 3)

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

In July 2012, Dr. Gregory Gray was named President of the Board of Regents for Higher Education, the governing body of the state's four universities, twelve community colleges and Charter Oak State College.

Local Governance and Organization Structure

President James Lombella, Asnuntuck's chief executive officer, manages Asnuntuck Community College to ensure that the college fulfills its purposes and objectives.

The executive governance structure for Asnuntuck is made up of the President's Cabinet consisting of senior administrators: President, Dean of Academic Affairs, Dean of Student Services, Dean of Workforce Development and Continuing Education, Dean of Administration, Executive Assistant to the President, and the Human Resources Director. Additionally, campus directors and academic department chairs make up the Extended Cabinet. The campus-wide governance model encourages open communications as detailed in the Governance System Charter. (Appendix C-3)

Asnuntuck's chief academic officer, Academic Dean Michael Stefanowicz, reports directly to the college President. Academic program quality and integrity are maintained throughout the process for new program or course offerings. All academic courses and programs move through a well-defined process, from initial proposal to final approval by the BOR by beginning with a review by the department, approval by the Curriculum and Standards Committee and Faculty Council, the President, the system-wide Academic Dean's Council, and then the Academic Subcommittee of the BOR. Asnuntuck does not offer correspondence education, international, evening only, or weekend only credit programs.

Students are integrated into the governance process at Asnuntuck in a range of ways including student government, campus committees, student representation at the BOR, and course evaluations. One student from the Community College System and one student from the State University System represent the Student Advisory Council on the Board of Regents.

The college's organizational structure is designed to allow the participation of all faculty and staff and includes regular communication among them; there are regular all-college, extended cabinet, student senate, faculty council, college council and committee meetings, and minutes of these meetings are available to all faculty and staff via the public folders. A number of committees, councils, and working groups constitute major aspects of the college's organizational structure.

Standing Chartered Councils/Committees

The following are standing chartered councils and committees: College Council, Faculty Council, Curriculum and Standards Committee, Instructional Excellence Committee, and Student Senate. The purpose of each standing committee is outlined in its charter, along with its composition and methods for assessing its effectiveness. (Appendix C-4)

College Council: This group is a forum for the discussion of issues and policies before recommending resolutions to the President for action. It allows the college community to work together to fulfill its mission of ensuring student success. The College Council is an elected representative body of students, staff, faculty, and administrators.

The College Council is responsible for tracking and monitoring the process flow of presented issues, and reports to the community (through minutes) the resolution of issues. Examples of College Council actions include acting on student input to install new classroom furniture and computer lab workstations; obtaining maps for the information center; creating a charter template for college committees; drafting a policy for the naming of buildings/rooms using board guidelines; bringing in guest speakers on a variety of topics; reviewing marketing and PR materials from the Marketing committee; overseeing the development of the mission statement for the college radio station, and resolving vending machine and vendor food service issues for the campus.

Faculty Council: Faculty Council is comprised of full time faculty members. It is responsible for promulgating policies and addressing issues that relate to the academic area. These include but are not limited to:

- Á reviewing the results of evaluations of programs, disciplines, and/or departments;
- Á reviewing and responding to the interests and priorities of the adjunct faculty;
- Á approving all changes to subcommittee charters or the creation of the new charters;
- Á undertaking special projects in specific areas (e.g. assessment, outcomes, etc.) on a periodic basis;
- Á reviewing and approving the academic calendar;
- Á promoting student advising;
- Á recognizing individual and group faculty achievements;
- Á approving graduation lists; and
- Á acknowledging the formal actions of the Instructional Excellence and Curriculum and Standards Committees.

In addition, the Faculty Council works collaboratively with the academic area staff, ACLs, Classified employees, and Administrators in order to advance the overall mission of the college. This includes collaborating with the Academic Skills Center, the Library, and the technology resources area.

The Faculty Council revised its charter and approved the changes in January 2015. The Faculty Council meets monthly and provides governance oversight to its standing committees including Curriculum and Standards and Instructional Excellence.

Curriculum and Standards Committee: This is the curriculum review and academic policy body of the college. Membership includes four faculty members and one alternate from each academic department, one faculty member and one alternate from the Advanced Manufacturing Technology Center, the Director of Admissions, the Registrar, one Student Services Counselor, one representative and one alternate from the Academic Affairs staff directors, one representative and one alternate from the student body, and the Dean of Academic Affairs or designee. Major committee actions include the following:

- Á reviews and approves all new credit and developmental courses;
- Á reviews and approves all new certificates and degrees involving credit courses;
- Á reviews and approves all major changes in credit and developmental courses;

- Á reviews and approves all changes in certificates and degrees involving credit courses;
- Á reviews and approves the termination or suspension of certificates and degrees involving credit courses;
- Á reviews and approves outcomes for general education and all degree and certificate programs involving credit courses;
- Á reviews and approves policies relating to proper academic standards, such as course placement, assessment, grading, academic standing, satisfactory academic progress, and academic integrity;
- Á reviews and approves policies and procedures for awarding credit based upon alternative methods, such as credit by examination or credit for life experience;
- Á reviews and approves policies and procedures for awarding of credit for all courses where Asnuntuck is the credit-granting institution;
- Á designs and updates forms to be used when submitting materials to the Committee;
- Á provides guidance in the proper preparation of materials to be submitted;
- Á ensures that all proposals are consistent with the Connecticut Community College and other statewide regulations and agreements including common course numbering, transfer agreements, and graduation requirements; and
- Á promotes discussion relating to the curriculum, academic standards, and student academic progress.

The Curriculum and Standards Committee meets at least monthly. New course and program development forms were recently revised to conform to Board of Regents requirements. All decisions of the committee are subject to approval by the Academic Dean and the President.

Instructional Excellence Committee: This committee meets monthly or more often as needed. They plan ongoing activities such as professional day agenda, guest speakers and brown bag lunches to discuss a variety of topical ideas to improve teaching and learning. Meetings and activities are open to all faculty and staff. A new activity sponsored by this committee is a book club discussion about how the brain works and how that impacts teaching and learning. The committee had been dormant for a few years due to faculty turnover. It has since been revived and reinvigorated and has played a central role in the planning and implementation of professional development activities for faculty members at the college.

Student Senate: The Student Senate helps students shape decisions that affect their education and experiences while they develop leadership skills. The mission of the Student Senate is to serve and represent the student body of Asnuntuck Community College. In addition, the Senate promotes good citizenship and harmonious relationships with the college community. The Senate also provides students with opportunities to participate in leadership and college governance. The twenty-member governance group hosts multiple student open forums with college administration to address any concerns brought forth. The Senate also helps to promote extracurricular activities, various student groups, seasonal student functions, fundraisers, and improvements to the school.

In addition to the Student Senate, students are also members of assorted committees and governance groups, including the Student Advisory Committee to the Board of Regents, the Curriculum and Standards Committee, the College Council, the Bookstore Advisory Committee, and the Asnuntuck Community College Foundation.

Working Groups

In addition to the chartered governance entities, there are a number of working groups. The working groups are established as college needs dictate, and each group operates off a charge issued by the

President's Cabinet. These groups have a dynamic nature, with the number, composition, and purpose of the groups varying over time. They are task-oriented by nature. Some of the groups may be legislatively or CSCU system- mandated. As of spring 2014, the current list of working groups is as follows:

- Student Success and Retention
- Diversity
- Enrollment Management
- Data Stewardship (CSCU system mandated)
- Threat Assessment (legislatively mandated)
- General Education and Transfer Articulation Pathway (legislatively mandated)
- PA 12-40 Curriculum Redesign (legislatively mandated)
- Marketing
- Bookstore Advisory
- Campus Resource Team/Campus Victim Advocate Group (legislatively mandated)
- Judicial Hearing Board (CSCU system mandated)

Organizational Reporting Structure

As indicated in the organizational chart included in this report, the major areas of the college are the President's Office, Administration, Workforce Development and Continuing Education, Student Services, and Academic Affairs.

President's Office: As recommended by the Board of Regents, the college President is appointed by the President of the Board of Regents as the Chief Administrative and Educational Officer of the campus. The college President is responsible for all aspects of the campus operation within the campus mission, as well as plans and policies as stated by the President and the Board of Regents.

Within the President's Office, the Director of Institutional Advancement and Community Engagement oversees development, alumni relations, annual giving, and special projects while liaising with the Asnuntuck Community College Foundation.

The Director of Institutional Research provides information about such subject areas as student demographics, student academic histories, course offerings, institutional effectiveness, and alumni career patterns to provide guidance to college policy makers on the effectiveness of the institution and future strategic direction. The Office of Institutional Research also supports academic program and discipline reviews, as well as other assessment activities that are teaching and learning centered. This office is also responsible for all federal and state-mandated reports.

The President's Office also receives administrative support from an Executive Assistant who reports directly to the President and manages the operations of the President's Office. Additionally, the Affirmative Action Officer and Public Relations Coordinator report to the President. The President's Office works closely with the Foundation Board of Directors and serves as an *ex officio* member on the Foundation's Executive Board. The Deans, the Director of Human Resources, and the Executive Assistant to the President comprise the President's Cabinet, which meets weekly with the President during the year.

Administration: The Administrative area of the college oversees the physical infrastructure, the fiscal aspects of college operations and IT.

Workforce Development and Continuing Education: The Workforce Development and Continuing Education division provides lifelong learning opportunities and personal enrichment for students of all ages by offering credit and non-credit courses and programs, customized training for area businesses, workforce certification and licensure programs, and other activities to enhance local economic development efforts. The area is led by a Dean who reports directly to the college president and oversees the administration of the department.

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, and skill development that supports students in pursuing their educational aspirations. By helping 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.

The Student Services division consists of the following departments/areas: Admissions, Enrollment Management, Financial Aid; Registrar, Academic Advising, Student Disability Services, Transfer and Career Services, College Career Pathways, Evening Coordinator, Children's Reading Room, Student Leadership and Co-curricular Programming.

Academic Affairs: An institution as small as Asnuntuck needs a unique academic structure. We have many "departments" and "discipline areas" with only one or two full-time faculty members. Until about a decade ago, we operated with an Academic Dean and a Director of Instruction (a de facto assistant dean) with a variety of full-time faculty members handling many specific administrative tasks on an as-needed basis.

To make our academic administration more formal and more responsive to faculty needs, we instituted a three-department structure beginning in the spring semester of 2006 and lasting until fall 2011.

- Á Department of Business, Careers, and Technology
- Á Department of Social, Behavioral and Natural Sciences, and Mathematics
- Á Department of Arts, Theatre, and Communication

Supporting the three-department structure were Program Coordinators in several career-oriented degree programs. In 2011, we reorganized further to a structure with two departments:

- Á Department of Business, Careers, and Technology
- Á Department of Liberal Arts

A breakdown of where specific disciplines fall under which department is available in the workroom. The departments meet monthly, and smaller cluster meetings are scheduled as needed. This departmental structure more closely resembles "divisions" that are about the size of traditional "departments" at larger schools.

To support these departments, in 2011 we instituted several discipline coordinators who were responsible for non-career-oriented academic areas. The new discipline coordinators served similar functions as the existing career program coordinators. Full-time faculty members serve in the coordinator positions (both career programs and discipline areas), oversee subject areas within the departments, and provide program-specific direction and leadership. (A list of program coordinators is available in the workroom.)

The Advanced Manufacturing Technology Center constitutes an area in the Academic Affairs that functions as an interrelated department that includes a director, coordinator, curriculum and program developer, academic support staff, marketing and internship coordinator, along with several instructors.

The "non-teaching" members of the academic area make up the Academic Staff. This includes the directors and staff of the Library, Academic Skills Center, Educational Technology, along with the staff of the Office of Academic Affairs. Academic staff members report to the Dean of Academic Affairs, who leads this group and serves as a conduit to the President and the Cabinet.

Appraisal

The Board

Connecticut State Statutes, Chapter 185, section 10A-1 through 10a-57, provide detailed information and define the State System of Higher Education and in particular the Board of Regents' duties and responsibilities regarding assessment and accountability. The entire statute can be found here: https://www.cga.ct.gov/2015/pub/chap_185.htm

In summary, the BOR engages in the following appraisal activities:

The BOR uses measures developed by the Higher Education Coordinating Council to ensure savings, efficiency, accountability, and quality throughout public education in the state. The Council is composed of representatives from each state university, community college, and Charter Oak, along with the Secretary of the Office of Policy and Management, the Commissioner of Education, the president of The University of Connecticut, the chief academic officer of The University of Connecticut, the chairperson of the Board of Trustees for The University of Connecticut, the chairperson of the Board of Regents for Higher Education, and the president of the Board of Regents for Higher Education.

The accountability measures developed by the Higher Education Coordinating Council are used by the BOR to assess each public institution of higher education's progress toward meeting the following goals to: (1) Enhance student learning and promote academic excellence; (2) join with elementary and secondary schools to improve teaching and learning at all levels; (3) ensure access to and affordability of higher education; (4) promote the economic development of the state by helping business and industry sustain strong economic growth; (5) respond to the needs and problems of society; and (6) ensure the efficient use of resources. The council shall develop an implementation plan for use of the accountability measures.

In developing these accountability measures, the Council considers many different accountability factors: (1) Graduation rates, (2) student retention rates, (3) completions, (4) tuition and fees, (5) allocation of resources across expenditure functions, as defined by the National Association of College and University Business Officers, (6) revenues and expenditures broken out by programs, (7) student financial need and available aid, (8) transfer patterns of students transferring in and out of the constituent units, (9) trends in enrollment and the percentage of incoming students who are state residents, (10) strategic plans, (11) data on graduates, including age, by academic and noncredit vocational course and program, (12) faculty productivity, (13) the goals adopted by the Planning Commission for Higher Education, and (14) any other factor that it deems relevant. All measures are made available for inspection and separated by constituent unit, institution of higher education, campus, and program.

The council works with the Labor Department to produce periodic reports, capable of being sorted by student age, on the employment status, job retention and earnings of students enrolled in academic and noncredit vocational courses and programs, both prior to enrollment and after completion of such courses and programs, who leave the constituent units upon graduation or otherwise. In concert with the Labor Department, the Council also develops an annual affordability index for public higher education based on state-wide median family income.

The council submits the accountability measures to the Board of Regents for Higher Education for the board's review and approval. Once the measures are approved, each constituent unit shall provide the data to the board that is necessary for purposes of applying the measures.

Each institution in the state system of higher education submits an accountability report to the BOR president annually, by November first. The BOR president compiles the reports and submits a consolidated accountability report for the state system of higher education to the joint standing committee of the General Assembly by December first. The report contains accountability measures for each constituent unit and public institution of higher education. The report includes updated baseline and peer comparison data, performance improvement targets for each measure, and other information as determined by the president.

In addition, per CT Public Act No. 11-48, the BOR works with the Commissioner of Economic and Community Development, working with the Office of Workforce Competitiveness, the Commissioners of Education and Social Services, the Secretary of the Office of Policy and Management, the superintendent of the vocational-technical school system, and one member of industry representing each of the economic clusters identified by the Commissioner of Economic and Community Development. This group meets to review, evaluate, and, as necessary, recommend improvements for certification and degree programs offered by the vocational-technical school system and the community college system to ensure that such programs meet the employment needs of business and industry. The BOR also works with these groups and representatives to develop strategies to strengthen the links between skill standards for education and training and the employment needs of business and industry.

The state Commissioner of Education reports to the appropriate committees of the Connecticut General Assembly about the implementation of any recommended programs or strategies to strengthen the linkage between vocational-technical schools and community-technical colleges and about any vocational-technical or community college programs that do not meet current industry standards.

The system mission statement (described in Standard One of this document) dovetails well with our college mission, and system-wide planning and goals (described in Standard Two) also inform and guide college planning.

Local Governance and Organization Structure

The college's governance structure supports the efficient and effective administration of the college. There are a number of committees that comprise the governance structure. The Asnuntuck's College Council, the President's Cabinet and the Extended Cabinet are active, on-going committees within the governance structure. All-college meetings are scheduled monthly during the academic year and information is widely disseminated across all departments of the college. Organizational charts were updated to reflect changes within the college. The Asnuntuck Governance System Charter is available on the Pisces server for employee access and in the Appendix.

The governance structure was formalized as a result of the 2010 interim report. The college engages in an on-going assessment of its governance and organizational effectiveness while maintaining a historically open, friendly, supportive culture. A strength of the culture at the college is an ethic of inclusion, discussion, and continuous improvement, as evidenced by the recent formation of the Extended Cabinet.

The multiple changes in leadership roles affect the leadership team and the college as a whole. Internal promotions combined with external hiring have capitalized on institutional memory and outside perspectives on college operations. While the college community adjusts to the changes in the leadership, these changes serve to invigorate our governance and enrich the exchange of ideas.

The Extended Cabinet members worked in small groups to discuss strategies for improving the college work environment and conditions. Out of this work, the Extended Cabinet identified areas of focus to address employee concerns. These areas are known as the C.O.R.E.S. – Customer service, Open communication, Recognition, Effective leadership and Support & resources. Groups were formed to develop an action plan for each of these key areas. The groups' work is on-going.

All governance charters include annual assessment requirements. Charters were reviewed and revised to ensure that they comply with college templates and procedures for governance committees. The College Council, Faculty Council, Instructional Excellence, Curriculum and Standards, and Diversity Committees made charter revisions since the last review. Through a cabinet-level liaison, committees report yearly activities and are assessed to ensure they connect with the college mission and strategic goals.

Governance changes or changes in work assignments may not always be communicated to all staff. Changes in organization and governance should be communicated to the entire staff and followed up with the respective deans in their organizational areas. The functional effectiveness of the governance committees was assessed for the first time in May 2014 at the Dean and Cabinet Level to provide feedback on how they are meeting the college mission. Cabinet liaisons brought feedback to committee chairs. Feedback to committees was also communicated via an email sent to the entire campus community. This communication process will be expanded to a full discussion across all areas of the college with specific positive feedback and mutually agreed upon action items for areas of future growth. All-College Meetings, Committee Meetings, and Department Meetings are logical places to have these discussions.

As new leadership has emerged during recent years, governance structure and committees are being examined. Each committee's charge, charter, and activities are assessed annually by the President's Cabinet. This has led to changes such as the planned merger of the Retention and Enrollment Management committees, as well as the creation of Extended Cabinet to include directors and academic department chairs.

The college program offerings in credit and non-credit are growing. The College-Wide Marketing Committee markets the college, and one staff member in Workforce Development and Continuing Education has five hours per week devoted to marketing, and the Dean of Workforce Development is responsible for marketing the college. The college has had a full time marketing person in the past and should consider adding a full time person to provide on-going college-wide marketing.

The all-college meetings have been helpful but could be more fully utilized for college communication. Meetings are scheduled on alternating days of the week to allow greater faculty participation. Other staff must remain at their desks for coverage and cannot attend. Therefore all topics covered at the All

College meetings are summarized in the monthly newsletter sent out campus-wide for a more transparent, inclusive form of governance. This would help improve collaboration, communication, and transparency.

Cross-training in the Student Services area plays a critical strategy to ensure that departments and areas are able to sufficiently meet the ever-changing needs of our students. Many function areas consist of one or two professional staff. Therefore, many individuals are trained to provide more than one service. Additionally, the division collaborates with the Academic Affairs division and faculty to focus on student success. The division relies heavily on the important role that faculty play in the advising process and in supporting student success.

The two academic departments are composed of faculty who are committed to strengthening their disciplines and maximizing student success. The department structure provides ongoing cohesion and structure within the academic area. Departments ensure the implementation of organizational decisions and work to ensure that academic decisions are made within the parameters of college policies and procedures. Two large departments, however, may not be the most efficient structure for our specific needs in the academic area.

Some smaller disciplines fall between the cracks of the coordinator structure. Department chairs serve as lead administrators for these disciplines with the assistance of full-time faculty members in some of these areas. In addition, some areas (such as relatively large programs in General Studies and Liberal Arts) have been vacant of coordinators at various times since the structure was initiated. In such cases, the Department Chair serves as de facto coordinator in the area with a vacancy, adding to the Chair's workload.

Projection

- The Institutional Effectiveness Survey results will continue to be the basis for action plans developed by the Extended Cabinet to address concerns raised by employees.
- As part of governance, standing committees will continue to send their annual reports to their respective deans for analysis by the President's Cabinet to ensure oversight of the governance structure on an ongoing basis.
- Annual reviews of committee effectiveness by the President's Cabinet, started in 2014, will continue and feedback will be disseminated campus-wide on an annual basis.
- The overall structure in the academic area will be assessed in AY15-AY16.

Institutional Effectiveness

Revisions to the statewide governance of the community college and state university system, leading to the current Board of Regents, grew out of extensive examination of the system functions. The statewide system will continue to be monitored by appropriate Connecticut agencies moving forward.

Turnover at the college management level has brought a fresh perspective to complement a practical and functional overall organizational structure. The college reviewed its governance system and refined a flexible but comprehensive system of standing committees and working groups that allow for broad-based employee contribution to the overall voice of college governance. The Institutional Effectiveness Survey provides an instrument to guide our review of college governance on an ongoing basis.

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

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Governing Board

By-laws

Board members' names and affiliations

URL

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Board committees

URL or document name for meeting minutes

?	a. Academic & Student Affairs Committee
	b. Audit Committee
	c. Finance and Infrastructure Committee
	d. Human Resources and Administration Committee
	d. Executive Committee

(Insert additional rows as appropriate.)

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Major institutional committees or governance groups*

a. President's cabinet		
b. College Council		
c. Faculty Council		
d. Enrollment Management Committee		
e. Extended Cabinet		

(Insert additional rows as appropriate.)

URL or document name for meeting minutes

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*Include faculty, staff, and student groups.

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	Fall 2014 Enrollment*
<input checked="" type="checkbox"/> Main campus	Enfield	CT	5/25/1905	1603
<input checked="" type="checkbox"/> Other principal campuses				
<input checked="" type="checkbox"/> Branch campuses				
<input checked="" type="checkbox"/> Other instructional locations				

Distance Learning, e-learning

	Date Initiated	Enrollment*
First on-line course	Spring 2000	284
First program 50% or more on-line	1/15/14	
First program 100% on-line	1/15/14	

<input checked="" type="checkbox"/> Distance Learning, other Modality		Date Initiated	Enrollment*

<input checked="" type="checkbox"/> Correspondence Education		Date Initiated	Enrollment*

<input type="checkbox"/> Low-Residency Programs Program Name		Date Initiated	Enrollment*

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.

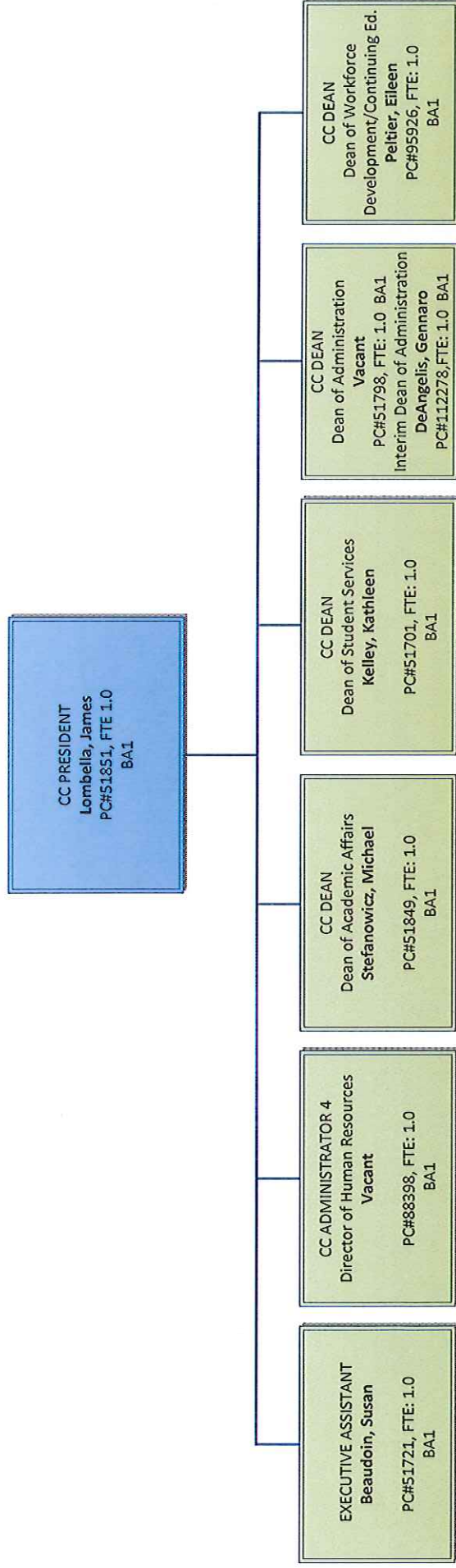
Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. 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.

* Report here the annual unduplicated headcount for the most recently completed year.

Asnuntuck Community College

Organizational Chart

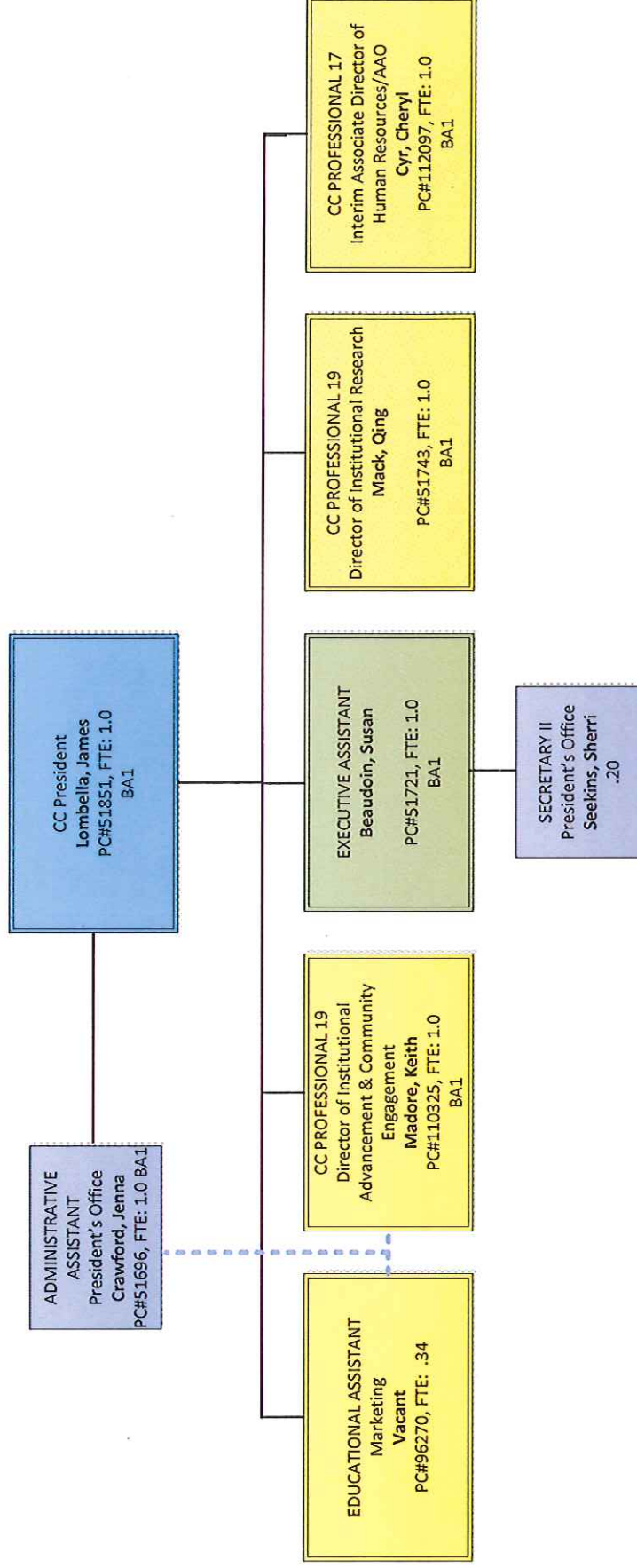
President's Cabinet



Asnuntuck Community College

Organizational Chart

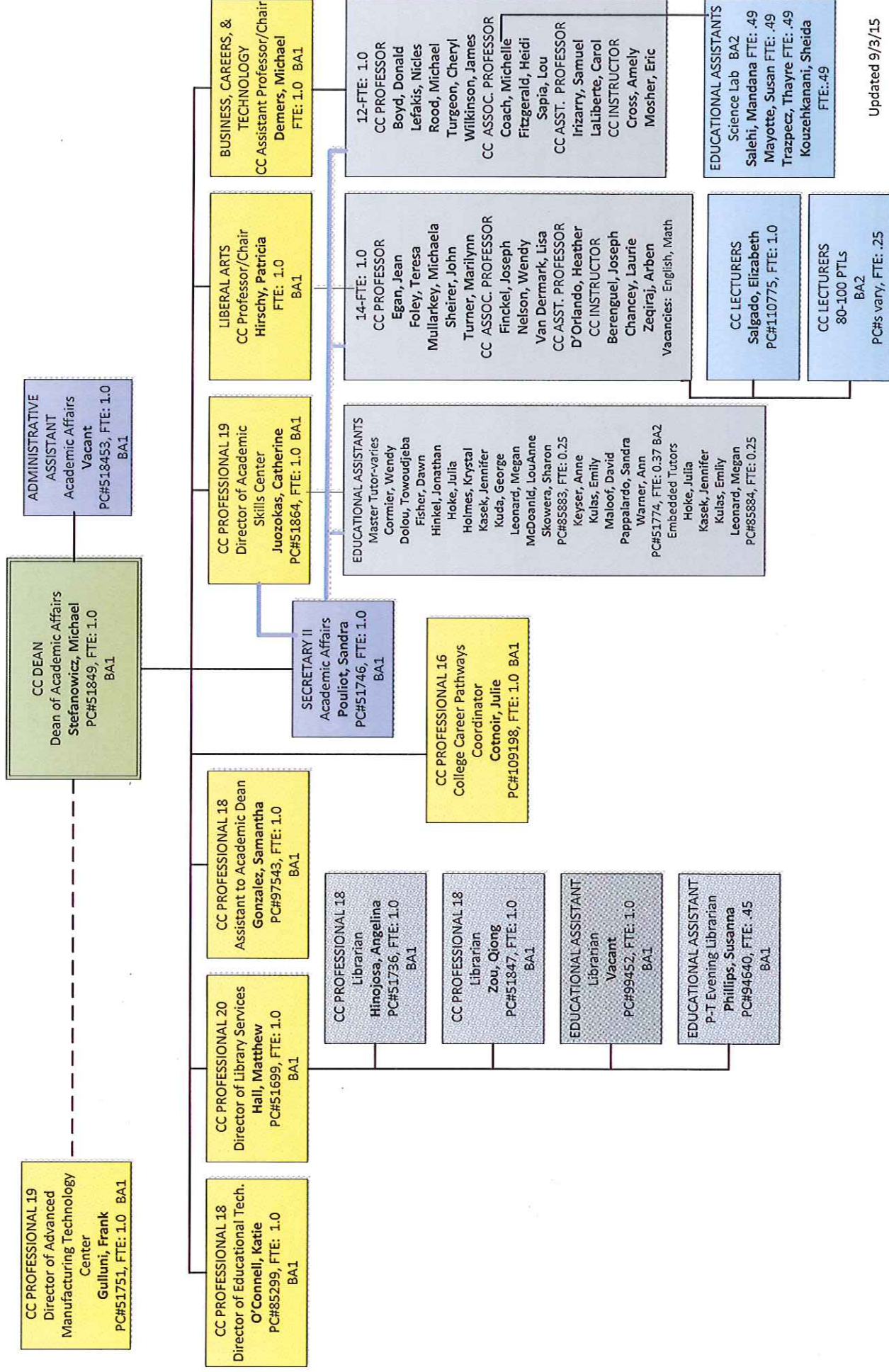
President's Office



Asnuntuck Community College

Organizational Chart

Academic Affairs



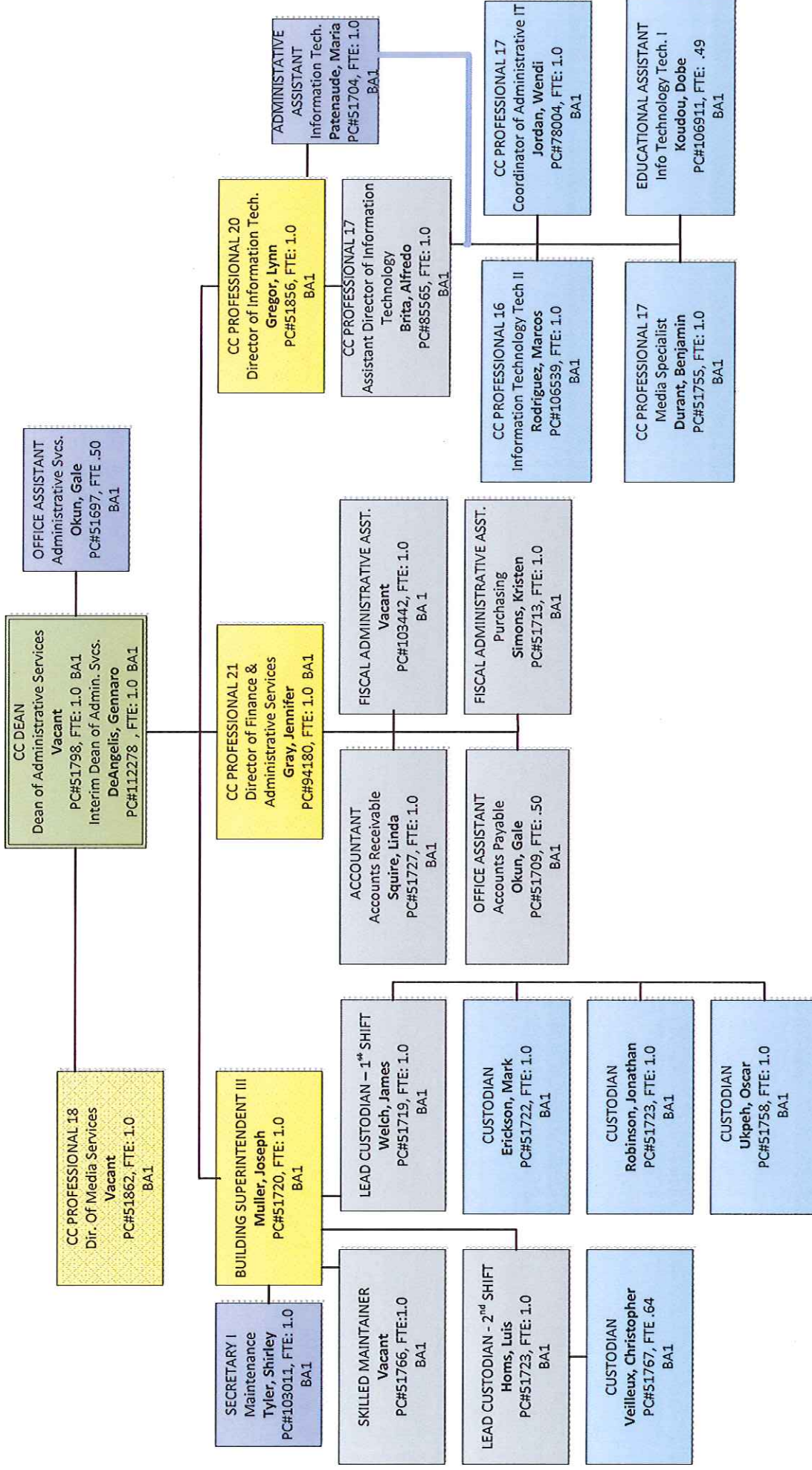
Organizational Chart

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Asnuntuck Community College

Organizational Chart

Administrative Services



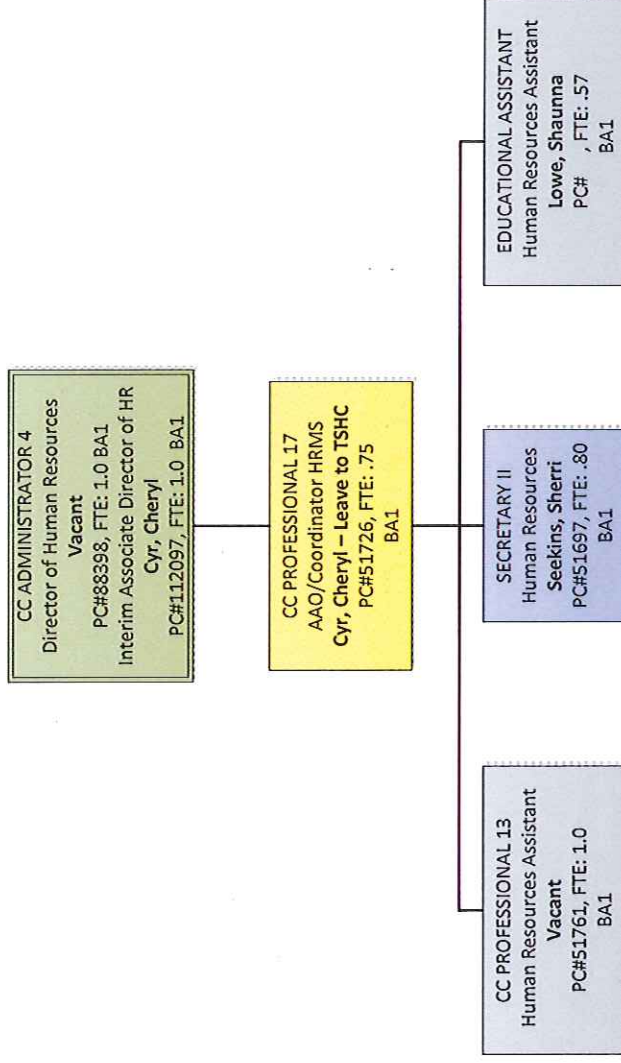
Organizational Chart

Updated 9/3/15

Asnuntuck Community College

Organizational Chart

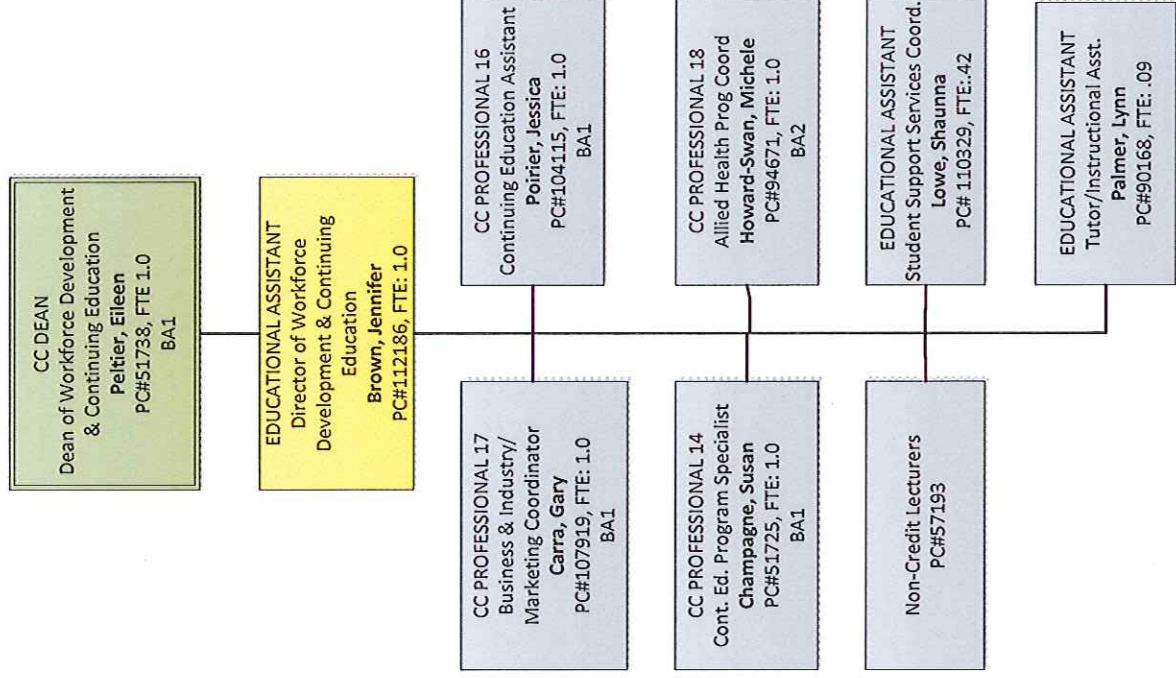
Human Resources



Asnuntuck Community College

Organizational Chart

Office of Workforce Development & Continuing Education



Standard Four: The Academic Program

Introduction

Asnuntuck currently offers 19 associate degrees and 23 certificates in a range of general, business, professional, and technology areas. The full list of our programs is available in the catalog and on the college website. These programs connect directly with our mission of offering "quality education." Specifically, our mission statement calls for "offering associate degree and certificate programs for transfer opportunities, career preparation and enhancement, and lifelong learning."

Each associate degree includes at least 60 credit hours and consists of a coherent mix of general education (at least 20 credits) and discipline-focused study. The degree requirements are included in the catalog, website, and programs of study sheets that also provide guidelines for a sequential progression for meeting the degree requirements.

Description

Undergraduate Degree Programs

Our degree programs are administered through the oversight of the Academic Affairs area, specifically and Academic Dean, Department Chairs, and full-time faculty members. Standard Three contains the details of academic organization, and Standard Five provides details of faculty activities.

A cycle of program reviews (available in the workroom) has been established by the Academic Dean in consultation with the Department Chairs and the faculty involved are an important component of curriculum development. Reviews of degree programs are completed using forms established by the Board of Regents. (These forms are available in the workroom.) Faculty members (including chairs and coordinators) are responsible for completing the program review, giving a strong faculty voice to evaluation in the academic area. Discipline reviews also occur in general academic areas such as English, Math, and Science.

Programs with Advisory Boards provide input to the review. Disciplines without an Advisory Board may or may not include an external perspective to the review. Advisory Board membership lists are available in the workroom.

Curriculum development and strategic planning are also addressed at the faculty level through the contractual Additional Responsibilities process. The Academic Dean identifies general priorities in the spring, faculty members complete their additional responsibilities proposals by June 1, and Dean/faculty conversations occur if needed with the beginning of the new academic year. (Samples of faculty additional responsibilities reports are available in the workroom.)

Educational Technology: Asnuntuck's Director of Educational Technology is a full-time position that specializes in online course design and technical support. The Director presents regular reports at faculty meetings, conducts many group workshops on using Blackboard, and is available for one-to-one

guidance with faculty members on creating effective online courses and troubleshooting technical issues associated with online instruction. In addition, the Director is Asnuntuck's liaison with Blackboard, the Connecticut Distance Learning Consortium, and the state central offices regarding our online instruction.

Asnuntuck began offering online courses in 2001. From 2001 to 2008, we experienced steady growth in the number of courses taught in hybrid and online formats, as well as the number of students enrolled in those courses. Growth leveled off somewhat around 2008, and we appear to be at a point where our online offerings match student needs and faculty capacity.

Full-time faculty members have been instrumental in every aspect of developing our online offerings. These faculty members discovered and responded to needs or interests among our students to propose and build specific online courses. And these faculty members have shepherded our online courses through the formal stages of planning and evaluation, and have marketed the courses to the campus community, recruiting students to enroll in our online courses.

We currently enroll 400-600 students each fall and spring semester in 20-30 online/hybrid courses with an average enrollment of around 21 students per section (out of a maximum section enrollment of 25). Summer enrollment has grown steadily, and we now average close to 400 students in about 20 sections.

Asnuntuck has several certificate programs that are completely available online/hybrid. None of our degree programs can be earned completely online/hybrid. We have reached the point where 50 percent or more of the credit hours in many certificate and degree programs can be earned online. This is primarily due to the availability of general education courses online. One degree program (Information Systems Technology) provides the opportunity for a majority the specialized major requirements to be taken through an online/hybrid format.

In 2014, Asnuntuck submitted a Substantive Change Request on distance learning to NEASC because students could earn 50 percent or more of several degree programs through online/hybrid instruction. The request report was subsequently approved and is available in the workroom.

Advanced Manufacturing Technology: In 1998, Asnuntuck responded to the labor market demands of the manufacturing community by establishing a basic manual and computer numeric control (CNC) machine technology program. Within a few years, the college responded once again, with significant input from its private sector partners, by developing more advanced technology-based certificate and degree programs in welding and fabrication, electronics, and electro-mechanical technology. Presently, our advisory boards perform an essential role in all phases of program delivery, from the curriculum and equipment to internships, scholarships, and full-time career employment.

Asnuntuck's Advanced Manufacturing Technology Center programs have successfully placed nearly two thousand students into career employment positions across major sectors of Connecticut and Massachusetts. Industry needs have changed radically during the past decade. To insure students' skills sets are fully transferable to the private sector, the college has invested in state-of-the art equipment, continuous updating and upgrading of course and program curricula, and professional development opportunities for instructional personnel.

Historically, Advanced Manufacturing Technology Center participants have enjoyed an 85 percent completion level and a 90 percent job placement rate. Entry-level employment for graduates of manufacturing technology certificate programs provides annual incomes ranging from \$35,000 to \$50,000.

The Advanced Manufacturing Technology Center at Asnuntuck is an invaluable asset to the incumbent worker population. Asnuntuck has been involved in the training and education of literally thousands of incumbent workers employed by a variety of companies, ranging from Pratt & Whitney to the Aerospace Components Manufacturers organization (a consortium of 94 companies encompassing more than 6,000 employees).

The Advanced Manufacturing Technology Center provides career educational opportunities to the following populations: middle and high school students, high school graduates, dislocated workers, the underemployed, and incumbent workers. Our efforts to stabilize the present manufacturing workforce and to seed the growth and development of the future workforce include a number of dynamic relationships with school systems across the region. The future workforce comprises those youth presently in our elementary and middle schools. Our progressive Fifth-Year model has the potential in the next decades to introduce thousands of youth to careers in the manufacturing sector.

Finally, the college was recently awarded more than \$25 million to construct a 27,000-square-foot addition to the present facilities. In 2017, the Advanced Manufacturing Technology Center will encompass more than 50,000 square feet with the ability to serve more than 500 students daily. Asnuntuck will continue for the long-term to serve the career needs of the student population and the employment demands of the manufacturing community.

Four Manufacturing Technology Degree Programs include options in Machine Technology, Welding Technology, Electronic Controls Technology, and Electro-Mechanical Technology.

Seven Manufacturing Technology Certificate Programs include: Advanced Machine Technologies, Machine Technologies Level II, Welding Technologies Fundamentals, Advanced Welding Technologies, Electronics Fundamentals, Electronics Systems and Controllers, and Electro-Mechanical Maintenance

The Manufacturing Technology Program assesses incoming students on math and reading using the Test of Adult Basic Education (TABE). Placement based on like scores has lead in most cases to cohorts which are on the same educational level, leading to more comprehensive learning. Using the TABE also insures that students with definable difficulties in math in particular are referred to tutorial services so that they can begin the remedial process early for optimum learning and educational outcomes.

The Major or Concentration

All associate degree programs begin with one or more introductory courses and continue on to more advanced 200-level courses in a coherent and flexible sequence. Degree requirements and a suggested sequence of courses are readily available to students in the catalog, the college website, and program sheets available at the college advising area in the front hallway. Both Student Services Counselors and faculty advisors support students through their degree major, and full-time faculty members in the discipline provide professional guidance in and out of the classroom.

In addition, the statewide Transfer and Articulation Program (TAP) is a new student-centered, faculty-driven initiative for ensuring Connecticut community college students complete degree programs that transfer to Connecticut State Universities and Charter Oak State College without either losing or generating excess credit. This program is comprised of both general education courses (see below) and common lower-division, pre-major pathways with guaranteed junior status upon transfer to a four-year

state university. Faculty members at both two- and four-year institutions in the state met frequently as academic disciplines during the past two years to design transfer degree pathways in a variety of majors.

General Education

Asnuntuck has always been focused on general education. Our former mission statement, developed in 1992, read much like a review of general education outcomes before such terms reflected the current major focus in higher education. The "academic goals for our students" section included the following general education outcomes, most of which bear a striking resemblance to the current vocabulary used to discuss these issues:

- Á an ability to use the English language and to communicate clearly and effectively;
- Á an understanding of, and ability to apply, quantitative relationships;
- Á an appreciation of the humanities and the arts, especially for their significance in the development of a global awareness; a sense of personal responsibility to the larger community; and an understanding of self-reflective, as well as analytic and critical thinking skills;
- Á an understanding of the influences and the usefulness of science and technology in all our activities;
- Á the development of the skills necessary for vocational and professional competence, and the recognition that those skills are a foundation of our connections to the world community and of our responsibilities to society and ourselves; and
- Á the development of life-long library and learning skills.

While the mission statement has since been revised to a shorter, simpler form, our commitment to general education has remained as strong as it was when that original mission statement was crafted. Two recent major initiatives have refined and expanded our work with general education: GO-RECAP and TAP.

GO-RECAP: Asnuntuck is committed to helping students gain the knowledge, skills, and abilities they need to succeed in their academic, professional, and personal lives in the 21st Century. The faculty, academic staff, and student services staff continue to work to identify and analyze comprehensive general education requirements.

The college defined "graduation outcomes" as a coherent set of knowledge, skills and abilities that successful graduates acquire and demonstrate upon graduation from degree programs. These outcomes refer to the ability to acquire and apply knowledge to real world situations and experiences. These graduation outcomes skills will qualify students to transfer to four-year institutions, be ready for employment, and to apply important successful life skills.

Immediately following the 2005 self-study, faculty members began developing graduation learning competencies. They were approved and included in the 2007-2009 college catalog. A review of graduation competencies took place throughout the 2008-2009 academic year, resulting in the development of GO-RECAP (Graduation Outcomes: Responsible, Expressive, Creative, Analytical, Practical). (Documents relating to GO-RECAP are available in the workroom.)

At least one professional day at the start of each subsequent semester was devoted to ongoing work on graduation outcomes. Team leaders for each of the GO-RECAP categories were selected to summarize the work of each group. Team leaders met several times during 2009 and early 2010 to refine and clarify GO-RECAP categories and identify possible ways that students can demonstrate competency in each

area. Discussion with the entire faculty during professional days in January 2010 focused on deciding how the college would assess whether students have fulfilled their GO-RECAP requirements prior to graduation.

Transfer and Articulation Program: As the GO-RECAP program was being implemented, the state university and community college system (CSCU) began developing a Transfer and Articulation Program (TAP) that included a substantial general education component. The Framework 30 section of each TAP pathway matches well with the GO-RECAP graduation requirements previously identified.

TAP is a new student-centered, faculty-driven initiative for ensuring Connecticut community college students complete degree programs that transfer to Connecticut State Universities and Charter Oak State College without either losing or generating excess credit. Students in a TAP pathway will complete the first 60-63 credits of a bachelor's degree at a community college and the final 60-63 credits at Charter Oak or one of the four Connecticut State Universities. Through TAP, students enrolled at a Connecticut Community College can select from over twenty concentrations that prepare them to complete bachelor's degrees. New transfer degree pathways will be available to students entering the community colleges in fall 2016.

Initiated in 2012 by the BOR's interpretation of the state Assembly's Public Act #12-31, TAP has three key elements:

- Á a common, competency-based, general education core;
- Á common lower-division pre-major pathways that include at least thirty credits of transferable; general education credits; and
- Á guaranteed junior status upon transfer.

Three major guidelines in developing the TAP General Education Core were that it should (1) function as an integrated learning experience transcending traditional disciplinary boundaries; (2) respect academic traditions of basic-skills proficiency, intellectual rigor, and the value and methods of critical inquiry; and (3) be general enough to allow for significant campus level creativity in determining how to develop institutional core curriculum consistent with the framework and responsive to differing student populations and institutional missions.

Establishing the general education core included assessment measures (tools, rubrics, etc.) to guide the college in determining if students are achieving system-wide competency expectations.

The general education curricula at all CSCU institutions includes the following competencies:

- Á written communication,
- Á oral communication,
- Á quantitative reasoning,
- Á critical analysis and logical thinking,
- Á continuing learning and information literacy,
- Á scientific reasoning and scientific knowledge,
- Á historical knowledge,
- Á social phenomena knowledge/understanding,
- Á aesthetic dimensions, and
- Á ethical dimensions of humankind.

Each institution was granted some latitude for how it would integrate these competencies into its own curriculum. Asnuntuck's Faculty Council decided to require the following minimum credits in these areas:

- Á 6 credits of written communication,
- Á 7-8 credits of scientific reasoning and scientific knowledge (including at least one lab science),
- Á 3 credits of quantitative reasoning (above intermediate algebra),
- Á 3 credits of historical knowledge,
- Á 3 credits of social phenomena knowledge/understanding,
- Á 3 credits of aesthetic dimensions,
- Á 3 credits of oral communication, and
- Á 3 credits of continuing learning and information literacy.

In addition, the TAP initiative requires that the two areas not selected for specific credit requirements (critical analysis and logical thinking and ethical dimensions at Asnuntuck) must be included in every course that meets a general education requirement.

Faculty members in appropriate discipline areas have been developing outcome forms to show how each general education course meets these requirements, and our General Education Committee has developed an advising form for advisors to help students meet these requirements in order to earn an associate's degree. (The outcomes and advising form is available in the workroom.)

Much of the groundwork for Asnuntuck's participation in the general education core aspect of TAP was done with our development of GO-RECAP, an extensive general education program developed independently after our 2005 comprehensive reaccreditation visit and described in detail in our 2010 NEASC interim report and summarized above. We then transitioned to the TAP initiative by establishing the General Education Launch Committee (GEL), which began defining our specific general education aspect of TAP. After two years, GEL then transitioned into the General Education Committee to continue defining our TAP general education core.

At the center of the system-wide plan for developing and implementing TAP was the understanding that TAP be driven by the principles of faculty governance and curricular control. TAP has been distinguished from a number of system-wide transfer models in other states by having its content developed entirely by faculty.

Beginning with the TAP Steering Committee and ten sub-committees that designed the competency-based general education core and defined each of the competencies during the summer of 2012, faculty members have been the primary engines for developing and implementing TAP. Thus, faculty from each of the seventeen CSCU campuses compose the voting membership of the Framework Implementation and Review Committee (FIRC). FIRC has primary responsibility to oversee the general education framework and to monitor how the pathways are integrated with that framework. Faculty members compose the Pathway Work Groups responsible for developing pre-major pathways; each work group's members are disciplinary faculty, one from each campus where the program is offered.

Two teaching faculty members—one from a state university and one from a community college—take primary day-to-day responsibility as the Program Co-Managers for implementing TAP and facilitating communication among all groups about TAP. Faculty members representing CSCU institutions participate at every level of the design, approval, and implementation process. In addition to the committees and work groups directly involved with TAP, the approval process for each pathway works

with the governance process established on each campus. By working together in these established, collegial ways, faculty members provide input and feedback at each step, thereby ensuring that meaningful general education pathways are delineated for students to follow.

Integrity in the Awarding of Academic Credit

Course credit is awarded based on clearly stated criteria reflecting learning outcomes as listed on the course syllabus. The Curriculum and Standards Committee recently approved revised language to define "credit hour," as well as "semester hour" (specifically relating to developmental courses). The most up-to-date definitions are included in all course syllabi.

Academic Credit Hour Definition: Asnuntuck Community College defines 1 credit hour as not less than 50 minutes of classroom or direct faculty instruction and a minimum of 2 hours of work outside of class each week for approximately 15 weeks. A traditional course of 3 credits involves at least 2.5 hours of instruction and 6 hours of work outside of class each week.

Hybrid, accelerated, and online courses involve an equivalent amount of work over a different amount of time, or in an online format. A typical 3 credit online class during a 15 week semester involves a minimum of 9 hours of work per week. The assignment of credit for experiential learning (such as science labs, internships, field work, practicum, and directed or independent study) is made by the academic program and approved through the college's curriculum approval process. When determining academic credit, a course's learning outcomes are considered along with professional practices and external certification requirements.

Semester Hour Definition: Courses designated by semester hour are intended to prepare students for credit hour course work. Semester hour designations have expectations of 50 minutes of classroom or direct faculty instruction and a minimum of 2 hours of student work outside of class each week for each semester over approximately 15 weeks. (Semester hour courses do not count towards graduation).

Asnuntuck does not offer distance education programs other than online courses. Courses offered online are designed by ACC faculty and must follow the same course outline and achieve same outcomes that "on-ground" courses must. The Connecticut Community College system uses a secure online portal to access Blackboard. ACC students must enter a unique secure login and passcode, known as a NETID.

All Asnuntuck certificate programs align with an existing degree program, following Board of Regents practice. This ensures the coherence and academic quality of each certificate.

In the case of transfer credit, the courses being considered for transfer will be evaluated against similar courses offered by Asnuntuck to determine the comparability of learning outcomes. If there appears to be a close match, transfer credit will be awarded. Further, in the case of students wishing to transfer courses from one community college to another within our system, the colleges instituted common course names and numbering, making transfer from one state community college to another smoother. Most courses offered at the twelve colleges have already been evaluated and determined either alike or not alike—based on learning outcomes—and transfer credit is awarded accordingly. The Director of Enrollment Management applies policies and procedures which provide adequate safeguards to ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's program of study.

There is demonstrable academic content for all experiences for which credit is awarded. Where direct course content correlation with Asnuntuck's college syllabi is in question, a student may take a CLEP exam. CLEP exams may be taken off campus (see CLEP exams page 18-19 of the college catalog). Asnuntuck no longer administers CLEP exams; however, we do translate scores and give credit for CLEP courses. Asnuntuck also offer students a listing of CLEP testing sites, available on the Educational Testing Services web site. Of the sites listed, for proximity, we generally refer students to Charter Oak State College in New Britain, the University of Hartford in West Hartford, and Eastern Connecticut State University in Willimantic. No graduation credit is awarded for developmental work designed to prepare the student for collegiate study. High School Partnership, College Career Pathways, and College Connections courses approved at the college level may count toward graduation.

In the case of dual enrollment programs, Asnuntuck faculty members certify both the courses and the instructors as per NACEP guidelines. Each high school submits a course outline/syllabus to ensure that learning outcomes are identical to college courses, and high school faculty must meet minimum hiring qualifications for the college. Those faculty overseeing College Career Pathways (CCP) high school classes offer required yearly professional development for CCP high school teachers. New CCP teachers are required to attend a new teacher orientation. Asnuntuck faculty members visit each of the CCP high school classrooms and review the course curriculum each year. This oversight ensures that learning outcomes at the high school match Asnuntuck's curriculum. See Appendix C-10 for the College Career Pathways Dual Enrollment Program compliance with NEASC standards.

Procedures for students transferring to Asnuntuck from other institutions are clearly presented in the catalog. The college has numerous articulation agreements with colleges and universities both inside and outside the state of Connecticut. There are also program-specific articulation agreements with other institutions of higher education, in addition to the new TAP initiative. A complete list of articulation agreements is available on the student services section of the college website. CCCSE results have consistently shown that students utilizing transfer services are satisfied with the outcomes, and feel that this is an important service. (CCCSE/NEASC Toolkit Appendix C-6.)

Credit for prior experiential or non-collegiate sponsored learning is awarded on a limited basis. Students may take a CLEP exam as outlined above. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the awarding of credit for prior or experiential learning are clearly stated and available at the state community college system website. A hardcopy of this information is available in the workroom.

The institution specifies and publishes—in hard copy and on its website—requirements for continuation in, termination from, or re-admission to its academic programs which are compatible with its educational purposes. Graduation requirements are clearly stated in the college's degree contracts and in the college catalog. These requirements are consistently applied in the degree certification process. Prior to graduation, student records are reviewed for accuracy during a graduation audit completed by the registrar's office.

Assessment of Student Learning

Prior to 2009, assessment of student learning had occurred primarily at the course level; however, with the creation of GO-RECAP and now the TAP General Education Framework 30, the college is broadening its assessment efforts to include General Education competency areas and graduation outcomes.

During the 2009-2010 academic year, the college community, and in particular Academic Affairs, defined the expectations of student learning that would reflect the mission and character of Asnuntuck. This initiative eventually led to our GO-RECAP program and includes detailed definitions of student learning, performance indicators, and outcomes. Faculty members began piloting GO-RECAP assessment, but then redirected assessment efforts to the General Education outcomes for the legislatively mandated and system-prioritized TAP Framework 30.

Each course that was submitted for a TAP competency area completed an application focused on assessment of the system-wide competency outcomes, and the next step for the General Education Launch Committee and Academic Affairs is to develop a comprehensive assessment plan for the TAP Framework 30. Each faculty member with an approved course has been asked to dedicate a portion of the required additional responsibilities hours to work on TAP General Education assessment.

The Director of Institutional Research is a board member of NEAAN, the New England Education Assessment Network, and professional development on General Education and Career Program Assessment occurred with the President of NEEAN during the Professional Day workshops at the beginning of the fall 2015 semester. Asnuntuck plans to continue working with NEAAN by participating in the annual Fall Forum and sending assessment teams to the NEEAN summer institute for the Academic Year 2015-16 and beyond.

Our Workforce Development and Continuing Education department provides lifelong learning opportunities and personal enrichment for students of all stages of life and career by offering courses and programs that include credit and noncredit courses and workshops, consultation and customized training for area businesses and industries, workforce training and retraining programs, and other activities to enhance local economic development efforts. We offer Healthcare, Comprehensive and Career certificate programs, Professional Development and Youth programs both on campus and online.

Workforce Development programs are brought to individuals and employers through existing programs or customized training by our Business and Industry Division. The division works with other areas of the college, employers, and with community organizations to identify needs and to provide educational programs to meet those needs.

Our healthcare certifications give the skills needed to enter or advance a career in the healthcare field. The Workforce Development and Continuing Education department offers fourteen healthcare certificate programs leading to industry certification or licensure. A list of these programs can be found on the college website.

Our continuing education mission statement reflects the overall mission statement of the college: The Department of Workforce Development and 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. The Department of Workforce Development and Continuing Education at Asnuntuck Community College was established to provide opportunities for lifelong learning for residents of the college's service area.

Appraisal

Undergraduate Degree Programs

All degree-granting areas have full-time faculty members, but some areas of the curriculum do not, largely due to the small size of the college. Full-time faculty members have shown versatility in academic and career advising outside their areas. While sequential progression is clear in most degree programs, the specific differences between first-year and second-year courses are not fully clear in all programs. In addition, not all programs have an external perspective such as an internship/externship.

Some discipline areas (mathematics, for example) that are not actual degree programs have been evaluated using a mini-program or discipline review form that was developed by the Academic Dean with input from the Department Chairs. College actions that occurred as recommended in the mathematics mini-program review include an increased number of math tutors in the Academic Skills Center, alternative placements for students who need to repeat a course, extension of the math coordinator to an ongoing position, and technology workshops for math faculty.

Some program reviews have been fully evaluated and updated in a timely fashion while others have lagged behind. The situation is being addressed with the Program Review Five-Year Schedule, 2014-2018, developed by the Academic Affairs Office (available in the workroom). The Board of Regents has established a seven-year cycle for program reviews; however, Asnuntuck will remain on an internal five-year schedule, or more often as needed for externally accredited programs.

General Education

The GO-RECAP and TAP initiatives both provide an excellent focus on comprehensive general education standards and outcomes. In addition, the TAP program is creating a strong general education transfer articulation among the state community college and four-year universities.

Standard Six details our student retention efforts, which grow directly out of our mission statement to create a "nurturing environment" for the student body. In addition, we view developmental studies as an important aspect of student retention and the underpinning of our general education program. Every area of the college commits to the view that a significant part of our mission is to address the academic needs of students who may not be fully ready for college-level work. Developmental education has been central to our academic program since the college was founded.

We have long offered specific courses focused on helping students reach college level in math, reading, and writing. In addition, our First Year Experience course, developed about a decade ago, has become a standard offering and is required of students in the Liberal Arts and General Studies degree programs—usually students who fall into the "undecided" category and greatly benefit from a retention course to focus their academic development.

We undertook a major revision of our developmental course offerings several years ago, partly as a result of PA 12-40, a recent Connecticut legislative initiative that required streamlining of developmental studies at all of the state community colleges. In brief, the legislation required that students meet their developmental course needs very early in their college studies so that they could move on to credit courses.

In the Math area, one major change involved combining our two three-credit developmental math courses (075 and 095) into one intensive six-credit developmental course (085) that leads directly to intermediate algebra. Another curricular change involves offering self-paced sections of pre-algebra, elementary algebra, and intermediate algebra that allow students to complete one or more of those courses in one semester.

In English, we combined our separate three-credit developmental reading and writing courses (043 and 073) into one intensive six-credit course (096) that leads directly into the college-level composition course. We also created a six-credit version of college level composition that includes a three-credit on-campus and online component for students whose placement scores are just short of college-level reading/writing.

Both the math and English developmental program changes that grew out of PA 12-40 legislation were designed by faculty members who teach in those areas. New full-time faculty members were recently hired in both math and English to teach developmental and college-level courses, as well as to continue to refine our program revisions. These actions show a commitment to addressing the needs of students with the greatest academic needs in a systematic way.

While the system developmental redesign is relatively new, the results are promising. The students who were able to take college-level courses with embedded support have been successful during their first semester, with a majority now earning college credit. The BOR institutional research staff has been compiling data and will be tracking the success of these students in subsequent courses. At this point, there is only preliminary data, but the anecdotal results are pointing toward success. Asnuntuck will do internal research by tracking these students to determine the efficacy of the courses and identify potential curriculum adjustments. The BOR will also assess the effectiveness of various redesign models to determine the best practices moving forward.

The Major or Concentration

Enrollment and sustainability in degree offerings (program majors) is assessed annually. The new academic dean recently assessed the three lowest enrolled programs for enrollment trends, revenue projection, staffing levels, and workforce needs. As a result of this review, the college is recommending a termination of the current Information Systems Technology program to the BOR. The course offerings would be phased out over the next two years, with arrangements made to ensure currently students can complete the degree. Low-enrolled programs will work with advisory boards to develop strategic plans to increase enrollment and/or modify curriculum.

In addition, the statewide Transfer Articulation Program (TAP) will facilitate completion of baccalaureate majors once students transfer from Asnuntuck to Connecticut state universities. Students in a TAP pathway will complete the first 60-63 credits of a bachelor's degree at a community college and the final 60-63 credits at Charter Oak or one of the four Connecticut State Universities. Through TAP, students enrolled at a Connecticut Community College can select from over twenty concentrations that prepare them to complete bachelor's degrees. New transfer degree pathways will be available to students entering the community colleges in fall 2016.

Integrity in the Awarding of Academic Credit

When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption. While overall college policies are comprehensive, the college catalog does not include the policy for how a student who is on suspension or probation can be re-admitted into good standing in an academic program.

Charter Oak State College (the state's online institution) evaluated three of our continuing education programs for credit: Phlebotomy/EKG Technician (awarded 5 credits), Emergency Medical Technician

(awarded 4 credits), and Public Safety Dispatch (awarded 2 credits). These credits are housed at Charter Oak State College, which will issue transcripts as requested by students. In the spring of 2015, Charter Oak also began the process for assessing the following programs for credit: Pharmacy Technician, Massage Therapy, and Medical Billing and Coding.

Assessment of Student Learning

Asnuntuck is now in a position to begin broad assessment activities from the course, program, and institutional level. The TAP initiative has focused the college on specific General Education competencies, and assessment efforts for these will be developed during the 2015-2016 academic year. Asnuntuck can now revisit the GO-RECAP initiative, which dovetails nicely with the Framework 30 and General Education competencies. The TAP Framework 30 defines the first 30 credits of an AA or AS program, whereas the GO-RECAP initiative focuses more on broad graduation outcomes. These outcomes need to be mapped to the curriculum for all programs, but specifically for career-based and non-TAP programs.

Our academic and continuing education programs align well with our overall college mission. Academic policies and procedures are readily available in the college catalog and on the college website. Learning outcomes are clearly defined in course syllabi and in degree program sheets and descriptions--although some programs could articulate their outcomes more specifically to keep up with the language of accountability in higher education.

The college has created online learning opportunities to address student needs, but we have not yet conducted a systematic review of our overall online offerings as a follow-up to our recent Substantive Change Proposal (approved by NEASC in 2014) relating to more than 50 percent of some degree programs being available through online instruction.

Although our Continuing Education programs are not directly connected with our academic offerings, they are central to meeting specific aspects of our mission in terms of career enhancement, lifelong learning, personal growth, and support of the community.

Additionally, the Connecticut Department of Social Services has awarded funding of \$550,000 since January 2014, for SNAP (Supplemental Nutrition Assistance Program) scholarships for any of the 14 continuing education healthcare career certificate programs. Students using a SNAP scholarship receive a full tuition waiver, which includes industry certification exams.

Asnuntuck ensures that students have systematic, substantial and sequential opportunities to learn important skills and understanding, through its GO-RECAP, TAP Framework 30 General Education, and regular program and discipline review. Learning outcomes are beginning to be assessed broadly as well as by course.

ACC is committed to self-improvement, and uses both quantitative (CCCSE and SENSE survey, enrollment and graduate surveys) as well as qualitative (student evaluation, focus groups, advisory boards to measure student learning and improve its academic programs.

Projections

- The college will continue to update any revised academic policies so that they are clearly available in the college catalog and on the college website.

- The college will adhere to the Program Review Five-Year Schedule, 2014-2018.
- The college will conduct a formal review of its online offerings to assure attention to student needs and curricular coherence.
- The academic area will review the curriculum for full-time/part-time faculty coverage and identify disciplines most in need of potential new full-time faculty hiring.
- The college will review its general education definition and implementation to assure that TAP and GO-RECAP needs are being addressed.

Institutional Effectiveness

The overall academic program is at the core of Asnuntuck's mission. Through administrative supervision by the Academic Dean, review by the full-time faculty, and oversight by the Curriculum and Standards Committee, the college systematically maintains the academic program to be responsive to student needs. We assess our courses and programs rigorously to ensure student learning, especially through our local work with the GO-RECAP and TAP initiatives, which enhanced our general education offerings, degree programs, and transfer articulations.

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

Fall 2014 Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE	891							891
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE	98							98
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	989	0	0	0	0	0	0	989
Unduplicated Headcount Total								0
Degrees Awarded, Most Recent Year								0

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	64		11
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE	14		1
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	78		12
Unduplicated Headcount Total	297		19
Certificates Awarded, Most Recent Year	n.a.	n.a.	

Notes:

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

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

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

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
For Fall Term, as of Census Date		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Certificate						
?	ACCOUNTING ASSISTANT CERT	10	2	2	4	4
	ADVANCED MFG. MACHINE TECHNOLOGY				84	84
	ADVANCED MANUFACTURING WELDING				1	1
	BUSINESS ADMINISTRATION CERT	5	1	2		
	CHILD DEVL ASSOCIATE PREP	2	2	2		
	COMMUNITY-BASED CORRECTIONS			1		
	COMPUTER AIDED DRAFTING CERT		1			
	EARLY CHILDHOOD EDUCATION CERT	1		2		
	ENTREPRENEUR CERTIFICATE	3			1	1
	GERONTOLOGY CERTIFICATE	1	3	1	1	1
	HEALTH CAREER PATHWAYS	8	10	7	4	4
	HUMAN SERVICES MANAGEMENT CERT				1	1
	MACHINE TECHNOLOGY LEVEL I	1	2	1		
	MACHINE TECHNOLOGY LEVEL II	94	42	9	3	3
	MARKETING CERTIFICATE	1		4		
	MFG ELECTRO-MECHANICAL MTNCE TE				2	2
	MFG ELECTRONICS FNDMNTLS	2				
	MFG ELECTRONICS SYS & CONTRLS	1				
	MFG WELDING TECH FNDMNTLS	2	3	3	5	5
	OFFICE USER SPECIALIST		1	1		
	PC SPECIALIST CERTIFICATE	2				
	RADIO BROADCASTING OPTION	1	1			
	SOFTWARE DEVELOPMENT	1	1			
	WEB DESIGNER	5	6	3	1	1
	LEAN MANUFACTURING (I Campus)	17				
	MARKETING CERTIFICATE (I Campus)	2				
Total		159	75	38	107	107

Associate

?	ACCOUNTING	47	53	59	48	48
	BOT: MEDICAL ADMIN ASST		1			
	BUSINESS ADMINISTRATION	122	113	108	121	121
	COMM & BROADCASTING: RADIO BROAD			1		
	COMMUNICATIONS	2	1	6	3	3
	COMMUNICATIONS & BROADCASTING	6	3			
	COMMUNICATIONS: BROADCASTING OP	17	19	16	14	14
	COMMUNICATIONS: JOURNALISM OPTIO	3	8	5	6	6
	COMPUTER & INFORMATION SYSTEMS	27	8	1		
	COT: LEAN MFG AND SUPPLY CHAIN MA				1	1
	COT: TECH STUDIES: ELECTRO-MECH MT	2	1	2		
	COT: TECH STUDIES: ENGINEERING TEC				1	1
	CRIMINAL JUSTICE	73	86	88	71	71
	EARLY CHILDHOOD EDUCATION	56	59	51	51	51
	ENGINEERING SCIENCE	15	14	20	16	16
	GENERAL STUDIES	403	407	370	384	384
	HUMAN SERVICES	49	51	63	50	50
	INDUSTRIAL MGMT TECHNOLOGY	3	1	1		

INFORMATION SYSTEMS TECHNOLOGY	22	31	45	40	40
LIBERAL ARTS	240	257	272	262	262
LIBERAL ARTS: FINE ARTS	15	17	15	12	12
TECH STUDIES: ELECTRICAL OPT	1		2	1	1
TECH STUDIES: MACHINE TECH	12	93	146	62	62
TECH STUDIES: MFG ELECT CONTRL	6	9	9	8	8
TECH STUDIES: MFG WELDING OPT	30	34	41	56	56
TECHNOLOGICAL STUDIES	1	3	1	2	2
Undeclared	376	333	355	287	287
Total	1,528	1,602	1,677	1,496	1,496

Total Undergraduate	1,687	1,677	1,715	1,603	1,603
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*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with

Note: Although there is a demographic change of traditional age students in our service region that could result in decrease of enrollment, we project a flat enrollment change as we are committed to service all our students.

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

2
2

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Undergraduate						
?	ACC*	460	404	528	429	429
	ANT*	42	54	51	60	60
	ART*	387	477	510	393	393
	AST*			54	75	75
	BBG*	90	141	168	141	141
	BES*	78	45	51		
	BIO*	1226	1,228	1,113	1,235	1,235
	BMG*	240	198	225	195	195
	BMK*	255	195	207	285	285
	CAD*		201	204	249	249
	CHE*	276	276	276	268	268
	CJS*	311	373	374	284	284
	COM*	481	463	517	448	448
	CSA*	427	380	342	246	246
	CSC*	72	99	129	75	75
	CST*	141	120	99	132	132
	DAN*		72		63	63
	DGA*	114	105	135	147	147
	ECE*	222	150	306	219	219
	ECN*	252	198	228	180	180
	ENG*	1992	1,941	1,863	1,785	1,785
	EVS*		45			
	HDEV*	483	450	378	426	426
	HIS*	351	348	375	390	390
	HLT*		24	33		
	HPE*	24	21	21	15	15
	HSE*	138	141	177	84	84
	HUM*		3			
	MAT*	1845	1,777	1,598	1,784	1,784
	MFG*	1916	2,412	2,760	2,626	2,626
	MUS*	87	51	60	51	51
	OCE*	72	54	75	63	63
	PHL*	48	36	69	108	108
	PHY*				92	92
	POL*	228	234	183	183	183
	PSY*	825	813	909	780	780
	QUA*	117	153	213	108	108
	SGN*	75	72	84	69	69
	SOC*	846	828	879	765	765
	SPA*	180	120	162	180	180
	THR*	132	150	171	201	201
Total		14,433	14,852	15,527	14,834	14,834

Graduate

Standard Five: Faculty

Introduction

Asnuntuck Community College employs a diverse and dedicated faculty to fulfill the mission of the college and deliver quality instruction. Asnuntuck's faculty qualifications include advanced degrees, scholarship, advanced study, creative activities, and other professional experience, training, and credentials. The faculty offer a variety of programs and innovative offerings.

Description

In general, Asnuntuck's faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. In its actions related to faculty, the college adheres to the policies and practices of the State of Connecticut, the Board of Regents of the Connecticut State Universities and Colleges, and our collective bargaining unit, the Congress of Connecticut Community Colleges.

The Congress of Connecticut Community Colleges (known as the 4Cs) is the union that represents both full-time and part-time professionals at Connecticut's twelve community colleges. The role and responsibilities for faculty members are delineated in the 4Cs Collective Bargaining Agreement, Articles IX and X (available in the workroom and online here: <http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf>). The agreement stipulates three types of appointments for full-time faculty: a full-time lecturer appointment for one year or less, a standard one-year appointment, and a tenured continuing appointment.

All full-time faculty members are required to hold a Master's degree in the field of study, as per BOR policy. Exceptions can only be made on a case-by-case basis and for extensive industry experience. Such exceptions need to be approved by the academic dean, college president, and the President of the BOR.

As of spring 2015, the college employed 26 full-time faculty members and approximately 60-80 part-time faculty members. Fourteen full-time faculty members are female (54 percent), and 12 are male (46 percent). Three are Hispanic (11 percent), one is African-American (4 percent), and the remaining 22 are Caucasian (85 percent). All hold a minimum of a master's degree in their field. Seven hold a doctorate as their highest degree (27 percent), and the other nineteen have master's degrees (73 percent). Nine hold the rank of professor (35 percent), four are associate professors (15 percent), six are assistant professors (23 percent), and seven are instructors (27 percent). Two have been full-time faculty members at the college for less than one year, eight from one to five years, seven between five and ten years, four between eleven and fifteen years, zero between sixteen and twenty years, two between twenty-one and twenty-five years, one between twenty-six and thirty years, and two more than thirty years. (Résumés for individual full-time faculty members are available in the workroom.)

In fall 2014, the percentage of class seats that are occupied by the Advanced Manufacturing Center students doubled to 25 percent from 12 percent in fall 2010. However, the Center continues to run all classes with 3 to 4 full-time instructors and about 7 to 8 part-time instructors each year. All faculty members at the Center teach hands-on lab courses. In addition to their academic credentials, all faculty members at the Center also have extensive industry experience.

Asnuntuck uses a comprehensive, inclusive process for filling full-time faculty vacancies. Announcements for full-time teaching positions at the college consistently identify the BOR minimum hiring qualifications as a Master's degree in the field (required) and prior college teaching experience (preferred) or demonstration of equivalent education and/or past work experience. Searches for full-time, tenure-track faculty are conducted at the national level in an effort to attract a well-qualified and diverse applicant pool. Faculty vacancies are posted on the college website and advertised in local and national publications.

The 4C's Collective Bargaining Agreement defines procedures for salary, fringe benefits, promotion, tenure, and sabbatical leave/retraining. The Agreement also spells out grievance procedures available to faculty and identifies the need to address grievances "fairly without fear of prejudice or reprisal."

Faculty update their knowledge and skills in their discipline and professions by a variety of means, including the following: membership and participation in professional organizations, including local, regional and national associations; subscribing to and reading trade journals; attending conferences, seminars, and workshops--both teaching related and discipline/profession specific; and participating in laboratories. In addition, several faculty members have completed advanced degrees and certifications beyond the Master's level in their disciplines.

Opportunities are available for faculty to participate in system-wide, local, and individual professional development. The Connecticut community college system offers many opportunities for professional development. The Center for Teaching (CFT) sponsors several popular programs open to community college faculty members throughout the state system: the Spirit of Teaching, Pathways for Teaching Innovation, the Schwab Institute for Academic Leadership, the Barnes Seminar, and Instructional Skills Workshops. The system-wide Teaching & Learning Team (T&L) addresses best pedagogical practices in the use of online instructional technology. In addition to holding an annual conference, T&L has created a nine-week online course, iTeach Essentials, that provides faculty with the experience of taking an online course while learning how to create and teach an online course. System office staff members also develop and offer Blackboard training in cooperation with T&L and local educational technology and distance learning staff. Finally, several discipline-specific professional organizations address system-wide concerns and conduct discipline-specific faculty development, including the Mathematical Association of Two-Year Colleges of Connecticut (MATYCONN) for math faculty, the Connecticut Coalition of English Teachers (CCET) for English faculty, the ESL Council, the Early Childhood Education Council, and the Biology Council. Adjunct faculty members are invited to all college-level and many system-level professional development programs.

Faculty members may apply for sabbatical or educational leave to complete more rigorous study, research, or service as a consultant, as described in the Collective Bargaining Agreement, Article XVII sabbatical leave and Article XVIII Professional Development). Faculty members also have access to retraining funds (Article XVII of the Agreement). The annual Distinguished Service and Educational Excellence Award grants a faculty/professional staff member up to \$5,000 during an academic year for a specially designed professional growth project.

To ensure professionalism and integrity, Article VI of the Collective Bargaining Agreement entitles all full- and part-time faculty members to academic freedom in conducting research and publishing results, and in executing their teaching responsibilities. The Asnuntuck Faculty Handbook outlines clear expectations and guidelines on a wide range of issues to ensure that faculty members understand their responsibilities and obligations and take the appropriate steps to meet them.

Teaching and Advising

Full-Time Faculty Teaching Responsibilities: Asnuntuck takes seriously the truism that two-year colleges are teaching institutions. Our mission statement indicates that the college's primary mission is to offer "quality education in an accessible, affordable, and nurturing environment." In keeping with this mission, the faculty's major focus is on teaching.

The teaching focus is directly reflected in the collective bargaining agreement (available in the workroom), which calls for full-time faculty members to teach 24 credit hours per year, as well as the necessary planning and evaluation that accompanies these courses. This emphasis on teaching and related duties (advising, office hours, record keeping, currency with academic discipline, etc.) accounts for 80 percent of the full-time faculty members' responsibilities. The remaining 20 percent, known as "additional responsibilities," consists of service toward the college mission, much of which focuses on support for teaching (see below).

Full-Time Faculty Non-Teaching Responsibilities: Full-time faculty members propose activities for their additional responsibilities during the upcoming academic year through a report submitted to the Academic Dean by June 1 of each year. These proposals align additional responsibility activities with the college strategic plan. The dean reviews the proposal and sometimes requires revisions to the proposed activities in concert with each faculty member before rendering official approval.

Along with teaching-related additional responsibilities, the full-time faculty members are extremely active and involved in the life of the institution and the community through a wide range of activities, many of which relate directly or indirectly to providing an excellent teaching and learning environment. Pages 22-23 of the Congress of Connecticut Community Colleges collective bargaining agreement (available in the workroom and online here:<http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf>) lists suggestions for these additional responsibilities, including the following highlights:

- Á preparation of special reports such as accreditation reports;
- Á participation in special college projects, surveys, studies;
- Á development of new instructional techniques, course offerings or programs, or major revisions of course programs;
- Á participation in community service activities, designed to further the mission of the college;
- Á participation in career development and related advising activities or special retention programs (in addition to academic and career-oriented advising required of all faculty as a teaching responsibility);
- Á serving on system-wide committees;
- Á advising student organizations and activities;
- Á peer evaluations requested by the college administration; the evaluation of part-time faculty;
- Á retention counseling;
- Á the recruitment of students;
- Á providing assistance in student registration and add/drop procedures; and
- Á developing professional development activities generally applicable to the department, division, or college.

Full-Time Faculty Advising: Full-time faculty members serve as student advisors in two primary ways. First, each full-time faculty member is assigned a varying number of full-time students as official advisees and meets regularly with those students to discuss their academic progress. (Program coordinators, of course, advise students matriculated in their programs; non-coordinators are assigned

students in programs that have no nominal coordinator.) All full-time students are assigned to a faculty advisor. Second, full-time faculty members serve as general advisors to part-time students, usually those who have taken classes with the full-time faculty member. This general advising of part-time students takes place during the faculty member's office hours, whenever the student and faculty member make arrangements to meet, or when the faculty member is available at a scheduled time at the advising center (an open area on the front hallway) during specific advising days just prior to registration.

Part-Time/Adjunct Faculty: Just as full-time faculty roles are clearly defined, so too are the roles of part-time faculty. Part-time faculty members are covered by many of the same collective bargaining agreement policies as full-time faculty (for example, grievance procedures, nondiscrimination, academic freedom, etc.). Also, the adjunct faculty handbook, described below, includes a great deal of information about part-time faculty roles.

Part-time faculty members are provided with office space in the faculty office suites. Each adjunct faculty member receives a voice mail box and college e-mail address. In addition, part-time faculty members have the same access to photocopiers, office supplies, and administrative support as do full-time faculty members.

Adjunct faculty are not required or expected to be involved with institutional activities outside their courses because they generally have a full-time job away from the college in the field in which they teach. However, many adjuncts are involved in college activities, by personal choice and commitment, despite their heavy outside time commitments.

Asnuntuck recognizes seniority among adjunct faculty members. The Part-Time Lecturer Pool (known as the "seniority list") is a list of adjunct faculty members within the Connecticut Community College system who have met certain criteria for being offered courses to teach on a continuing basis. Negotiated as part of an agreement between the colleges and the Congress of Connecticut Community College bargaining unit, this list identifies qualified adjunct faculty members who must be offered at least one course in their discipline, at their college, on a seniority basis, subject to course availability.

To be eligible for inclusion on the list at a particular college, an adjunct faculty member must have taught at least 24 credits since 1992 within the Connecticut Community College System, have taught at least 18 of those 24 credits at one college, and have taught at that college within the past five (5) fall and spring semesters.

In regard to dual degree programs, high school faculty who teach in the College to Career Pathway (CCP) program are vetted and classes approved by discipline-specific full-time faculty members, following NACEP guidelines. The same procedures for hiring on-campus adjunct faculty members for each specific discipline are utilized when reviewing high school teachers' applications and resumes. Program coordinators determine whether they or their designee will oversee the course and high school teacher reviews. Full-time faculty members utilize additional responsibility hours as compensation for the work required to administer and oversee CCP courses in their discipline area.

Faculty Evaluation: The Connecticut Community College system contractually requires periodic evaluation of all full-time and adjunct faculty members.

Full-time faculty members are scheduled to be evaluated by the Dean of Academic Affairs as follows: In each of their first two appointment years, once in every three years thereafter for those on standard appointments, and once every five years thereafter for those holding tenured appointments. More frequent evaluation may occur at the behest of the faculty member or the Board of Regents. Evaluations

include a teaching observation. Full-time faculty members complete and submit a pre-observation form to the academic dean and may also have an opportunity to meet with the dean prior to the observation. After the observation, the academic dean completes the instructional observation form (available in the workroom), which includes feedback about instructional efficacy (as observed) and offers specific suggestions for improvement. For every evaluation, there is the opportunity to meet and discuss the evaluation with the evaluator.

Adjunct faculty members are evaluated by program/discipline area coordinators or department chairs, depending on availability. All new adjunct faculty members are formally evaluated as early in their tenure as possible, often in their first semester. The evaluation process mirrors that of full-time faculty members. Adjunct faculty members are evaluated in their first semester and periodically thereafter. They are notified in advance to schedule a day for a classroom observation. Evaluations follow a three-step process. During the first step, the faculty member completes a pre-observation form and submits it to the evaluator. Next, the evaluator attends and observes a regular class for approximately one hour. The final step is a meeting at which the faculty member and evaluator discuss the written evaluation. Faculty members are provided an opportunity to respond in writing to the evaluation. Once the steps are completed, the written evaluation is signed and submitted to the Dean of Academic Affairs with a copy provided to the faculty member.

Student evaluations are also required for every course. For several years, the college administered these evaluations in an online format, but response frequency was very low. In 2013, we returned to a hard-copy evaluation form, greatly increasing student participation. These anonymous forms are administered and collected by someone other than the faculty member being evaluated (usually a student in the class) who signs and seals the forms and returns them to the Academic Affairs Office. An online anonymous survey for each online course is created and sent to the students of those courses.

The faculty member does not have access to the evaluation forms until the following semester, well after grades for the course have been submitted.

Scholarship, Research, and Creative Activities

The primary role of faculty members at Asnuntuck is teaching. Yet faculty members pursue professional development activities, and demonstrated professional development is a stated criteria for promotion and tenure. The college sponsors Professional Development Days at the start of each semester and the state-wide Center for Teaching offers robust professional development opportunities annually throughout the community college system. Faculty participation in professional development activities requiring funding are supported by the professional development funding process set forth in the Collective Bargaining contract. Additional opportunities for funding often exist through grant money or support from the Academic Affairs office. The Asnuntuck Community College Foundation also offers support for specific faculty projects through frequent mini-grants. The Instructional Excellence Committee (described in the Standard Three section) also provides frequent professional development activities for full-and part-time faculty members, including workshops during the pre-semester professional days.

Faculty members partake in many professional development opportunities sponsored by the state-wide Center for Teaching (CFT) as described above. The local Institutional Excellence Committee serves as an extension of the CFT and provides many formal and informal teaching-related workshops throughout the academic year, including several workshops during the contractually designated pre-semester professional days each fall and spring. The college also has a Teaching and Learning Consultant funded through the CFT to help coordinate professional development opportunities. The Teaching and Learning Consultant also uses some of his budget to sponsor the registration costs for some faculty members to

attend the annual New England Faculty Development Consortium Fall Conference in Worcester, Massachusetts.

Appraisal

Teaching and Advising

Both full- and part-time faculty are fully qualified to teach at the institution. Consistent with the state community-technical college system policy, all instructors are required to have a master's degree and/or appropriate professional background equivalency in the field in which they teach. In the generalist tradition of community college instruction, occasionally full-time faculty will teach outside their primary specialty—for example, English faculty members teach communications and a history teacher teaches first year experience. These teaching assignments are approved by the Academic Dean on the basis of training, expertise, and/or previous teaching experience.

Asnuntuck's full-time and adjunct faculty members are fully qualified in their specific disciplines. The quality and commitment of the full-time faculty remains one of the college's greatest strengths. Adjunct faculty members are held to the same academic expectations as full-time faculty and rise to the same standards. The composition and expertise of both adjunct and full-time instructors should be re-evaluated each year.

Faculty members have ready access to professionally-devised advising materials based on best practices. Focused professional training for new faculty on advising began in 2014. Summer 2014 also saw the release of a new faculty advising handbook. Training of faculty members in the area of student advising needs to be an ongoing process.

There is no measurement of the frequency and effectiveness of faculty advising through tools like student surveys, pre/post assessments, or student success measures. There is currently no system of centralized accessible databases making the most up-to-date advising materials accessible to faculty, staff, and students. The timing of student evaluations is also an issue. They are done at the end of the semester after students with what may be valid issues have already withdrawn from courses, so their issues are not being captured. Faculty members are concerned with the turnaround time of evaluation findings and hope with the new program that this will be addressed. (A new scanning system was recently purchased to improve turn-around time.)

Classroom improvements during recent years has significantly improved our ability to deliver instruction. Standard Eight of this report provides details regarding the computer instructor station equipment added to each classroom. Computer lab space continues to be a challenge. The ability to use the latest technology is hampered by lack of resources and infrastructure.

Faculty members are intricately involved in and dedicated to student success. In 2011, CCSSE results (workroom) showed that Asnuntuck students rated interaction with faculty and active and collaborative learning measures higher than the benchmark of our sister colleges. With full-time faculty hires since our last NEASC comprehensive evaluation in 2005, we now have full-time faculty in nearly all major curricular areas where we offer classes. For the first time in nearly two decades, the college now has a solid balance of new, mid-career, and veteran full-time faculty members.

The college often has three times as many adjunct faculty members as we have full-time faculty members. This number continues to be an issue for us and is based on budget constraints. Another issue

is that there is not a variety of instructors for courses where we only offer few or even one section in most semesters, often taught by the same faculty member, which limits students to teaching methods that may not meet their needs. Also, there are no adjunct faculty members currently on any college governance committees.

The average age of instructors at Advanced Manufacture Technology Center is older than other academic program faculty because many AMTC instructors came from industry where they worked until near retirement age.

Scholarship, Research, and Creative Activities

Professional development days are contractually designated each semester. Using this time to focus of professional development related to teaching and learning has sometimes been limited because the focus of professional development days may shift to include responding to programmatic departmental and system priorities, especially when these are legislatively mandated.

Over the past few years, faculty members have become more involved in the planning of Professional Day workshops at the beginning of each semester. The Instructional Excellence Committee has researched and brought in guest speakers and has coordinated faculty presentations on these days. These activities have been well received by both faculty and administration. Instructional Excellence also recently coordinated a common reading series for faculty on the book *Brain Rules* during the spring 2015 semester and will follow up on this with workshops for opening days fall 2015.

The current professional development system is working as well as can be expected given the level of funding from the state. The allotment per semester is not a great deal of money when one considers the cost of travel, food, and lodging for attendance at national conferences. The budgeted amount usually allows for faculty attendance at regional conferences. The college does its best given the funding it receives

The Faculty Handbook (available in the workroom) contains explanations of the responsibilities of instruction, college policies and procedures, and general information such as the organizational structure of the Academic Division, updates on changes at the college, and the evaluation system for part-time faculty. This handbook is reviewed and updated each August and is posted on the Asnuntuck website.

Overall involvement in the life of the college is an essential aspect of Asnuntuck faculty development. Faculty members serve on multiple committees at the college, in many cases as chairs. They design and propose new degree and certificate programs, coordinate and revise existing programs, and advise students enrolled in all programs; coordinate student art shows, and organize student writing contests; they consult for state agencies, serve on the boards of volunteer organizations, and testify before the legislature; they publish their writing, speak at academic conferences, and edit publications; they travel with student groups, participate with students in informal sporting activities, and recruit students from among their neighbors in the surrounding communities.

In short, there is not a single co-curricular activity at Asnuntuck without faculty input or participation. (Faculty data sheets detailing accomplishments are available in the workroom.)

Projections

- The college is acquiring Starfish, a centralized accessible database, to make the most up-to-date advising and monitoring materials accessible to faculty, staff, and students. The college will monitor Starfish implementation to see if it strengthens students' connection to, and increase their use of, their faculty advisors.
- The college will continue to explore opportunities to expand professional development funding, despite existing budget constraints. The Academic Dean will work with department chairs and faculty members to develop a priority list and system for the use of program improvement funds to supplement existing professional development funds.
- The college will continue to explore funding opportunities to hire new full-time faculty members and increase our full-time to part-time faculty ratio. When replacing vacancies and hiring new full-time faculty members, the current practice of examining discipline and program full/part time ratios will continue to affect change in the areas most deficient.
- The college will make plans for future faculty/instructor hiring and development plans to meet the Advanced Manufacturing Technology Center program expansion. Hiring and professional development for faculty and staff members in this area will follow the best practices already established for the college as a whole.
- The college will continue successful professional development activities identified and coordinated by the Instructional Excellence Committee, and will work with NEEAN to strengthen comprehensive faculty assessment knowledge and practice.
- The college will use data from the recent CCSSE Survey (spring 2015) and soon-to-be administered SENSE Survey (fall 2015) to evaluate student interaction with faculty members, as well as active and collaborative learning, with an eye toward keeping these measures higher than the benchmark of our sister colleges.

Institutional Effectiveness

Addressing the needs of student learners is central of Asnuntuck's mission, so the role of Faculty members is central to everything the college does. Despite the constraints of our small size and limited budget, the college strives to support and assess our faculty as individuals and as a part of an integrated whole. We continually monitor our full-time to adjunct ratio, and we focus on the best ways to allocate our budget to hire and support full-time faculty members as well as adjuncts.

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

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		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	5		5		5		4		4	
	Female	5		5		3		4		4	
Associate	Male	1				1		1		1	
	Female			2		4		5		5	
Assistant	Male	1		2		3		3		3	
	Female	3		4		3		2		2	
Instructor	Male	2	47	3	49	1	45	3	39	3	39
	Female	3	58	3	50	3	45	3	49	3	49
Other	Male	4		4		3		4		4	
	Female										
Total	Male	13	47	14	49	13	45	15	39	15	39
	Female	11	58	14	50	13	45	14	49	14	49

Total Faculty

Professor	10	-	10	-	8	-	8	-	8	-
Associate	1	-	2	-	5	-	6	-	6	-
Assistant	4	-	6	-	6	-	5	-	5	-
Instructor	5	105	6	99	4	90	6	88	6	88
Other	4	-	4	-	3	-	4	-	4	-
Total	24	105	28	99	26	90	29	88	29	88

Salary for Academic Year

		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	66,787		66,787		71,059		75,527		75,527	
	Mean	86,165		86,165		88,353		92,463		92,463	
Associate	Minimum	71,657		58,196		59,942		61,740		61,740	
	Mean	71,657		64,926		63,507		66,501		66,501	
Assistant	Minimum	51,520		51,520		53,066		56,463		56,463	
	Mean	51,945		51,804		53,942		57,185		57,185	
Instructor	Minimum	47,705		47,705		49,136		50,610		50,610	
	Mean	47,705		47,705		50,353		52,560		52,560	
Other	Minimum	63,502		59,666		63,462		65,366		65,366	
	Mean	77,986		78,215		87,220		85,527		85,527	

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

** Fall semester data are reported here for faculty.

*** Part-time faculty are not ranked and the salary is per workload credit by seniority.

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

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		3		3		2		2		2	
Associate						1		1		1	
Assistant		1		1							
Instructor				2		2		2		2	
Other											
Total		4	-	6	-	5	-	5	-	5	-
Highest Degree Earned: Master's											
Professor		7		7		6		6		6	
Associate		1		2		4		5		5	
Assistant		3		5		6		5		5	
Instructor		5		4		2		4		4	
Other		2		2		2		2		2	
Total		18	-	20	-	20	-	22	-	22	-
Highest Degree Earned: Bachelor's											
Professor											
Associate											
Assistant											
Instructor											
Other		1		1		1		1		2	
Total		1	-	1	-	1	-	1	-	2	-
Highest Degree Earned: Professional License											
Professor		1									
Associate											
Assistant											
Instructor											
Other								1			
Total		1	-	-	-	-	-	1	-	-	-
Fall Teaching Load, in credit hours											
Professor	Maximum	18.0		19.0		18.0		18		18	
	Median	15.0		18.0		18.0		18		18	
Associate	Maximum	18.0		18.0		18.0		21		21	
	Median	18.0		18.0		18.0		18		18	
Assistant	Maximum	18.0		18.0		18.0		18		18	
	Median	17.5		17.0		16.5		18		18	
Instructor	Maximum	18.0		18.0		15.0		16		16	
	Median	18.0		15.0		15.0		15		15	
Other	Maximum	12.0		12.0		12.0		12		12	
	Median	12.0		12.0		12.0		12		12	





Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

** Part-time faculty's highest degree information is not available, however it is a BOR requirement that all instructors have Master's D

*** Highest degree information for one full-time faculty under "Other" rank is unavailable.

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

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed 										
Professor										
Associate										
Assistant			1							
Instructor			3		1		3		-	
Other										
Total	-	-	4	-	1	-	3	-	-	-
# of Faculty in Tenured Positions 										
Professor	10		10		8		8		8	
Associate	1		1		1		3		3	
Assistant										
Instructor										
Other	2		2							
Total	13	-	13	-	9	-	11	-	11	-
# of Faculty Departing 										
Professor					1					
Associate										
Assistant										
Instructor							1			
Other										
Total	-	-	-	-	1	-	1	-	-	-
# of Faculty Retiring 										
Professor			1							
Associate										
Assistant										
Instructor										
Other					1					
Total	-	-	1	-	1	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit)

ACC*	2	1	2	1	2	1	2	2	2	2	2
ANT*		1		1		1		1		1	
ART*	1	2	1	3	1	2	1	2	1	2	
AST*						1		1		1	
BBG*	1		1	2	1	2	1	2	1	2	
BES*	1		1		1						
BIO*	1	13	2	11	2	10	2	12	2	12	
BMG*	1	1	1	2	1	1	1	1	1	1	
BMK*	2	1	2	1	2	1	2	1	2	1	
CAD*				1		1		1		1	
CHE*		3		4		4	1	2	1	2	
CJS*	1	2	1	3	1	3	1	2	1	2	
COM*	3	4	3	5	2	4	2	4	2	4	
CSA*	1	2	2		2		1		1		
CSC*	1		1	1	1	1	1		1		
CST*	1		1		1		1		1		
DAN*				1				1		1	
DGA*	1	1	1	1	1	1	1	1	1	1	
ECE*		5	1	1	1	3	1	4	1	4	
ECN*	1	1	1		1		1		1		
ENG*	5	9	4	10	4	12	5	9	5	9	
EVS*				1							
HDEV*	3	2	3	2	3	2	4	2	4	2	
HIS*	1	2	1	2	1	3	1	2	1	2	
HLT*				1		1					
HPE*		1		1		1		1		1	
HSE*	1	2	1	2	1	2		3		3	
HUM*			1								
MAT*	3	17	3	17	3	11	3	13	3	13	
MFG*	4	7	4	5	3	7	4	7	4	7	
MUS*		2		1		1		1		1	
OCE*		1		1		1		1		1	
PHL*		1		1		1		1		1	
PHY*							1		1		
POL*		2		3	1	2	1	1	1	1	
PSY*	1	9	2	5	2	4	2	3	2	3	
QUA*		1		1		1		1		1	
SGN*		1		1		1		1		1	
SOC*	1	10	3	6	2	6	2	6	2	6	
SPA*		2		2		2		2		2	
THR*		2	1	1		2		2		2	
	37	108	44	101	40	96	42	93	42	93	

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

** Each faculty is counted once in the subject code, however same faculty may teach more than one subjects, therefore, the counts are dupli

Standard Six: Students

Introduction

The Asnuntuck mission is to provide a quality education in an accessible, affordable and nurturing environment. We pride ourselves on our focus of students being first and central to everything that we do, and most importantly, in our support services for students that foster intellectual and personal development for a diverse student body. Cross campus collaboration, in particular between academic affairs and student services, focuses on reaching students where they are, whether through free child care for parents returning to school or through developmental education to help students to become college ready and successful.

Description

Admissions

Asnuntuck served a diverse student population from 58 Connecticut towns and 21 Massachusetts towns in fall 2014. Those students made up 1,603 credit headcount and 989 FTE in fall 2014. Student age ranged from 14 to 83, with an average age of 26. Asnuntuck's student body is composed of 43 percent full-time students enrolled in 12 or more credits. Women make up 52 percent and men 48 percent of our student body. Our minority population comprises 22 percent of the student body. In the 2013-14 academic year, Asnuntuck enrolled 2,519 unduplicated credit students, and additionally enrolled 1,379 non-credit students. The Admissions goals are clearly defined by the Enrollment and Retention Committee with the expectation that we maintain a flat enrollment due to our need to balance enrollment with existing resources. For fall 2014, approximately 73 percent of our students needed some sort of remediation; this figure is in line with the Connecticut Community College System report from 2012 surveying all 12 community colleges regarding their developmental student population. 833 of our applicants self-reported that they were first generation college students and of that number 618 registered for classes. In the fall of 2014, 60 students utilized our disability support services and received appropriate academic accommodations. Financial Aid awarded grant funding to 91 percent of students completing their FAFSA.

Asnuntuck Community College has an open admission policy. Applicants for admission must present evidence of graduation from an approved secondary school or should have been awarded a state high school diploma or its equivalent (GED), or be qualified under the provision of Board policy for home school students. The college may also grant special waivers to applicants who demonstrate the ability and maturity to perform academically at the college level. High School students may also be eligible to take college level credit courses through high school partnerships. Students may be admitted to the college on a full or part time basis and in a degree or non-degree seeking status based on the students' needs.

The Admissions Department provides information regarding its policies and procedures through recruitment publications and materials, community outreach efforts and the college website. Other recruitment events such as Open Houses, Recruitment Fairs, High School visits, and events focused on non-traditional recruitment are held throughout the year. Additionally, non-discrimination and equal opportunity policies are included on every piece of college literature including publications such as; the college catalog, student handbook, and recruitment brochures. They are also included on the ACC

website and all marketing initiatives including television commercials. Admission processes are in compliance with all state and federal requirements.

Although Asnuntuck Community College has an open admission process, the college assesses the basic skill level of incoming students each year in order to provide them with a solid foundation in reading, writing, and basic mathematics or algebra and ensure that they are prepared to successfully complete college level work. Placement into college level courses is based on demonstrated ability to succeed. Therefore students must meet the standards of placement through the results of the ACCUPLACER, the SAT, or ACT test or they must have earned college credit at an accredited institution with a minimum grade of C- in college level Math and English.

The basic skills placement instrument used by Asnuntuck and all community colleges in the state system is called Accuplacer. This computerized testing system uses adaptive testing technology to select specific questions that are best suited for each particular test taker. This "tailoring" is done by tracking an examinee's performance on each test item and then using this information to select the next test item. The computerized nature of the assessment also allows for instantaneous score reporting. Advisors know the students' scores right away, making it possible to advise the student on course selection during the same campus visit when the test is taken.

Following legislative changes relating to developmental education at the state community colleges, Asnuntuck recently revised our program of developmental English and math courses to support students' basic skills and developmental education. Details of these curricular changes can be found in the Standard Four section of this report.

Through the use of multiple measures; Accuplacer, ACT's, SAT's, high School transcripts, an English challenge essay, and a math Accuplacer re-take (allowed after the successful completion of remediation), we place students in the appropriate courses to ensure success. The English Challenge essay and the math Accuplacer re-take allow our students to interact with faculty in those areas to understand the importance of these placement tools and possibly take a higher level course than determined by the Accuplacer. Our Center for Advising and Student Achievement works with our students to create a schedule and academic plan to successfully complete their educational goals.

Retention and Graduation

Graduation Rate: Asnuntuck has maintained the highest graduation rate within the Connecticut Community College system. In 2014, we continued to lead our community college system with a reported 29% graduation rate to the U.S. Department of Education, which is also above the national community college average.

New Student Workshops: With the assistance of the Student Success and Retention Committee, the Office of Admissions instituted mandatory New Student Workshops in May 2011. New Student Workshops are hosted by individuals who represent various groups across campus (Admissions, Academic Affairs, Counseling, and Student Services). The workshops are offered on a weekly basis from the last week of May through mid-August. The information covered in New Student Workshops is intended to enhance, not replace, the large orientations at the end of the summer which are held during the day and again in the evening to meet the needs of all students. The smaller scale workshops are focused on taking the first steps towards introducing new students to the Asnuntuck culture and resources. For the fall 2015 cycle we had 173 students attend these workshops.

To increase retention efforts the college recently purchased software that allows for comprehensive data mining and analytics to help inform decisions relating to retention and student success--including a six-year retention study that revealed a correlation between New Student Workshop attendance and the likelihood of retention. Since the fall of 2011 through fall 2015, we have conducted 68 workshops between fall and spring semesters with total attendance of 1,045 students.

New Student Orientation: Orientation takes place the week prior to the start of the semester and covers community-building activities, as well as information on college resources. Students have the opportunity to meet members of Asnuntuck's administration, faculty, current students, and college and community support services. Students are grouped into cohorts and attend concurrent sessions that cover topics such as the answers to the college's FAQs, career and transfer possibilities, sexual assault and domestic violence prevention, a current student experience session with group leaders, and a faculty experience session hosted by two full-time faculty members. College and community resources have information tables available to students throughout orientation to make students aware of the services provided and available to them to ensure their success at Asnuntuck. Information tables include but are not limited to; Veterans Services, Academic Skills Center, the Children's Reading Room, student co-curricular groups, and outside resources such as, CT Rides and the Network Against Domestic Abuse. Time is also built into the day for students to get photo IDs, take campus tours, and learn how to access myCommNet and email.

Orientations are now offered for both the day and evening to capture the greatest number of students possible and are scheduled for four hours. Our evening session for fall 2015 had 55 students and our day program had 89 students attend.

Student Advising: Under the leadership of the Student Success and Retention Committee (originally called the Retention Committee), the college has shifted to a more comprehensive, student-centered, shared model for advising that best reflects our overall mission.

When the Student Success and Retention Committee formed in 2009, its first assignment was to gather ideas for retention from colleges across the country and determine what could work at Asnuntuck. It soon became clear to the committee members that the college needed to focus more on new students and make processes more transparent and responsive for everyone. As a result, the committee developed the content for the New Student Workshops, devised a mission statement for advising, defined the roles of counselor, advisee, and faculty advisor, and created new program of study sheets.

The Student Success and Retention Committee (with input from faculty members and representatives of Student Services) developed a Mission Statement for academic advising at Asnuntuck and clarified the roles and responsibilities of counselors, faculty advisors, and students. The advising mission statement is as follows:

Academic advising is a partnership between student and advisor that empowers students to reach academic, career and lifelong learning goals. Through an educational process, students learn to make informed decisions to optimize their academic experience.

Early Warning: The college maintains an "early-warning" system to monitor and intervene with students who are having academic difficulty in their courses. The Student Services office outreaches to faculty at the fourth week of the semester requesting information on students who are in academic jeopardy. When faculty report students who are struggling, student services sends a letter to the student which identifies campus resources available to help them achieve success. A follow-up phone call is made to the student

to offer assistance and a personal contact for additional outreach. Faculty continually report information regarding students at risk throughout the semester.

Academic Probation: At the end of each semester, academic standing is calculated and students are identified to be on written warning or academic probation. In spring 2015, 230 students and for the fall 2015, 219 students were on a form of academic probation. Student Services works collaboratively with the Academic Skills Center to monitor these students. At the start of each semester, students on probation are required to attend a study skills workshop and are assigned to one of three staff designated to monitor their progress. Probation mentors maintain regular communication with faculty and make appropriate interventions based on faculty feedback.

Advanced Manufacturing Technology Center Advising and Support: The Advanced Manufacturing Technology Center has its own specific advising and support system to match their specific course offerings, schedules, and degree programs. Several staff members in the Advanced Manufacturing Technology Center are responsible for specific advising and support of students. The assistant to the center director coordinates advising and scheduling for all students for both specific manufacturing courses and general education courses. Other staff members advise students on academic, personal, and career concerns on an ongoing basis. A major component of the counseling mechanism is the instructional staff themselves. It is vital that instructors are the first level responders to student concerns.

College Career Pathways: Asnuntuck participates in College Career Pathways (CCP), a federally funded program that allows students to earn free college credit while taking college level classes at their high school. Students in our CCP program are recruited by our service-area high schools, and Asnuntuck works closely and collaboratively with those schools, developing correspondence to be shared with students and their families to inform them about the program.

To ensure readiness for college courses, Asnuntuck provides CCP students free opportunities to take the Accuplacer math and English placement tests, including on-site at the high school, multiple Saturdays, and other Accuplacer testing days at the college. The college works with area high schools to develop marketing pieces that can be adapted to each high school to inform students and their families about testing options. Asnuntuck accepts applications from students the summer or winter before they begin their course. Add/Drop dates are designed to be the equivalent to those of regular Asnuntuck students. Students are assigned student ID numbers as soon as their registration is completed, and they have access to all college student services.

College Connections: Asnuntuck has established a series of technology programs designed to provide high school juniors and seniors with opportunities to consider career paths in manufacturing. Through the College Connections program, students from local high schools can participate in a series of courses in electronics, machine, and welding technologies and related subject matter and can earn both high school and college credit. The program provides basic and advanced technology education directed specifically at the needs of the school population and the requirements of the employer community in North Central Connecticut.

The College Connections coursework involves both classroom and manufacturing lab settings and includes regularly scheduled exams and independent assignments. The classes are conducted at Asnuntuck Community College by ACC faculty during the regular school day. College credits earned through the College Connections program can be used towards the Manufacturing Technology certificate and degree programs at Asnuntuck.

Support for Students with Disabilities: Students with disabilities are treated with respect and support

and are carefully guided through the academic adjustment process, whether enrolling in Credit Programs, Manufacturing Technology, or Continuing Education.

Services available for Students with Disabilities include pre-admission information, pre-academic advising, a liaison with college services, campus and classroom accessibility information, adaptive devices/technical services, and referral to campus, community and state services. Students with disabilities have received a variety of Academic Adjustments based on their documentation.

Asnuntuck has partnered with the following agencies and organizations in working with students with disabilities: Access Text Network, Allied Rehab, Baystate Medical Center, BESB (Bureau of Education and Services for the Blind), BRS (Bureau of Rehabilitation Services), CDHI (Commission on the Deaf and Hearing Impaired), CHR (Community Health Resources), CONNSACS (Connecticut Sexual Assault Crisis Services), CREC-Soundbridge, Easter Seals, Enfield Public Schools, Harvard Medical School, Institute of Living (Hartford Hospital), Joshua Center (Natchaug Hospital), Learning Ally (audiobooks), Luddy & Associates Educational consultants, Suffield Public Schools, White Oak Schools, and Yale-New Haven Hospital.

A resource guide for providing documentation is available at:

<http://www.asnuntuck.edu/sites/default/files/ACC%20Process%20for%20Working%20with%20Students%20with%20Disabilities%202014.pdf>

- Á The process is voluntary.
- Á This process is required each semester.
- Á Students must submit paperwork validating the disability to the Coordinator of Student Disabilities Services.
- Á Documentation should be current and relevant, and include a description of the disability and its functional/educational limitations.
- Á Students must make an appointment to meet with the Coordinator of Student Disabilities Services to determine individual academic adjustments.
- Á Academic adjustments will only be provided to those students who have completed this process.
- Á Academic adjustments are not retroactive.

Academic Adjustments for Testing: Academic adjustments for testing may include access to the following: extended time allowance, relocation to areas with minimal distraction, note-takers, enlarged print, assistive technology.

Academic Adjustments for the Classroom: Students with disabilities may receive the following classroom academic adjustments: note-taker, sign language interpreter, enlarged type or alternative format of class materials, closed captioning of videos, assistive technology (Kurzweil Reader 3000), audio taping of lectures.

Assistive Technology: The Asnuntuck library offers an adaptable work station equipped with the following:

- Á Kurzweil Reader 3000 (win version 13, is an integrated scan and read software program that provides multisensory access to reading materials with powerful tools for reading, writing, test-taking, and learning);
- Á Scanner (device that scans documents and converts them to digital data);
- Á Headphones (for listening to audio signals such as speech or music);

- Á Clearview 500 Tieman Optelec (auto-focus desktop magnification system); and
- Á Tracker 2000 (hands free mouse).

Alternative Formats: Students and community friends with documented print disabilities have access to 65,000 downloadable audio textbooks and literature titles at: <http://www.learningally.org>. Digital textbooks may include ones located at these online resources:

- Á <http://reader.cafescribe.com>
- Á <https://www.inkling.com/follett>
- Á <http://evolve.elsevier.com/redeem>

Veterans Services: Asnuntuck has a healthy veteran and active military population that averages approximately 125 students each semester. The Acting Director of Financial Aid is the veteran coordinator for the college and works closely with the veteran population to ease the transition from “boots to books”, navigate the process of working with the VA to receive benefits, and acts as the VA Certifying Official. Veterans Services works closely with several off-site organizations to provide the support needed for recently returning vets. The Springfield Veteran Center’s Outreach Coordinator holds weekly office hours in the Veteran’s Oasis Center to help with readjustment issues and support, offer inside guidance on VA issues, and is a referral resource if further assistance is needed. Congressman Joe Courtney’s VA liaison holds monthly office hours in our center to help navigate the Veterans Administration system and to address veterans’ concerns. The CT Department of Labor and the American Red Cross host job placement workshops, resume writing, and interview skill trainings.

The college continuously evaluates data regarding student success in order to plan and implement changes to meet our students’ needs. The Enrollment and Retention Committee, newly combined with the Student Success and Retention Committee, spearheads this challenge and meets regularly to address issues, concerns, trends, successes, and deficiencies in our processes with students and brings forward recommendations for implementation. Our new Center for Advising and Student Achievement is a clear example of how we use this information to allocate our limited resources so they can have the highest impact on our students.

All admissions, retention, transfer and graduation data is available to the public on our website at <http://www.asnuntuck.edu/about/fact-book>. (Available in the workroom.)

Student Services

A key component to our mission is the idea of being a "nurturing" institution. The college provides a nurturing environment for students in many ways, including programs for new students, advising and support programs, specific learning support, financial aid, clear policies for student conduct, leadership and recognition, veterans' services, and active student life opportunities. In addition, Asnuntuck offers students no-charge cooperative child care, disability services, transfer and career advising, internship opportunities, and a safe campus environment through our safety and security measures. These undertakings support the Student Services division mission to provide opportunities for academic and personal growth, social and leadership development and student success.

Student Services has adequate, qualified staff led by the Dean of Students. Facilities, technology, and funding are sufficient to support student services policies and procedures.

Student Learning Support

The Academic Skills Center is committed to providing quality, accessible academic support services to all Asnuntuck students in a positive, professional, and motivating environment. Some instructors grant extra credit to students who work with a tutor, but most students seek help at the Academic Skills Center voluntarily. The majority of the support is provided through individual and small group tutoring in five subject areas: math, writing, accounting, computers, Spanish, and science. In addition, the Academic Skills Center offers other supportive services such as an increasingly popular calculator rental service, classroom workshops on various topics such as study skills and paper writing, and makeup test proctoring on Saturdays. In addition to traditional tutoring, Asnuntuck students have access to online tutoring through a partnership with Connecticut Distance Learning Consortium.

First Year Experience: We offer HDEV 101: First Year Experience, a three credit course designed to provide incoming students with an introduction to the demands of being a successful college student. Taught by a variety of qualified student services staff and faculty from different disciplines, this course is required for all Liberal Arts and General Studies degree students, and focuses on the following areas: academic research, information literacy, paraphrasing, note-taking, academic citation systems, formulating academic-based responses, learning styles, time management, effective communication, use of Blackboard, test-taking strategies, and transfer and career planning.

Financial Aid: Our mission statement emphasizes making high-quality education "affordable," so Asnuntuck strives to provide strong support of our students through financial aid. In the area of affordability, the college complies with the tuition and fee schedule as established by the Board of Regents. The Financial Aid Office reviews each application and assigns priority with regard to the dissemination of institutional need-based grants to students with the most calculated financial need. Students are also made aware of their respective Federal Direct Loan eligibility. We offer students assistance and guidance with the filing of their FAFSA through the completion of all necessary requirements for awarding funds. We provide Financial Literacy Workshops and Loan Entrance Counseling for all student loan borrowers to ensure they know their rights and responsibilities as student loan borrowers and to understand their burden of debt as well as strategies to avoid default.

For the 2014-15 academic year the financial aid received 1,933 FAFSA applications. Of those 1,124 FAFSA applications were completed; 91 percent of those students had financial unmet need and we were able to assist 87 percent to meet their direct costs of attendance or to fulfill their unmet need, if less than direct costs; 9 percent had no unmet need.

Beginning with the fall of 2015 the Financial Aid Office updated our award and packaging policy to offer more financial assistance to our students with the highest financial need. This change was the result of a retention model built with the predictive analytic software Rapid Insight.

Student Leadership and Recognition

The Student Government Association (SGA): The SGA helps students shape decisions that affect their education and experiences while they develop leadership skills. The mission of the SGA is to serve and represent the student body of Asnuntuck Community College. In addition, the SGA promotes good citizenship and harmonious relationships with the college community. It also provides students with opportunities to participate in leadership and college governance. The twenty-member governance group hosts multiple student open forums with college administration to address any concerns brought forth.

The SGA also helps to promote extra and co-curricular activities, various student groups, seasonal student functions, fundraisers, and improvements to the school. They also represent the student body on

assorted committees and governance groups, including the Student Advisory Community to the Board of Regents, the Curriculum and Standards Committee, The College Council, the Bookstore Advisory Committee, and the Asnuntuck Community College Foundation. In 2015, student representation was added to the Diversity Committee.

Phi Theta Kappa: Phi Theta Kappa (PTK) is the only two-year international honor society recognized by the American Association of Community Colleges. Phi Theta Kappa's mission is two-fold: first, to recognize and encourage the academic achievement of the two year college students and, second, to provide opportunities for individual growth and development through participation in honors, leadership, service and fellowship programming. Members of the full-time faculty serve as advisors to provide guidance to Asnuntuck's PTK chapter.

Asnuntuck's Alpha Lambda Zeta chapter of PTK invites students whose GPA is 3.6 or higher, have completed 12 or more credit hours, and are an enrolled student to become members of the organization. The chapter installs new officers each year. Throughout the year they actively participate in the four hallmarks of Leadership, Service, Scholarship, and Fellowship. Membership in PTK has been increasing, in fall 2014 43 students and in spring 2015 67 students were inducted

Every November, PTK conducts a turkey drive that serves the local area with turkeys for families in need. The group supplied more than seventy turkeys for Thanksgiving 2014. PTK has taken part in C4 (Community College Completion Corps) to promote graduation as our college project last year. Asnuntuck hosted the New England Regional PTK Conference in March 2015, with 115 attendees from the New England region. Our members and advisors have been elected to several posts within the New England PTK leadership, and Asnuntuck PTK students regularly attend the PTK international convention each year.

Awards and Scholarships: An awards ceremony is held each May to honor students who have achieved academic excellence in their discipline. Students are also recognized for their outstanding leadership and overall academics with the presentation of the Student Government Association Awards, Who's Who Among Students in American Junior Colleges, and the Connecticut All-State Academic Team. Foundation scholarships are also given to students who meet the requirements and are selected for each award.

In addition, the three most prestigious student awards, The Nelson Bordeau Award, the Distinguished Service Award, and the Broken Paddle Award, are presented annually to three graduating students during commencement ceremonies.

Student Rights and Responsibilities

The college adheres to clearly defined policies on student actions and ethics that originate with the state community college system and are published in the catalog (pages 30-38) and online:

<http://www.asnuntuck.edu/sites/default/files/14-15%20Catalog%20Rules%20and%20Regs.pdf>. These policies include the detailed student code of conduct, as well as procedures for disciplinary actions and sanctions. The college also has specific catalog policies governing student rights, including grievance procedures, non-discrimination, racism and acts of intolerance, disabilities, sexual misconduct, sexual assault, intimate-partner violence, communicable diseases, information technology acceptable use policies, weapons, confidentiality, Family Education Rights Privacy Act (FERPA), drugs/alcohol, smoking, and crime reporting (catalog pages 39-49 and online:

<http://www.asnuntuck.edu/sites/default/files/14-15%20Catalog%20Rules%20and%20Regs.pdf>). In

addition, language concerning ethical standards and student rights are included in course syllabi and the student handbook.

The college's Notice of Non-discrimination is prominently featured on our homepage (<http://www.asnuntuck.edu/>), in the college catalog, and on all materials designed for public dissemination:

Asnuntuck Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, political belief, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

In addition, specific employees are identified as designated staff members to handle inquiries regarding the non-discrimination policies for students, employees, and students with disabilities.

Student Records

The Registrar's Office is the official holder of students' educational records for Asnuntuck and the Registrar oversees the standards for public record keeping according to the policies set forth by the Office of Public Records. Student records are kept in locked, fire proof filing cabinets in offices that are locked when not occupied by staff members. Asnuntuck adheres to state and federal regulations for the retention, security, and disposal of records. Each office in student services has a copy of the State of CT Public Records Policy manual to refer to for specific regulations.

Asnuntuck adheres to the Family Education Rights and Privacy Act available at <http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>. Students wishing to have educational records released by Asnuntuck have to complete a FERPA release form in person for the college to be able to do so. FERPA release forms are available in Admissions, Financial Aid, Academic Advising and Student Success Center and the Registrar's office.

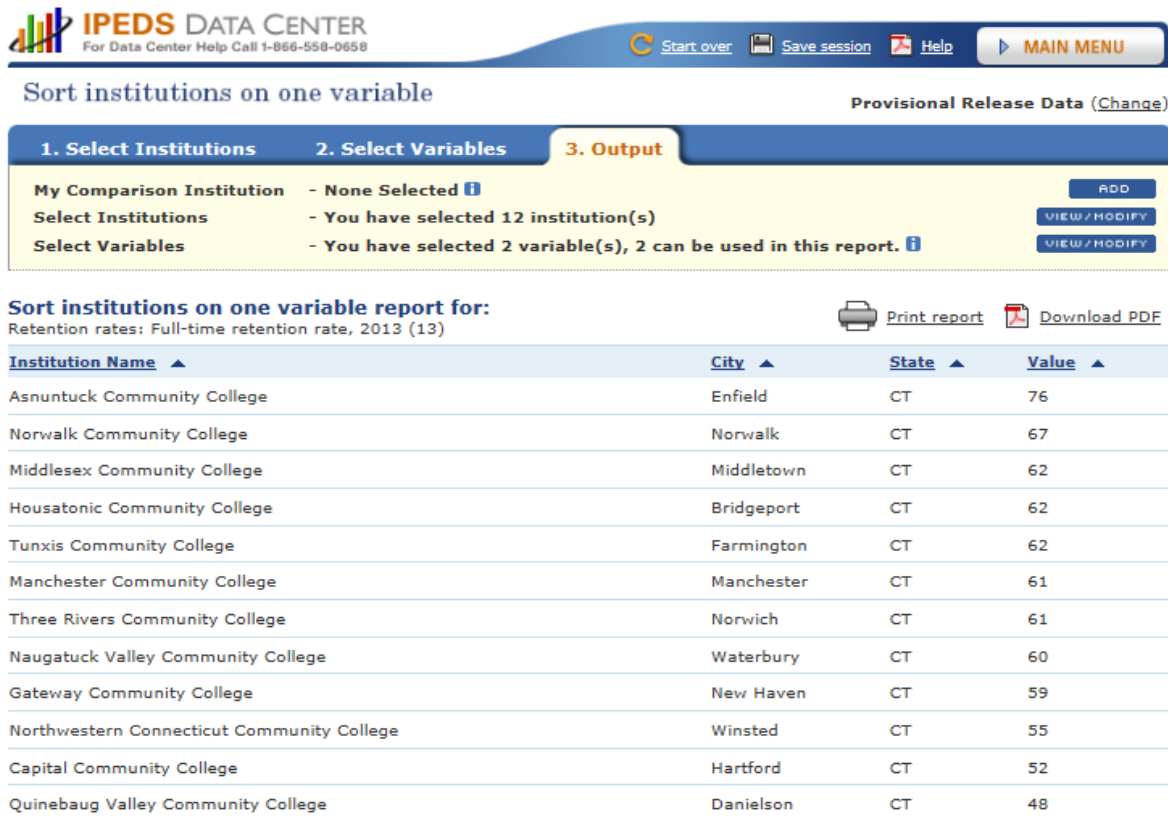
Appraisal

Admissions

In fall 2014, 20 percent of all students were new first-time college students, and another 18 percent were transfer students, new to Asnuntuck. Our high school partnership program and college connections students, who take courses on campus, add another 7 percent to our new student count. Each fall approximately 45 percent of our students are new to Asnuntuck. It is important for us to connect them with the college and our services to ensure their retention and continued success with us.

The college has made strides towards improving the way new students are introduced to the college environment. Mandatory New Student Workshops and Orientation have improved student transition upon entrance to the college, for new students, transfers, and readmits. New Student Workshops help to increase information literacy and better educate students about using technology such as myCommNet and the importance of accessing and using student email. Additionally, the New Student Workshops help to move students through the remaining steps to enrollment, encourage students to register early, and provides them with campus contacts if questions arise.

Forty-four percent of our new students attended the on-campus new student orientation program (SENSE 2012 item 11b). However, 27 percent of new students indicated that they were not aware of the new student orientation program (SENSE 2012 item 11d). CCSSE survey 2011 results (item 8h) showed that only 17 percent of current students attended new student orientation, another 16 percent plan to attend; however, 67 percent of current students had not attended a new student orientation and were not planning on attending.



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Sort institutions on one variable Provisional Release Data (Change)

1. Select Institutions 2. Select Variables 3. Output

My Comparison Institution - None Selected **i** ADD
 Select Institutions - You have selected 12 institution(s) VIEW/MODIFY
 Select Variables - You have selected 2 variable(s), 2 can be used in this report. **i** VIEW/MODIFY

Sort institutions on one variable report for: Retention rates: Full-time retention rate, 2013 (13)

Print report Download PDF

Institution Name ▲	City ▲	State ▲	Value ▲
Asnuntuck Community College	Enfield	CT	76
Norwalk Community College	Norwalk	CT	67
Middlesex Community College	Middletown	CT	62
Housatonic Community College	Bridgeport	CT	62
Tunxis Community College	Farmington	CT	62
Manchester Community College	Manchester	CT	61
Three Rivers Community College	Norwich	CT	61
Naugatuck Valley Community College	Waterbury	CT	60
Gateway Community College	New Haven	CT	59
Northwestern Connecticut Community College	Winsted	CT	55
Capital Community College	Hartford	CT	52
Quinebaug Valley Community College	Danielson	CT	48

Retention and Graduation

The Student Success and Retention Committee's accomplishments have resulted in students having more access to the college and its services. The committee familiarized itself with the Valencia model of focusing on the "front end" and brought several ideas to the community that are intended to improve the way Asnuntuck orients new students and advises both new and continuing students.

Starting in fall 2012, the Office of Academic Affairs streamlined the process of assigning faculty advisors, and during Professional Day, representatives from the Student Success and Retention Committee introduced faculty to the use of myCommNet to send bulk e-mails to their advisees to inform them of the location of their office, availability, etc. Faculty members were encouraged to communicate with students early and often during the semester to help them plan their course of study in advance of registration. At the end of fall 2012, the majority of the faculty responded favorably to the new system and reported meeting with more students during the course of the semester than ever before.

Academic advisors are expected to meet with all new students, and faculty advisors are responsible for continuing students. The Student Success and Retention Committee initiatives enacted to improve advising include the following: 1) Revision of the Program of Study sheets to make them more understandable for students, academic advisors, and faculty advisors. Program coordinators revised their

program of study sheets to fit the new template. Revised program of study sheets were in use by fall 2013 and made available in the advising area and posted on the shared public drive by spring 2014. 2) A training manual for faculty advisors was created and an advisor training workshop was held during professional days in August 2014. Interactive activities for the advisor workshop in the form of a crossword puzzle and case scenarios discussed in groups were created that engaged and conveyed pertinent information to faculty advisors.

The 2012 SENSE survey results (item 20) showed that 76 percent of new students were aware of academic advising services. However, 35 percent of new students only used academic advising services once in the first three weeks, and an additional 11 percent used academic advising services more than once. Fifty-five percent of new students had not used academic advising at all in the first three weeks.

The 2011 CCSSE survey results (item 13) showed that 48 percent of students "sometimes" or "often" used academic advising services, and another 40 percent "rarely or never" used academic advising services. Eighty-seven percent of students felt that academic advising is "somewhat" or "very" important to them; however, of those who used advising services, 65 percent were "somewhat" or "very" satisfied with academic advising. It would be interesting to see if 2015 CCSSE and SENSE results reflect the changes made in academic advising services that include involving faculty members more fully in the advising process.

The revised Early Warning system is labor intensive, and faculty participation is voluntary, but the overall assessment is that students with attendance and academic issues are being identified and their difficulties addressed early in their course. The number of probation mentors has been reduced from ten to three individuals who communicate closely with faculty and with each other to ensure that probation students receive appropriate intervention. The changes to our Early Warning and probation programs are still new, but the early assessments have been positive.

In the Manufacturing Technology area, all staff members serve in a "roving mentor" model to assist students in job placement, which continues to run in the 85 to 90 percent placement rate. This is one of the most important functions and facets of the "mentor" and counseling positions as the program continues to be very much employment orientated. Students increasingly move on to acquire Associate Degree status, either at the request of their employers or of their own volition. Another important area in which the counselors assist is in the area of curriculum development and standardization as the manufacturing field develops at a fast pace. Along with the curriculum developer and instructional staff, the counselors assist in updating and standardizing the curriculum on an as-needed basis.

Student Services

The Academic Skills Center continues to be at the forefront of our student learning support, both through on-campus services and online tutoring. The number of unduplicated individuals who have accessed the services of the Academic Skills Center since academic year 2009-10 has increased as summarized below:

- Á 2009-10: 574 (132 - e-tutoring; 392 - on ground; 50 - both)
- Á 2010-11: 623 (109 - e-tutoring; 514 - on ground)
- Á 2011-12: 746 (112 - e-tutoring; 634 - on ground)
- Á 2012-13: 688 (50 - e-tutoring; 638 - on ground)

Although the usage of e-tutoring has declined recently, it is considered an important option for online students. Instructors now have the ability to create a link to e-tutoring through their courses in Blackboard, thereby eliminating the need for students to log-in separately to e-tutoring.

Student Disabilities Services is committed to helping students make the most of their academic experience. We welcome students with disabilities and seek to provide opportunities for a positive college experience. All services are free and each student is evaluated on an individual basis. Individual services are consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and are provided to each eligible student. Students with disabilities are advised to contact our Coordinator of Student Disabilities Services.

Information about disability services is provided on our website, brochure, e-newsletter, and other avenues of social media, but many students with disabilities do not take the opportunity to be timely with their documentation and registration. The process does not go smoothly when they attempt to complete what is required during peak registration with other students that are also registering. There has been outreach to set up times for special registration, but the majority of students opt out.

The Graduate Student Survey 2014 showed that of those graduates who used disability services, 100 percent of them were "very" or "somewhat" satisfied with the service.

Asnuntuck has a particular focus on Autism Awareness. Four years ago, a student leader and Coordinator of Student Disabilities Services partnered with Autism Speaks to participate in the "Light It Up Blue" global initiative on the United Nations sanctioned, "World Autism Awareness Day, April 2." Students and employees showed support for people with Autism by wearing blue on campus and maintaining an active kiosk with Autism resources throughout the day. This year, the participation tripled with the collaboration of the Student Senate, Student Activities, Early Childhood Education Program, Diversity Committee, and Coordinator of Student Disabilities Services.

Another very successful focus within Asnuntuck student life has been our attention to military veterans. In spring 2009, Asnuntuck was the first community college to open its Veterans Oasis Center, a room designed to meet the needs of veterans returning to college. The Oasis Center quickly became a place for veterans to meet and connect with other veterans, study, and relax between classes. The efforts of the Oasis Center are supported and supplemented with outreach to outside agencies and organizations such as area Women's Clubs, the Springfield Vet Center, the Connecticut Department of Labor, the American Red Cross, and U.S. Representative Joe Courtney's office. These agencies hold regular events or veteran outreach activities in our Oasis Center.

The Oasis Center services approximately 125 veterans, nearly one-fourth of whom are women. Veterans are actively involved in Asnuntuck student life, including representatives on the Student Activities Committee and the Association of Non-Traditional Students (ANTS). There are two veterans organizations on campus: (1) Veterans Task Force: Comprised of faculty, staff, and students to work with veterans to address concerns regarding the transition from soldier to student, as well as support their educational needs. (2) Student Veterans Society: Comprised primarily of veteran students to provide social, recreational, and academic support for their fellow veterans.

Military Times Edge rated Asnuntuck Community College as one of the "101 Best Colleges and Universities for Veterans" every year from 2011 through 2015. Over 4,000 accredited institutions were invited to participate in this survey and Asnuntuck was selected based upon the services offered to our military and veteran students ranging from programs, policies, resources, support services, and campus culture. *G.I. Jobs* also has selected Asnuntuck Community College to be listed in the *Guide to Military*

Friendly Schools publication from 2010 through 2015. This honor ranks Asnuntuck in the Top 15-20 percent of all colleges and universities nationwide as a Military Friendly School. The selection was based upon our dedication, commitment, and services offered to our military and veteran students.

Asnuntuck's unique character helps to provide a supportive student life environment. Consistent feedback on CCSSEE data shows that Asnuntuck is a welcoming environment. Recent developments in student life include an increase in the number of clubs available to students, increased participation of students in activities, and increased co-curricular opportunities for students to enhance their academic work. Leadership and service work opportunities have also been expanded.

Student participation has remained strong within clubs devoted to art, business, human services, and poetry, as well as SMAC (the Society for Medieval Arts and Combat, a live-action historical role play group) and the Student Government Association. New clubs in recent years reflect a surge in student involvement and activity. These clubs include APAC (Asnuntuck for Prevention and Change), a group focused on positive responses to various social issues, clubs focused on sports and fitness, including the Criminal Justice Fitness Club, Men's Basketball Club, Volleyball Club, and Women's Fitness Club. The new Association of Non-Traditional Students (ANTS) is a support group for non-traditional students, including veterans, parents, students more than 25 years of age, and evening students, among others. The new Robotics and Electronics Club helps enhance students' academic engagement. The most recent student groups include a drama club, radio club, and Pride an LGBT alliance. The Student Government Association has also formed two new committees: the Completion Committee, to bring awareness to the importance of completing an Associate's Degree, and the Life Choice Donor Committee, to make students aware of the organ and tissue donor program.

The recently developed student open forums have provided expanded participation opportunities and increased employee/student interaction. Two open forums were held in the 2014-15 academic year.

Student participation in WACC radio station has increased including the introduction of a new radio station club and the development of a radio station mission statement: WACC, 107.7 FM, is a noncommercial radio station providing educational, informational, and entertainment programming for Asnuntuck Community College and its surrounding communities and beyond on the Internet. The station's primary purpose is to serve as a communications lab, engaging students and volunteers in audio production, programming, and distribution for listeners in the college's service area.

Our Early Childhood Education program is a National Association for the Education of Young Children (NAEYC) accredited program, and the students are an integral part of the greater Enfield community. They are a presence at the following activities: Enfield preschool fair; Kindergarten registration; First Readers ceremonies; reading aloud to veterans on Veterans' Day; working in Asnuntuck's Children's Reading Room; practicum in area day cares, preschools, and public schools throughout Connecticut; assisting at the Enfield Public Library at Rhyme Time; mentoring other students; being mentored by a community member; and the United Way Read Aloud Program.

SOC 190: Self & Others is a course that includes a twenty hour community service component. Self and Others students frequently serve at local community organizations, such as the Enfield Food Shelf, Enfield Loaves and Fishes, and the Enfield Senior Center. Students also perform on-campus community service in the Children's Reading Room, the Library, and other college offices.

The Business Club meets regularly and has held one to three job related workshops a year, participated in the club fair, and co-sponsored a trip for students to New York and Boston. The students have had an opportunity to visit the NY stock exchange, the Federal Reserve, the United Nations, and the 9/11

Memorial. The business club has also held fundraising activities and a food drive for the local food shelter.

The Children's Reading Room is a co-operative, on-campus daycare that has existed since 1974, helping parents attend college and focus on their studies. Enrolled students and employees with children may leave their children in the Reading Room while they're in class, studying, or participating in other educational activities on campus. In return, parents are required to volunteer in the Reading Room for two hours a week. The Reading Room is free and open five days a week during the fall, spring, and summer semesters. The Reading Room has been moved to a larger space and renovation of an even more expansive location is underway to enhance the activities and services provided. This increase in square footage will allow for Asnuntuck to increase the number of children able to enroll in the Reading Room program. The current enrollment averages 40 children in the program with an average of 15 attending daily. Considering that many of our students are the parents of young children, the Children's Reading Room provides an essential service. The improved facilities will enhance the ability to provide that service.

The Student Lounge opened in fall 2011 to meet a long-standing student need. The lounge is equipped with a large-screen television, comfortable seating, and computers. It has become a popular place on campus for students to meet, play games, and socialize. The addition of the Student Lounge has encouraged commuting students to stay on campus because they now have a place to spend time between classes, relax, and engage with other students.

The Diversity Committee was formed in 2009 and developed several campus initiatives to increase awareness of diversity. One initiative in particular, the Stall Stats, reached nearly everyone on campus because information/data sheets about a diversity-related topic were posted on stall doors in every bathroom on campus. The committee coordinates the annual Privilege Walk and co-sponsored showings of the movie *Twelve Years a Slave* and a book discussion with Beverly Morgan-Welch, Executive Director of the Museum of African American History in Boston. The committee decorates areas of the most-traveled hallways for different winter holidays (e.g, Hanukah, Kwanzaa, Christmas, Solstice), and has held diversity-themed poetry readings. The committee has also held Pay Equity Bake Sales to raise awareness of gender inequality in pay, in which men were charged \$1.00 and women were charged \$0.75 for the same baked good.

	Fall				
	2010	2011	2012	2013	2014
NRA	2		1	0	
Black, African American	132	130	125	148	144
American Indi, Alaskan	3	2	3	4	4
Asian	54	49	68	63	54
Hispanic of any race	114	89	119	145	127
White	1425	1321	1284	1272	1190
Race Unknown	85	75	53	60	53
Native HI, Pacific	0	1	1	2	1
Two or more race	21	20	19	21	30
Total	1836	1687	1673	1715	1603
% Minorities	18%	17%	20%	22%	22%

The ethnic and racial makeup of the student body showed a moderate change from fall 2010 to fall 2014, from 18% to 22%. Although ACC serves a diverse student population, we have the highest full-time student retention rate in the Connecticut Community College system for traditionally under-represented student groups.

The Alumni Association has been recreated but is in its infancy and needs growth. In fall 2014, the college hired a Director of Institutional Advancement and Community Engagement to lead development of the Alumni Association.

Projections

- Á The college will further integrate campus club activity with curricula of SOC 190, First-Year Experience, and Early Childhood Education to serve the large full-time student population.
- Á The college will continue to find ways to utilize WACC radio station opportunities for student education, entertainment, and community involvement.
- Á The college will explore new ways to increase attendance at Orientation by mandating attendance for all first-time college students, issuing open orientation invitations to all admitted students including transfers and readmits, and explore the possibility of offering childcare during orientation to ease the burden of childcare for parents.
- Á The college will develop a virtual orientation to publish on our website that covers the majority of topics addressed at New Student Orientation.
- Á The college will evaluate the possibility of increasing evening hours for the Children's Reading Room to give evening students options for child care so they are able to pursue their educational goals.
- Á The Enrollment and Retention Committee will develop a way to capture information about why students leave the college and investigate the feasibility of priority registration for currently enrolled, continuing, and readmitted students.
- Á The college will continue to develop disability services through workshops, discussions, resources, budgeting, work-study jobs assisting students with disabilities, and information distributed through the Internet and social media.
- Á SENSE 2015 and CCSSE 2015 results will be used to evaluate student services, including new student orientation, advising, and other student support services.
- Á The Enrollment and Retention Committee will develop a strategic enrollment management plan that will provide realistic and quantifiable goals that align with the college's mission, current position, and changing environment to ensure long-term enrollment and fiscal health. The steps to the development of the plan will include the following: Preparation and data Analysis; Strategy Development; Projection, Goal Setting, and Document Creation; Implementation and On-going Assessment.
- Á Through the use of technology such as Starfish and Rapid Insight, the ERC will evaluate Asnuntuck's practices as they relate to the "4 E's": Entrance, Academic Experience, Engagement,

and Exit.” Rapid Insight will assist the committee in executing real-time data mining for use in strategic decision making and create “what if” scenarios for predictive modeling. Starfish will help to engage multiple resources (faculty, advisors, and administrators) across campus in real-time retention efforts. Both platforms will assist the committee in developing specific and measurable goals over the next five years.

- The college will support an initiative for twelve students and two chaperones to travel to Haiti for a service experience with the Be Like Brit Orphanage. The campus community will be engaged in this initiative through interdisciplinary activities and projects focused on Haiti.

Institutional Effectiveness

Asnuntuck has a long tradition of focusing on student success as represented in the "nurturing" aspect of our overall mission. As an open-admission community college, we focus on supporting our students in and out of the classroom. Various survey data show strong student satisfaction with their experience at Asnuntuck. In particular, the Enrollment, Retention and Completion Committee will use Rapid Insight software, as well as Starfish retention software to execute data mining and predictive analysis to develop recruitment and retention models that will positively impact enrollment. These models will help to identify initiatives that will support student success and persistence. Additionally, initiatives focused on student engagement in their academic and co-curricular experiences will continue to be evaluated. Outcomes will be used to focus planning efforts to support student recruitment, retention, and completion.

Standard 6: Students (Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior Fall 2011	2 Years Prior Fall 2012	1 Year Prior Fall 2013	Current Year* Fall 2014	Next Year Forward (goal) Fall 2015
Freshmen - Undergraduate	?				
Completed Applications	453	416	420	432	432
Applications Accepted	453	416	420	432	432
Applicants Enrolled	337	285	287	300	300
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	74.4%	68.5%	68.3%	69.4%	69.4%
 Percent Change Year over Year					
Completed Applications	-	-8.2%	1.0%	2.9%	0.0%
Applications Accepted	-	-8.2%	1.0%	2.9%	0.0%
Applicants Enrolled	-	-15.4%	0.7%	4.5%	0.0%
 Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?				
NA					
 Transfers - Undergraduate	?				
Completed Applications	354	340	335	373	373
Applications Accepted	354	340	335	373	373
Applications Enrolled	249	242	233	272	272
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	70.3%	71.2%	69.6%	72.9%	72.9%
 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	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior Fall 2011	2 Years Prior Fall 2012	1 Year Prior Fall 2013	Current Year* Fall 2014	Next Year Forward (goal) Fall 2015
UNDERGRADUATE		?				
First Year	Full-Time Headcount	?	502	513	514	539
	Part-Time Headcount	?	730	726	715	614
	Total Headcount		1,232	1,239	1,229	1,153
	Total FTE	?	707.0	747.1	747.1	726.2
Second Year	Full-Time Headcount		148	137	189	151
	Part-Time Headcount		307	301	297	299
	Total Headcount		455	438	486	450
	Total FTE		255.2	243.0	288.1	262.7
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		650	650	703	690
	Part-Time Headcount		1,037	1,027	1,012	913
	Total Headcount		1,687	1,677	1,715	1,603
	Total FTE		962.2	990.1	1,035.2	988.9
% Change FTE Undergraduate			na	2.9%	4.6%	-4.5%
						0.0%
GRADUATE		?				
	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount		-	-	-	-
	Total FTE	?				
% Change FTE Graduate			na	-	-	-
						-
GRAND TOTAL						
	Grand Total Headcount		1,687	1,677	1,715	1,603
	Grand Total FTE		962.2	990.1	1,035.2	988.9
% Change Grand Total FTE			na	2.9%	4.6%	-4.5%
						0.0%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

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

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3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)

Student Financial Aid

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Total Federal Aid	\$2,794,458	\$2,730,613	\$3,039,405	\$3,352,702	\$3,352,702
Grants	\$2,242,671	\$2,094,259	\$2,260,558	\$2,347,620	\$2,347,620
Loans	\$493,380	\$583,772	\$726,579	\$932,429	\$932,429
Work Study	\$58,407	\$52,582	\$52,269	\$72,653	\$72,653
Total State Aid	\$230,736	\$227,538	\$185,744	\$123,658	\$123,658
Total Institutional Aid	\$542,835	\$569,739	\$543,073	\$568,702	\$568,702
Grants	\$542,835	\$569,739	\$543,073	\$568,702	\$568,702
Loans					
Total Private Aid	\$33,500	\$37,000	\$36,000	\$51,964	\$51,964
Grants	\$33,500	\$37,000	\$36,000	\$51,964	\$51,964
Loans					

Student Debt

Percent of students graduating with debt*

Undergraduates	19%	23%	29%	9%	15%
Graduates	NA	NA	NA	NA	NA

For students with debt:

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

Undergraduates	\$9,603	\$10,211	\$10,678	\$7,254	\$8,500
Graduates	NA	NA	NA	NA	NA

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

Undergraduates					
Graduate Students	NA	NA	NA	NA	BOE

Percent of First-year students in Developmental Courses**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
English as a Second/Other Language	NA	NA	NA	NA	NA
English (reading, writing, communication skills)	27%	21%	17%	12%	12%
Math	27%	21%	23%	24%	24%
Other					

Three-year Cohort Default Rate

	(FY 2010)	(FY 2011)	(FY 2012)
Most recent three years	14	7.1	4.2

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

Standard Seven: Library and Other Information Resources

Introduction

As written in the Asnuntuck 2010 NEASC Fifth Year Report, “Access to information at Asnuntuck is no longer limited to the relative physical limits of our library's walls. Despite space, budget, and staffing constraints, the college has developed a collaborative approach to information literacy that serves our students through a variety of curricular and technological methods.” The phenomenon of virtual library holdings and the importance of information literacy has only increased since 2010. This has affected the types of holdings and subscriptions the library maintains, as well as the emphasis the college is placing upon information literacy learning.

Description

Resources and Access

As of fall 2012, the Learning Resource Center (LRC) returned to the official title of "Library" to better reflect the services and resources provided by the department. The Library is located in the western wing of the building in a space resulting from a 9,000-square-foot expansion to the original building, completed in 1990. The physical space is roomy and well lit, especially through some of the best window exposure on campus, and provides a comfortable, welcoming place for study and research. The Library is open to the general public, with priority given to the students and staff of the college.

The Library's collections and services include the following:

- Á Approximately 30,000 books on the shelves, 600 reserve materials, and over 700 e-books;
- Á Subscriptions to over 120 periodicals, and thousands more online;
- Á Access to Library catalogs, databases, and the web resources;
- Á Interlibrary loan services;
- Á Information Literacy (IL) instruction for Asnuntuck courses;
- Á Inter-departmental outreach services to students;
- Á Support for Blackboard online course components;
- Á AV materials and equipment;
- Á Adaptive technology for Library uses with disabilities or special needs; and
- Á Copernicus Collection (special collection of Polish history and culture--shelved separately)

The Library now has 24 computers, which include:

- Á 1 Adaptive Technology workstation, loaded with Kurzweil 3000 (for taking notes, preparing for tests, vocabulary development, and for listening to text being read instead of reading silently);
- Á 2 Mac Computers;
- Á 2 Public Computers; and
- Á 2 student scanners.

In addition to the Library's holdings, all Asnuntuck students, including those enrolled in online courses, have access to the holdings of a state library network (ICONN). This collaboration expands the number of titles available to students and patrons to over 5 million titles from more than 400 academic, public, school and special libraries in the state. To further enhance the collection, the Library also participates in national networks for additional resource sharing and cataloging, further expanding the Library's access to materials for patrons.

The library staff is experienced, professionally qualified, motivated and service-oriented. Asnuntuck employs three full-time, professional librarians (including the Library Director), and one part-time, evening librarian. The Director and Librarians all have Masters Degrees in Library and Information Science. Librarians participate in regular professional development activities, such as workshops and conferences, to keep current with the advances in library-related technology and information resources.

During the fall and spring semesters, the Library is open 64 hours per week, however with links through the ACC website and on Blackboard, online databases and articles are available 24 hours a day, 7 days a week.

The Library databases provide students access a variety of full-text, multi-disciplinary research material. More than thirty databases include scholarly, peer-reviewed research and newspaper, magazine, and trade articles. Subject areas include literature, business, psychology, sociology, law, education, social work, medicine, and history. The database titles include the following: Academic Search Premier, Literary Reference Center Plus, Opposing Viewpoints, Lexis-Nexis Academic, Films on Demand, ProQuest Newspapers and ABI/Inform, Criminal Justice Abstracts with Full Text, ERIC, PsychINFO, Social Work Reference Center, and Medline with Full Text.

Until November 2013, the Library Director was responsible for the oversight of Library/Media Services staffing, operations, and budgets. A departmental reorganization of Media Services staffing moved the Media Services Specialist/Webmaster from the Library/Media Services department to Information Technology. In 2014, the Dean of Administration assumed the duties of the Media Services Director, primarily the purchase of major media and oversight of media-related projects at Asnuntuck.

The Library operating budget supports the following functions: circulation, reserves, interlibrary loan, reference, teaching and instruction, collection development, information technology, and multimedia and classroom media support. All budgets require the approval of the Academic Dean before being submitted to the President's Cabinet for final authorization.

The computer lab student resource "Homework Lab," moved to the Library during the 2013-2014 academic year; this has led to substantial growth in the amount of technology available in the Library. It has also increased the number of students utilizing the Library and the other support services offered. The Library has added a "reading room," which provides students a place for quiet study and group work.

In the area of dual enrollment programs, College Career Pathways (CCP) students are issued a student ID upon admission. This ID allows full access to library resources, in person and virtually. Asnuntuck's library staff are available to offer assistance to CCP students and teachers so that they are comfortable and familiar with the library and college's information resources available to them. CCP teachers at the high schools are also issued an ID number so they too can access the college's library resources.

Information Literacy

Information Literacy (IL) sessions give Asnuntuck students practical direction for researching and assessing scholarly and popular material. These sessions typically cover resources and services offered by the Library, effective use of the online catalog, basic use of databases, and evaluation of sources. IL is a required component of the following courses: English 096: Introduction to College English, English 101 & English 101S: Composition, and Human Development 101: First Year Experience (FYE). Many instructors in other subject areas schedule sessions with the Information Literacy Librarian. The content and objectives of each session are designed by the IL Librarian to target the requirements of class assignments

In addition to Library Instruction, in the spring of 2011, the IL Librarian began a continuing partnership with the Academic Skills Center (Asnuntuck's tutoring department), offering individual outreach IL services to students throughout the semester.

As part of the Transfer Articulation Program (TAP) being enacted at Asnuntuck and throughout the CSCU system, the Faculty Council voted in fall 2013 to embed Information Literacy outcome in all approved General Education Core Courses, reflecting our commitment to information literacy in the curriculum.

Appraisal

Resources and Access

The annual Library Satisfaction Survey was administered in fall 2013, and 74 people responded. Of the respondents, 69 percent were students, 26 percent were faculty/staff, and 5 percent were community borrowers. The results were very gratifying for library staff, as all respondents rated their experience either excellent (78 percent) or good (22 percent). Even more promising is that 94 percent of our users indicated that they are likely to use library services in the future, and 99 percent will recommend library services to others.

The Library engages in regular communication with faculty and staff about new books, reserves, periodicals, technologies, and services, allowing us to address the needs of all students, all programs, and all modalities of instruction.

Ongoing budget constraints continue to force the Library to seek out cost-saving measures regarding materials and staffing. In summer of 2012, Library staff overhauled the print periodical collection, allowing the shift of some resources to the purchase of electronic databases. An annual reevaluation of the existing print subscriptions has been instituted. The limited budget has required library staff to reallocate funds from books and print periodicals to online resources to meet student demand. New subject and format specific databases, such as the Literary Reference Center and Films on Demand, reflect the needs of students pursuing both Associate and transfer degrees, as well as enabling on-demand access.

The Library maintains access to a more than thirty of electronic databases and other library resources that give Asnuntuck students extensive access to information resources to students both on and off campus through the myCommNet portal. The addition of new databases better meets the need of students. Electronic information resources greatly expand the material that a small library can provide, as well having a significant advantage from a student perspective. Digital information formats permit

access to authoritative scholarly information for online as well as on ground students. Online information also allows easier access to relevant information through keyword searching. Students may also access these resources wirelessly, via laptops and other devices from home or while on campus.

With limited library resources, the interlibrary loan system provides Asnuntuck patrons with access to countless resources for their research. In the 2013-2014 academic year, the Asnuntuck Library provided 452 items to libraries around the state of Connecticut and the United States, as a whole. In the same time period, the Library borrowed 402 items from libraries in order to fulfill requests from students, faculty, and staff.

Until late 2012, the Asnuntuck Library provided open computer access to all patrons equally. After much consideration, the Library and Information Technology departments instituted a limit access on most of the Library's computers to authorized users--defined as students with a student ID number and password. The Library has maintained two public access PCs, where students and community users can access the Internet and Library databases anonymously.

The library employs four to eight student workers each semester, each working from five to fifteen hours per week. Student workers are funded via an external source (federal work-study program) during the fall and spring semesters and through the college's student labor budget during the summer. Several student volunteers also work in the Library as part of their twenty hour community service requirement for Sociology 190: Self and Others course. The reductions in staff since 2006, due to budget constraints, in conjunction with the recently expanded library hours in fall 2013, which include weekend and extended evening hours, has made it difficult to consistently provide many library services.

The Library staff bases budget justifications on the material and equipment needs of accredited programs, as well as the needs of various patron populations, such as the non-credit courses of the Continuing Education department. Faculty and staff are encouraged (and periodically reminded through email notifications and frequent interactions with librarians) to recommend new books and other materials to be added to the Library's collection.

Through regular meetings, Library staff members develop Library policies and planning goals. The Director reports to the Dean of Academic Affairs, who receives the annual Library operating budget request. The annual operating budget pays for various needs, including, but not limited to, materials (such as books, e-books, DVDs, and print and electronic subscriptions), integrated library system software maintenance, copy services, association dues, and educational supplies. In addition, the Director prepares an annual capital budget for major purchases, such as furniture and other fixed assets.

The decline in the Library operating, non-salary expenses (books, subscriptions, databases, etc.) from \$79,579 in 2005 to \$51,603 in 2015 is a concern. The Library's book budget fell from \$23,866 in 2005 to \$6,317 in 2015. The library has had to cancel/reduce the number of journal and periodical subscriptions and delay the purchase of books, databases, and other library materials to meet the challenge of budget shortfalls.

Information and Technology Literacy

Library staff members regularly use the reference interaction as a platform for delivering extensive assistance with Information Literacy issues. The Library has expanded and refined its overall Information Literacy program. Since the addition of an IL Librarian position, primarily responsible for the instruction of Information Literacy, in January of 2011, the number of library instruction sessions has increased significantly, from 21 in 2011-2012 to 50 in 2012-2013. Since 2011, demand for IL has

remained high; however, in 2013 the demand declined slightly, which possibly reflects the shift toward more online course offerings and increased enrollment in non-academic programs. In an attempt to reach out to these students, the IL Librarian and Systems Librarian have created and made available (on the Library's website) online tutorials; this allows distance-learning students the opportunity to be exposed to library instruction. In 2014-2015, information literacy sessions increased to an all-time high of 54 sessions.

Information literacy sessions are usually general in nature, but more subject specific and/or assignment related instruction is provided when the instructor asks for such instruction. The IL Librarian administers surveys to students at the end of IL sessions to gather feedback about their satisfaction with what has been covered and allows them the opportunity to suggest changes for future sessions.

In the fall of 2011, the IL Librarian piloted a successful partnership with a few FYE faculty members where the IL Librarian makes several visits in place of a single extended visit at the beginning of the semester. The classroom visit includes in-depth discussion of specific IL topics. The use of a pre- and post-test was developed and administered to these students in an effort to assess the success of these sessions.

The FYE tests and regular IL surveys are important sources of IL feedback for librarians, as they provide key data in the areas of student confidence, skill level, and preparation. Survey results of students between 2010 and 2014 reveal that more than 95 percent of students who attended courses that included IL sessions felt their IL session(s) were excellent, and they feel comfortable asking for assistance in the Library.

As part of the Transfer Articulation Program (TAP) being enacted at Asnuntuck and throughout the CSCU system, the Faculty Council voted in fall 2013 to embed Information Literacy outcome in all approved General Education Core Courses, reflecting our commitment to information literacy in the curriculum.

Projection

- To meet an observed need for additional citation and plagiarism instruction, the IL Librarian, along with the Academic Skills Center Director, are in the initial planning stages of creating short workshop sessions to give students more guidance on citations styles. These workshops would take place at the beginning of each semester and would be voluntary for students.
- In support of the Library's academic mission, the library would benefit from the purchase of e-readers and laptops that students could borrow. (These are resources that many students cannot afford but need in order to be successful.)
- The Library will pursue grant opportunities to enhance collections and programming.
- The Library will investigate collaborative digitization efforts to make content accessible online.
- The annual Library survey will be modified to include topic-specific questions that will be used to guide future decision-making.

Institutional Effectiveness

The annual Library Satisfaction Survey and regular assessment of information literacy efforts guide all levels of planning for the Asnuntuck Library. In addition, regular cooperation between the Library and the rest of the Academic area ensures that the college evaluates its overall library holdings and information literacy programs based on comprehensive input from relevant sources of data.

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 Forward (goal)
	11/12	12/13	13/14	14/15	15/16
Expenditures/FTE student					
Materials	\$ 37,383	\$ 41,846	\$ 39,875	\$ 43,971	\$43,971
Salaries & Wages	\$ 400,164	\$ 482,517	\$ 351,110	\$ 341,817	\$357,908
Other operating	\$ 13,925	\$ 9,277	\$ 7,296	\$ 8,528	\$8,528
Collections					
Total print volumes	31,000	30,092	30,381	31,997	32,500
Electronic books	732	732	732	732	732
Print/microform serial subscriptions	175	167	148	145	150
Full text electronic journals					
Microforms					
Total media materials	1,426	1,416	1,337	1,340	1,350
Personnel (FTE)					
Librarians -- main campus	4.5	4.5	3.5	3.5	3.5
Librarians -- branch campuses	N/A	N/A	N/A	N/A	N/A
Other library personnel -- main campus	N/A	N/A	N/A	N/A	N/A
Other library personnel -- branch campus	N/A	N/A	N/A	N/A	N/A
Library Instruction					
Total sessions -- main campus	8	22	50	50	53
Total attendance - main campus	167	311	1035	1035	1090
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	799	736	856	899	943
Virtual reference questions	10	15	20	20	25
Traditional Reserves:					
courses supported	560	630	640	650	650
items on reserve	590	600	600	610	610
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	18649	21235	27184	31000	37000
Number of hits to library website					
Student borrowing through consortia or contracts	305	403	230	250	300
Availability/attendance					
Hours of operation/week main campus	55.5	55.5	64	64	64
Hours of operation/week branch campuses	N/A	N/A	N/A	N/A	N/A
Gate counts/year -- main campus					
Gate counts/year -- average branch campuses	N/A	N/A	N/A	N/A	N/A
URL of most recent library annual report:	http://www.asuntuck.edu/Library/library-annual-report				
URL of Information Literacy Reports:					

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

?

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015

Number (percent) of students with own computers

NA	NA	NA	NA	NA
----	----	----	----	----

Course management system

Blackboard Learn 9.1.110082.0 SP12

Number of classes using the system

Classes on the main campus

Classes offered off-campus

Distance education courses

124/238	143/247	193/245	200/245	200/245
31	29	27	24	27

Bandwidth

On-campus network

Off-campus access

commodity internet (Mbps)

high-performance networks (Mbps)

Wireless protocol(s)

10/100/100	10/100/100	10/100/100	1 GBPS	1 GBPS
NA	NA	NA	NA	NA
10/100/100	10/100/100	10/100/100	10/100/1000	10/100/1000
a,b, and g	a,b, and g	a,b, and g	a,b, g, and n	a,b, g, and n

Network

Percent of residence halls connected to network

wired

wireless

Percent of classrooms connected to network

wired

wireless

Public wireless ports

NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
100%	100%	100%	100%	100%
80%	100%	100%	100%	100%
0%	0%	0%	100%	100%

Multimedia classrooms (percent)

Main campus

Branches and locations

60%	69%	73%	97%	
NA	NA	NA	NA	NA

IT Personnel (FTE)

Main campus

Branch campuses

Dedicated to distance learning

4.0	4.5	2.5	5.5	6.0
NA	NA	NA	NA	NA
1.0	1.0	1.0	1.0	1.0

Software systems and versions

Students

Finances

Human Resources

Advancement

Library

Website Management

Portfolio Management

Interactive Video Conferencing

Digital Object Management

Ellucian (SunGard) Banner enterprise system 8.5.6
Ellucian (SunGard) Banner enterprise system 8.6
Ellucian (SunGard) Banner enterprise system 8.4.1 and CoreCT (PeopleSoft)
Intuit QuickBooks Premiere Industry Edition Nonprofit 2008
Voyager integrated library database system version 8.2.0 by Ex Libris, Inc.
Drupal version 7.26
None
Webex Meeting Center (Service Version WBS28)
None

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Eight: Physical & Technological Resources

Introduction

Asnuntuck Community College is committed to its mission of providing a quality education in an accessible, affordable, and nurturing environment. The college recognizes the integral nature of the role played by its physical and technological resources in realizing that mission. Towards that end, the college has gone to great lengths in recent years to dramatically improve physical and technical resources on campus. Additionally, the college has advocated for and secured funding for building renovations and additions, in addition to the procurement of technology meant to augment those facility improvements that will change the face of the institution for years to come.

Description

ACC is located at 170 Elm Street in Enfield, Connecticut. The college consists of a single building, known formally as the Kosciuszko Education Center, which served as a town-owned and operated junior high school from the time of its construction until ACC assumed use of the facility in 1983. ACC occupied the premises via a lease agreement with the town of Enfield until 2008 when the state of Connecticut exercised its purchase option and acquired the building and land for \$2,000,000.

The building is two stories tall with 168,649 in gross square feet, 111,038 of which is assignable for use. The first floor primarily consists of office space, the college's Information Center, science labs, the library, the auditorium, the gymnasium, the cafeteria, the child-care center, student space, the college radio station, the Academic Skills Center, continuing education classrooms, and the Manufacturing Technology wing. The second floor consists primarily of classrooms and computer labs. The grounds cover 36.7 acres, mostly composed of parking lots, one focal green area at the front of the building, and several athletic fields behind. In June 2009, as part of a full-site improvement project, the parking lots in the front, side, and rear of the building were excavated for the purpose of installing a new underground drainage system designed to alleviate previously existing water problems. The new pavement and line painting increased the total parking spaces by approximately ten percent.

The college employs one Building Superintendent, one skilled maintainer, two lead custodians, three full-time custodians, and one part-time custodian in two shifts for full-day coverage. Employees receive on-the-job training by qualified senior staff members. Maintainers/custodians are trained on all equipment (e.g. snow blowers, floor machines, buffers, etc.), regular restroom and classroom cleaning, and minor maintenance. They also receive training on blood-borne pathogens, email communication and work orders, MEDS sheets, and radio use. All custodial staff, including the lead custodians and the skilled maintainer, undergoes a working test period (probation) of 979 hours. The Building Superintendent, who reports directly to the Dean of Administration, supervises the maintainers and oversees maintenance of the physical plant.

Security is provided by Murphy Security Service, LLC, a private contractor, and consists of two shifts of officers covering day and evening activities from 7 a.m. to 11 p.m., Monday through Thursday; 7 a.m. to 5 p.m. on Friday (the building is open late for evening activities one Friday per month); and 8 a.m. to 4 p.m. on Saturday. The Dean of Students oversees the coordination of security staff and activities.

The college has thirty classrooms, most of which are located on the second floor of the building, that average approximately 900 square feet and seat approximately 25-35 students. Individual class section

capacity is calibrated in accordance with those enrollments which can be safely accommodated by the individual classrooms. Thus, section enrollments are allowed to accommodate 20, 25, or 30 students depending on the type of course. The college auditorium is available to accommodate the relatively few course offerings with higher enrollments or distinct space needs. A range of furnishings is available to suit different teaching/learning styles--from the traditional seat-desk combination to large tables in rows to modular table arrangements.

Early in its existence, ACC offered relatively few laboratory science sections, and had to ask students to split time between on-campus lecture sessions and laboratory sessions that were relegated to available off-campus facilities, mostly at local high schools. Much has changed since then, and the college currently has fully equipped biology and chemistry labs to support programmatic offerings in these disciplines. Asnuntuck has two science labs: One Microbiology/Chemistry and the other Biology/Anatomy and Physiology. The science area budget is approximately \$50,000.

The Advanced Manufacturing Technology Center as comprised currently features three major certificate and associate degree programs in CNC machining, welding, and electronics technologies. In the fall of 2014, existing Welding/Manufacturing Technology space was expanded by 6,500 square feet at a cost of \$2.6 million. At present, the total space available is approximately 23,000 square feet and will be complemented next year with an additional 27,000 square feet to be achieved via new construction. The center contains four computer, metrology, and additive manufacturing labs and two classrooms. In addition, applications labs featuring manual and CNC machines, welding and fabrication systems, and electronics and electro-mechanical processes are also present.

The college has been adhering to an extensive master plan for renovations for more than a decade. Inconsistent funding has slowed some of the renovations, but the college has combined specific funding earmarked for renovation with general funds (when available) to undertake significant renovation. Continual improvement of, and addition to, current facilities is planned, funded, and completed strictly as a means of fulfilling the overall mission of the college.

In 2000, \$59 million was approved to finance ACC's Master Plan. Of that funding, \$8.3 million was earmarked for Phase One of the renovation, as detailed below. Phase One is projected to break ground in the beginning of 2016.

- The Schematic Design phase was completed in spring 2014 and was followed by Design Development. The phase following Design Development is known as the Construction Documents phase.
- Approximately \$4 million of the \$8.3 million Phase One funding is dedicated to replacing the college's roof.
- During renovation, several campus locations will be displaced. "Swing spaces" have been identified and prepared to temporarily house the college bookstore, Cafe I, Faculty/Staff Lounge, and the Student Senate Office during their respective displacements.
- A second floor glass office space was added to Master Plan for student activities, Phi Theta Kappa, the college literary journal, Student Senate, and cyber café.

Appraisal

The Master Plan will result in significant improvements to the campus, particularly the gymnasium, Children's Reading Room, and conference/meeting areas throughout the college. It will also dramatically alter the front façade of the structure, causing it to more closely resemble an institution of

higher education rather than a building formerly purposed as a junior high school. This specific development is expected to greatly influence community perception in a positive manner in addition to providing enhanced marketability to prospective students in the years to follow.

ACC has worked diligently to improve the quality of its classrooms in recent years. Much of this improvement can be directly attributed to the Instructional Excellence Committee, which was charged with surveying classroom concerns and recommending improvements to senior college management. Nearly every classroom has been refitted as a "smart classroom" with permanent white boards, networked instructor stations, document cameras, DVD/VCRs, audio systems, ceiling-mounted projectors. The Media Services office, which has been moved from the Library to the Information Technology area, maintains the equipment in the smart classrooms.

Each of our two science labs has 24 student workstations and has undergone the following upgrades in recent years:

- 25 Leica microscopes (DM750 and DM500) for each of two labs;
- new lab chairs in the Chemistry/Microbiology lab;
- an autoclave, incubator, and refrigerator purchased in 2010 and two more refrigerators purchased in 2013;
- "smart" technology instructor workstations in both labs;
- new Physics lab equipment (\$25,000);
- a hospital-grade Steris autoclave and a deionized water system from EMD Millipore; and
- Eppendorf incubator donated by Eppendorf.

Recent growth of the Advanced Manufacturing Technology Center includes the aforementioned 6,500 square foot welding and fabrication facility, as well as two new classrooms comprising an additional 1,200 square feet. The college has retained the services of an architectural firm for the proposed 27,000-square-foot Advanced Manufacturing Technology structure. The new space will include an expanded CNC machining center featuring tooling compatible with the needs of the private sector, additional space for both metrology and additive manufacturing, and some combination of four classrooms and computer labs.

Recent purchases include portable and fixed computer measuring machines (CMM), five axis CNC machines, water jet, plasma table, industrial brake, punch, and shear, and twenty five welding systems.

Safety is a critical component in our daily curriculum and includes opportunity for students to complete the OSHA 10 certification designed for promoting safety in a manufacturing environment. Towards that end, there is an ongoing commitment to safety in the workplace, including safety-focused signage and space delineation, machine guards, and storage and disposal of oils. All science and technology laboratories are Biosafety Level-2 labs. They are inspected by the department of Public Health every two years to ensure all necessary precautions within the lab are present and functional.

In the area of dual degree programs, College Career Pathways (CCP) courses are offered at individual high school sites. Also, the Advanced Manufacturing Technology Center provides off-campus instruction and programming in middle and high school systems around the district. Presently, manufacturing instruction takes place in three school districts, with two new school sites being planned for addition in the 2015-2016 academic year. ACC closely monitors the limited number of off-campus sites to ensure that the facilities are adequate for instruction at the college level.

With regard to information technology, nearly all campus classrooms have been converted to "smart classrooms." To date, 29 of 30 rooms have been completed. Upgrades, expansions, and relocations have also impacted the information technology infrastructure. Numerous projects have been completed, including the expansion of the Manufacturing Technology wing, which included new classrooms and offices; an upgrade to the Academic Skills Center, which included new computers and network cables; and the relocation of the art studio and the WACC 107.7 FM Radio Station and Communications Lab, which included new networking and computer configurations. Various other classrooms, offices, and computer labs were also upgraded in both Mac and PC environments. Wi-Fi access has been expanded campus-wide.

The most challenging information technology facilities infrastructure task has been the relocation of the Main Equipment Room (MER), which is to be completed prior to the aforementioned Master Plan Renovations. The MER contains the file servers, VoIP servers, a centralized UPS, a Liebert Air Conditioning Unit, two paging systems servers, a security camera server, as well as other servers and networked equipment.

A new iPad cart with thirty iPads was donated by the Asnuntuck Community College Foundation, which brings the number of laptop/iPad carts owned by the college to three. In 2014, two new computer labs were added, one a general lab with twenty four workstations and one an electronics lab with sixteen workstations. Information technology has kept pace with the changing Windows environment, upgrading hundreds of college PCs in accordance with new releases.

In April 2014, the college's new fiber backbone was completed, which supports 1 GBPS to the desktop. With the need to ensure the integrity of the college's electronic storage capabilities, a new data backup system utilizing AppAssure software was installed. In the fall of 2012, email accounts became available for all active students. The web site was updated and redesigned with assistance from Gravity Switch, which has enabled designated staff members to edit portions of the site, thereby assuring access to keep the site as current as possible. In addition, information technology staff collaborated with other departments with the installation of both the digital hallway monitors and front lawn announcement sign. A multi-year project has brought wireless access to the campus for faculty, staff, and students.

The recent security upgrades required a great deal of collaboration with IT. The recent upgrade to the Enterprise Network included Voice over IP (VoIP), the new CISCO Call Manager, the new CISCO Emergency Responder, and the new CISCO paging system.

Other security measures include the InformCast IP paging system, which broadcasts messages via speakers throughout telephones on campus; special phones in administrative offices that can be used to communicate via the paging system; and the myCommNet alert system, which sends emergency messages, such as weather closings, to emails and phones.

Security with regard to information stored on computers has also been upgraded. All employees are now required to scan their computers weekly using Identity Finder software. Employees, when hired, are also required to undergo "SANS Securing the Human: Information Security Awareness Training", which provides interactive examples of how to remain in compliance and not put personal or institutional resources at risk.

Physical space can be at a premium at a one-building college. Requests for available space from various community organizations sometimes compete with the same requests and needs of departments within the college. The auditorium, gym, Strom Conference Room, and computer classrooms are in particular high demand, thus rendering assignment and allocation a challenge. Over the past three years, ACC has

made progress regarding "assignable space use" and enhanced the resources designed to support these areas. To handle the large volume of requests, new forms have been implemented, including a facility use form (including a procedure securing room set-up details and needs), and an online Media Services form for technology requirements to be completed when booking a space. An online Facility Calendar, that lists many of the events submitted via the facility use form, is emailed to the campus each week. The reserving of space on campus is processed by the following personnel:

- Outside vendor requests (banks, jewelry sales, etc.) are processed by the Office of the President.
- Facilities, such as auditorium, Cafes I & II, Strom and other conference rooms, etc., are processed by the Maintenance Department.
- Classroom requests are processed by the Registrar.
- Computer lab requests are processed by the Information Technology Department. Computer labs in the Manufacturing area are processed by Manufacturing Technology and are used by their students.
- Media Services requests are processed by the Media Services Specialist.
- Continuing Education classrooms are processed by Continuing Education.

Along with the creation of new forms and assignment responsibilities to various personnel, creative use of existing space has enabled the college to schedule classes and other events more efficiently. Improvements include the following:

- An inventory for all spaces, including hallways for booking vendors, student work, transfer colleges, etc., was completed.
- The Business Office Conference Room was added as an assignable space.
- The gym has been re-purposed as a multi-functional environment. Classes are offered there, such as EMT. The gym has also been used as meeting space as well as a refreshment area during events.
- The auditorium is used for both credit and non-credit classes regularly, but is also used for forums, public events, ceremonies, etc.
- New resources, such as rolling art displays and new white folding tables for hall spaces, were purchased.
- A new computer laptop cart with thirty new laptops was purchased in fall 2013, bringing the total number of laptop carts to three. Each cart has laptops with specific software installations. These carts are mobile between the 1st and 2nd floors of the college.

The creation of the forms, designation of responsibility to specific personnel, repurposing of various physical space, and the use of creative spaces assignment has reduced the occurrences of double-bookings and space use conflicts by over 80-90 percent.

Despite a slightly outdated physical plant, the college has undertaken many new initiatives aimed at increasing awareness of and participation in preventive safety activities by college staff. A new public address system was installed, and a Threat Assessment Committee was established. Various trainings, including "When a Shooter Comes to Campus," Active Shooter Simulation, and Workplace Violence, were held. Security guards were increased from one to two per shift, and access into the building was reduced from twenty eight external doors to two. The college also oversaw the recent installation of a card-entry system designed to better manage and monitor access to various areas of the campus.

As a result of a Physical Site Safety Audit conducted by the Department of Public Works, panic buttons were placed at critical points throughout the building. Auto lock-down doors were installed, and dozens

of cameras, complete with a monitoring station at the guard station, were mounted in several places inside and on the exterior of the building. A card access system, for the faculty and staff entrance, was installed adjacent to the faculty/staff parking lot. In addition, safety features for all classrooms, including Plexiglas covers for door windows, shades, new locks, and signage were put in place.

Projection

- Information technology will continue to develop and improve access to resources, including laptop carts, TurningPoint clicker technology, smart classroom technology upgrades, additional Wi-Fi access throughout the building, and standardizing software between faculty/staff offices, classroom workstations, and computer labs/classrooms.
- With the expansion of the Manufacturing Technology Center, as well as advancing technological needs throughout the college, a proposal has been made for the addition of three full-time staff members, two in Information Technology and one in Media Services.
- The college will continue its recent building safety initiatives, which will include upgrades to or expansion of key card access systems, first floor office changes to enhance security, and continued training and drills for faculty, staff, and students.
- The college will review and reconfigure classroom setup, furniture, and technology to reflect different learning styles, modes of instruction, and teaching needs.
- Science labs will be updated and expanded as necessary to meet evolving STEM curriculum needs.
- The college will clarify specific policies and procedures relating to use of the new security cameras.
- The college will implement Starfish, a student advising, monitoring, and communication software package purchased in 2015. The software will be used to launch real-time intervention strategies for students identified to be experiencing academic and social challenges.
- The college will adopt an appropriate management software program for centralized room scheduling.

Institutional Effectiveness

The college regularly evaluates its physical and technological resources to ensure that they reflect the college's mission, programmatic needs, and future planning and budget allocation. The Strategic Plan, Master Plan, and programmatic and departmental needs, as well as input from students, faculty, community and industry partners directly influence physical and technological improvements.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus		111.038
Other U.S. locations		
International locations		

	3 Years Prior (FY 11/12)	2 Years Prior (FY12/13)	1 Year Prior (FY13/14)	Current Year* (FY14/15)	Next Year Forward (goal) (FY15/16)
Revenue (\$000)					
Capital appropriations (public institutions)	\$1,254	\$2,724	-\$226	\$1,843	\$1,843
Operating budget	\$155	\$154	\$192	\$200	\$210
Gifts and grants					
Debt					
TOTAL	\$1,409	\$2,878	-\$34	\$2,043	\$2,053
Expenditures (\$000)					
New Construction	\$39	\$435	\$474	\$500	\$500
Renovations, maintenance and equipment	\$1,369	\$2,135	\$2,260	\$2,500	\$2,500
Technology	\$489	\$659	\$766	\$800	\$850
TOTAL	\$1,897	\$3,229	\$3,500	\$3,800	\$3,850

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	25		25
Laboratory	21		21
Office	24		24
Study	8		8
Special	14		14
General	11		11
Support	2		2
Residential	0		0
Other	0		0

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

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

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
AMTC Building	Advanced mfg tech progra	27,000	\$23,500	2016

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

The list below includes renovations costing \$ 3M or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
10+ classroom update	Smart Classroom	2500	\$100	2011-2014
AMTC	Office/Classrooms	6020	\$250	2010
Welding Lab	Welding and fabrication facility	5600	\$2,600	2014
Continuing Ed	Classrooms	100	\$50	2011

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

The list below includes renovations costing \$ 8.3M or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
New Front	Entrance, student activities	14000	\$8,300	2015-2016

Standard Nine: Financial Resources

Introduction

Asnuntuck Community College, as is the case with many public colleges and universities nationwide, has not been immune to fiscal challenges associated with reductions in state and federal support. ACC has remained steadfastly committed to both its mission and its students despite significant fiscal challenges. It has explored efficiency measures as a means of reducing personnel costs through attrition, embraced alternate procurement methods in an attempt to save money without sacrificing quality, and has aggressively pursued state and federal grant opportunities to supplement and grow programmatic offerings. In short, the college has refused to allow financial challenges to impede upon its culture of affordability and educational excellence.

Description

Asnuntuck's operating budget is primarily funded through state appropriations and income received from tuition and fees. In fiscal year 2014, Asnuntuck received 51 percent of its operating budget from the state of Connecticut in general fund appropriation and 28 percent from the collection student tuition and fees. The remaining 21 percent came from restricted grants and contracts and other revenue sources, such as commissions and interest income.

As part of the college's annual budget process, Asnuntuck has continued to preserve and enhance its financial resources through strategic planning and prioritization of expenses. The fiscal challenges as presented by the current economic climate make critical the college planning for the unexpected while continuing to align operating budgets with its strategic plan and mission.

The college maintains an unrestricted net asset balance of approximately \$718,000, providing sufficient ability to respond to financial emergencies and unforeseen circumstances. While these funds have been depleted by nearly 50 percent over the past decade, they were used strategically to offset state appropriation rescissions and to provide necessary building improvements and repairs when state bond funding was not available. The college's unrestricted net asset balance falls well within the standards of a college its size as set forth by Board of Regents (BOR) policy. BOR standards were designed and implemented to ensure both short-term and long-term financial health and liquidity for the twelve community colleges within its purview.

The Connecticut Community College System is budgeted as a single agency by the state through the BOR system office. The system office distributes the state allocation to each of the twelve community colleges. Asnuntuck maintains the autonomy to develop its own budget, and the BOR reviews and approves the budget annually.

Each spring, the college begins its budget development process. The process starts with receiving the state allocation figure from the BOR system office and determining anticipated revenue sources, including tuition and fees. Tuition and fee rates are established by the Board of Regents and are reviewed annually. The Dean of Administration and the Director of Finance work together to analyze the overall budget distribution and begin laying the foundation for the operating expense budget. As the college's largest expenses are personnel costs (approximately 85 percent of the overall operating budget), the first budgetary layer to be determined is the calculations of permanent employee salaries and fringe benefits.

Once all staffing needs are assessed and budgeted, allocations are made for any recurring expenses, such as utilities and contracted expenses, at which point a subsequent budget call goes out to all areas of the college. The budget call provides the Deans and budget managers with two years of expenditure history for each department and asks the Deans to work with their respective department heads to prepare a budget proposal based on their area's strategic plan and operating needs.

The college instituted an improved budget planning process in 2007 to facilitate linking budget development with overall college strategic planning. The Deans then approve their respective proposals and forwards them to the Dean of Administration. The Director of Finance compiles all of the proposals and forwards a draft expense budget to the Dean of Administration for presentation and discussion with the President's Cabinet. Once the President's Cabinet has approved the budget, a final budget is submitted to the system office for review and approval by the Board of Regents.

The college's financial records clearly relate to its educational activities. As seen in the statement of revenue and expenditures, Asnuntuck devoted all revenue in fiscal year 2014 to college programs as follows:

Expense	Revenue Percentage
Instruction	39%
Academic Support	19%
Institutional Support	13%
Student Services	12%
Plant Operation and Maintenance	8%
Scholarships	6%
Depreciation	3%
Total	100%

The college's management team annually reviews the manner with which financial aid applications are processed and its funds distributed. Emphasis with regard to process is placed upon the need for organizational efficiency and effectiveness. Gains in this arena are achieved via a highly customized and automated financial aid delivery system in addition to the thoughtful review of departmental policies and procedures, including those pursuant to the delivery of financial literacy education to students in general and student loan borrowers in particular. Efficiency is measured via the use of several statistical metrics, with improvement encouraged as a means of improving the educational experience for the student. Careful annual consideration is also given to the representation of direct and indirect educational costs to be incurred by students in pursuit of the educational objectives. Educational costs are defined by the institution within the parameters of its statutory obligation to inform students of the gross and net cost of their respective educational pursuits. Finally, the college employs the use of data-rich analytical methods to determine the most strategic means of disseminating limited campus-based grant funds in accordance with college's desired recruitment, retention, and success outcomes.

Asnuntuck has sufficient, professionally qualified finance staff, led by a chief financial officer, the Dean of Administration. The Director of Finance and Administrative Services manages the daily financial operations of the college and is supported by four full-time staff members. Both the Dean and Director participate on system-wide committees that meet regularly to discuss issues related to their areas of expertise.

The Director of Finance provides monthly expenditure reports to the Dean of Administration and the President's Cabinet. In addition, quarterly financial reports with projections and analysis are prepared and submitted to the Board of Regent's system office for review and discussion. Annual financial statements are prepared by the system office and are audited by Price Waterhouse Coopers.

Asnuntuck has appropriate internal control mechanisms such as separation of duties, password protection of all financial systems, annual review of Banner access for each module, and timely account reconciliations. Monthly reconciliations are performed by the Director of Finance, and reviews are approved by the Dean of Administration to ensure the integrity of the college's financial records. These reconciliations are then audited by both the state auditors of public accounts and Price Waterhouse Coopers. In addition, the State of Connecticut Comptroller's internal audit questionnaire is completed annually and reviewed by the state auditors of public accounts.

The college routinely analyzes budget allocations throughout the fiscal year. Monthly expenditure reports are prepared for review by the Dean of Administration and the President's Cabinet in order to identify areas of savings and deficit. The operating budget can be adjusted or re-allocated based on this review and the needs of the college. Changes in personnel are also evaluated to ensure that vacancies are only filled based upon need and their alignment to the overall strategic plan. In the event of a rescission of state allocation or other financial crisis, the Dean of Administration and the President's Cabinet review the current fiscal state, the needs of the college programs, and discuss contingency plans.

New sources of revenue traditionally come in the form of grants or the introduction of new non-credit programs. All grant proposals or program creations are reviewed and approved by the college president or the President's Cabinet to ensure they align with the college's strategic plan and to safeguard the integrity of the institution and the quality of the academic program are maintained and enhanced.

The Dean of Administration oversees the ethical oversight of the college's financial resources and practices through the establishment of standards and practices that are in accordance with the state, board, and generally accepted accounting principles.

The annual financial statements of the Board of Regents (including Asnuntuck) are subject to an independent audit (currently performed by Price Waterhouse Cooper). The BOR undergoes a bi-annual audit by the state auditors of public accounts with period audits performed at the state's college campuses. Asnuntuck last underwent a state audit in 2011 for fiscal year 2010 and has an audit scheduled in 2015 for fiscal year 2014 records. Audit recommendations are reviewed by the President's Cabinet and corrective actions are taken based on those recommendations, if needed. The BOR also has an Internal Audit department, which serves an independent function that reports directly to the BOR. The audit team provides objective assurance and consulting services designed to add value and improve operations of the Connecticut State Colleges and Universities (CSCU).

Fundraising at the college is primarily conducted by the Asnuntuck Community-Technical College Foundation, Inc., founded in 1998, is an independent, non-profit entity separate from the college itself. The Asnuntuck Foundation currently has assets of nearly \$340,000 and holds three major fundraisers each year: a murder mystery dramatic performance featuring various amateur cast members from the community, an annual appeal, and a golf Tournament. The following are some highlights of what the Foundation has been doing since the last self-study report in 2005:

- As part of a three-year Strategic Plan (2012-2014), the Foundation supported the Academic Skills Center with \$30,000 a year totaling \$90,000. The Foundation has committed to an additional \$30,000 in 2015, \$20,000 in 2016, and \$15,000 in 2017.

- In 2012, the Foundation donated \$25,000 towards an Apple MacIntosh computer lab.
- The Foundation gifted a \$10,000 digital display sign in honor of the recent retirement of the college president.
- The Foundation has committed \$193,000 to assist in funding a Director of Institutional Development and Community Engagement position. This new position (filled in fall 2014) is responsible for raising funds and building community relationships and engagement.
- The college received \$15,000 from the Foundation for equipment to benefit the video production lab. This allows the college to have a 'studio in a box' set-up.
- The Foundation has committed \$37,500 across the next three years to purchase mobile iPad labs. This addition will allow the college to put up-to-date technology in the hands of Asnuntuck students.
- Additionally, the Foundation continues to award scholarships to current students and local high school seniors planning to attend Asnuntuck.
- Since June 2007 through a Mini-Grant application process, the Foundation has awarded over \$24,000 in support to staff and faculty for projects, programs, classrooms, equipment, etc., that enhances curriculum and the overall college experience of our students. The Foundation has committed \$4,000 per year for the next three years to continue the Mini-Grant program.

Asnuntuck follows the fiscal policies set forth by the Board of Regents and the State of Connecticut. The Board Policy Manual and the System Office Financial policies and procedures are published on the system office website.

Appraisal

As a result of the reorganization of higher education in Connecticut in fiscal year 2012, the college's oversight shifted from the Board of Trustees of Community College to the Board of Regents, which merged the twelve community colleges, the four state universities, and Charter Oak State College into one system. With the creation of the merged system, changes to financial practices were significant at the system level while remaining relatively nominal at the level of the respective campuses. While the state appropriation distribution model has evolved in recent years, the twelve community colleges continue to receive their state appropriation funding as a group separate from the state universities and Charter Oak State College. There have been necessary changes in the way the colleges report information to the BOR so that the data is streamlined across all of the colleges and universities. The BOR has created several steering committees, including one in finance, to work towards finding best practices and creating merged policies for the system and its seventeen institutions.

While the transition through the reorganization was difficult due to change and exacerbated by reduction in finance personnel at the system level, the overall impact of the merged system was minimal.

The current financial situation within the State of Connecticut has resulted in the reductions to the overall General Fund allocation to the community college system. In the past, the General Fund would cover the cost of all full-time permanent employees and their fringe costs with annual salary increases encompassed within the allocation. The General Fund allocation has been reduced to a level that no longer covers these costs, which requires that additional operating expenses be placed against revenue derived from the collection of tuition and fees. As a result, some vacancies have remained unfilled.

The college continues the challenging work of balancing budget cuts while creating minimal impact on students, programs, and employees while also maintaining the integrity of the institution and the quality of its programs. Asnuntuck has also faced challenges with consuming the financial costs associated with

unfunded mandates, such as PA12-40, within a budget that was already challenged to fund existing programs. While the college does receive some funding assistance from the state to offset some of the unfunded mandates, the funding is temporary and will decrease in fiscal year 2016.

To help generate additional revenue and offset the costs of additional expenses such as unfunded mandates, Asnuntuck has been able to increase revenue in the non-credit programs by obtaining federal SNAP funding and other job-training funding sources to allow students to receive allied health certificates at little to no cost.

The Asnuntuck Foundation has also increased support to the college's programs and scholarship assistance as described in the previous section and will continue to support the college and its needs.

As a driver of enrollment and retention, in addition to better serving the financial needs of students, the manner the college's Financial Aid packaging policy is and has been undergoing a systemic review. In 2014, the college purchased software developed and published by Rapid Insight, Inc. The software consists of VEERA, the company's primary data mining/blending software, and its signature Analytics software, which is used primarily for predictive modeling. The VEERA product provides ease of use with regard to analyzing large amounts of data from disparate sources and formats and allows for fairly complex data analysis to be completed in a timely manner, thus rendering the use of staff's time and respective allocation of duties to be administrated in a more efficient manner. The predicative analytics software provides for the opportunity to build statistical models that gauge the likelihoods of specific outcomes.

This type of information can be invaluable in driving policy, as well as in resource (both human and monetary) allocation and management. Applications include student recruitment and retention, financial aid deployment, and institutional advancement. Through utilization of this software and other avenues, Financial Aid processing has become much more efficient leading into 2015-2016 when compared to 2014-2015. Processing time for financial aid applications, as measured in days, has been reduced by 54.3 percent, or by an average of twenty days per application, and the overall financial aid awarded to students (i.e. date-to-date) has increased by 27.3 percent. In addition to enhancements in process, limited campus-based allocations are being deployed in a manner more strategic and better informed by predictive analysis. Specifically, aforementioned allocations are being used to meet more of the net cost for the students with the most financial need.

Despite the challenges Asnuntuck has faced in the current economic climate, the overall budget process has improved by becoming more streamlined and has created greater fiscal transparency. The budget process described in this document was re-instated several years ago and now involves input from all areas of the college through their respective Deans. The college's administration reviews and provides frequent budget updates at college-wide meetings in an effort towards awareness and campus collaboration with regard to how the budget is annually implemented.

The college continues to optimize the use of its accounting system to ensure that expenses are properly reported. The available data within the system has been utilized to conduct purchasing savings analysis that identified areas of savings. In fiscal year 2014, the college was able to save over \$40,000 on purchases using the data identified during the analysis.

The college's Business Office has been on a continuous path of improvement in terms of creating efficiencies, cost saving opportunities, fiscal management and transparency, in addition to implementing policies and procedures in compliance with ethical and sound financial practices while also reducing audit risk.

Projection

- The college will continue to increase budget transparency to help the college avoid needless or redundant expenditures.
- Financial aid packaging, beginning in the 2015-2016 academic award year, will meet more of the net cost for the students with the most financial need.
- The college will continue to seek federal funds for SNAP program for Workforce Development and Continuing Education programs.
- The Asnuntuck Foundation will seek to increase its endowment for scholarships and mini-grants through contributions from an increasingly maintained and tracked alumni network.
- The college will review and prioritize essential needs for missing or insufficient employee coverage and advocate for hiring positions as appropriate.

Institutional Effectiveness

The college has appropriate internal and external mechanisms in place to evaluate its fiscal condition and financial management and to maintain its integrity. The Director of Finance provides monthly expenditure reports to the Dean of Administration and the President's Cabinet. In addition, quarterly financial reports with projections and analysis are prepared and submitted to the Board of Regent's Finance Committee for review and discussion. Annual financial statements are prepared by the system office and are audited by Price Waterhouse Coopers.

The college routinely analyzes budget allocations throughout the fiscal year. The Dean of Administration and the President's Cabinet use the results of the monthly expenditure reports and quarterly financial reports to evaluate the fiscal condition of the college and to identify areas of savings and deficit. The operating budget is adjusted or re-allocated based on this review in an effort to achieve improvement with regard to college operations and the realization of its mission.

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

FISCAL YEAR ENDS month & day: (/)			2 Years Prior (FY 11/12)	1 Year Prior (FY 12/13)	Most Recent Year	Percent Change	
						2 yrs-1 yr prior	1 yr-most recent
		ASSETS	13/14				
		CASH AND SHORT TERM INVESTMENTS	\$3	\$3	\$3	0.0%	0.0%
		CASH HELD BY STATE TREASURER	\$6,382	\$6,983	\$4,952	9.4%	-29.1%
		DEPOSITS HELD BY STATE TREASURER				-	-
		ACCOUNTS RECEIVABLE, NET	\$1,073	\$1,195	\$1,319	11.4%	10.4%
		CONTRIBUTIONS RECEIVABLE, NET				-	-
		INVENTORY AND PREPAID EXPENSES	\$13	\$9	\$0	-30.8%	-100.0%
		LONG-TERM INVESTMENTS				-	-
		LOANS TO STUDENTS	\$2	(\$2)	\$1	-200.0%	-150.0%
		FUNDS HELD UNDER BOND AGREEMENT				-	-
		PROPERTY, PLANT AND EQUIPMENT, NET	\$5,434	\$6,180	\$8,307	13.7%	34.4%
		OTHER ASSETS				-	-
		TOTAL ASSETS	\$12,907	\$14,368	\$14,582	11.3%	1.5%
		LIABILITIES					
		ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$1,150	\$1,210	\$1,398	5.2%	15.5%
		DEFERRED REVENUE & REFUNDABLE ADVANCES	\$383	\$478	\$369	24.8%	-22.8%
		DUE TO STATE				-	-
		DUE TO AFFILIATES				-	-
		ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
		AMOUNTS HELD ON BEHALF OF OTHERS	\$61	\$60	\$43	-1.6%	-28.3%
		LONG TERM DEBT				-	-
		REFUNDABLE GOVERNMENT ADVANCES				-	-
		OTHER LONG-TERM LIABILITIES	\$1,513	\$1,459	\$1,487	-3.6%	1.9%
		TOTAL LIABILITIES	\$3,107	\$3,207	\$3,297	3.2%	2.8%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	\$1,384	\$727	\$718	-47.5%	-1.2%
		FOUNDATION				-	-
		TOTAL	\$1,384	\$727	\$718	-47.5%	-1.2%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL				-	-
		FOUNDATION				-	-
		TOTAL	\$0	\$0	\$0	-	-
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	\$8,416	\$10,434	\$10,567	24.0%	1.3%
		FOUNDATION				-	-
		TOTAL	\$8,416	\$10,434	\$10,567	24.0%	1.3%
		TOTAL NET ASSETS	\$9,800	\$11,161	\$11,285	13.9%	1.1%
		TOTAL LIABILITIES AND NET ASSETS	\$12,907	\$14,368	\$14,582	11.3%	1.5%

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

FISCAL YEAR ENDS month & day: (/)		3 Years Prior (FY 11/12)	2 Years Prior (FY 12/13)	Most Recently Completed Year (FY 13/14)	Current Budget* (FY 14/15)	Next Year Forward (FY 15/16)
	OPERATING REVENUES					
	TUITION & FEES	\$5,425	\$5,618	\$6,173	\$6,309	\$6,510
	ROOM AND BOARD					
	LESS: FINANCIAL AID	(\$2,182)	(\$2,235)	(\$2,325)	(\$2,460)	(\$2,539)
	NET STUDENT FEES	\$3,243	\$3,383	\$3,848	\$3,849	\$3,971
	GOVERNMENT GRANTS & CONTRACTS	\$2,547	\$2,617	\$2,859	\$3,300	\$3,500
	PRIVATE GIFTS, GRANTS & CONTRACTS	\$41	\$31	\$36	\$31	\$31
	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
	OTHER REVENUE (specify):	\$235	\$122	\$155	\$140	\$165
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$6,066	\$6,153	\$6,898	\$7,320	\$7,667
	OPERATING EXPENSES					
	INSTRUCTION	\$6,267	\$6,530	\$7,638	\$8,312	\$8,604
	RESEARCH	\$0				
	PUBLIC SERVICE	\$1	\$1	\$1	\$1	\$1
	ACADEMIC SUPPORT	\$3,390	\$3,455	\$3,726	\$4,314	\$4,465
	STUDENT SERVICES	\$1,712	\$1,818	\$2,272	\$2,354	\$2,436
	INSTITUTIONAL SUPPORT	\$2,289	\$2,447	\$2,534	\$2,967	\$3,072
	FUNDRAISING AND ALUMNI RELATIONS					
	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$1,271	\$1,477	\$1,578	\$1,760	\$1,822
	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$1,076	\$1,019	\$1,247	\$1,361	\$1,408
	AUXILIARY ENTERPRISES					
	DEPRECIATION (if not allocated)	\$453	\$483	\$546	\$603	\$624
	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$16,459	\$17,230	\$19,542	\$21,672	\$22,432
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$10,393)	(\$11,077)	(\$12,644)	(\$14,352)	(\$14,765)
	NON OPERATING REVENUES					
	STATE APPROPRIATIONS (NET)	\$9,154	\$9,244	\$11,199	\$11,803	\$12,372
	INVESTMENT RETURN	\$6	\$4	\$4	\$4	\$4
	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$140	\$79	\$77	\$146	\$118
	OTHER (specify):					
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$9,300	\$9,327	\$11,280	\$11,953	\$12,494
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	(\$1,093)	(\$1,750)	(\$1,364)	(\$2,399)	(\$2,271)
	CAPITAL APPROPRIATIONS (public institutions)	\$1,254	\$2,724	(\$226)	\$1,843	\$1,843
	OTHER	\$687	\$387	\$1,713	\$556	\$428
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$848	\$1,361	\$123	\$0	\$0

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
		DEBT					
		BEGINNING BALANCE	\$0	\$0	\$0	\$0	\$0
		ADDITIONS	\$0	\$0	\$0	\$0	\$0
		REDUCTIONS	\$0	\$0	\$0	\$0	\$0
		ENDING BALANCE	\$0	\$0	\$0	\$0	\$0
		INTEREST PAID DURING FISCAL YEAR	\$0	\$0	\$0	\$0	\$0
		CURRENT PORTION	\$0	\$0	\$0	\$0	\$0
		BOND RATING					

DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

N/A

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

N/A

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

N/A

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY 11/12)	2 Years Prior (FY 12/13)	Most Recently Completed Year (FY 13/14)	Current Budget* (FY 14/15)	Next Year Forward (FY 15/16)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$8,952	\$9,800	\$11,161	\$11,284	\$11,284
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$848	\$1,361	\$123	\$0	\$0
	NET ASSETS END OF YEAR	\$9,800	\$11,161	\$11,284	\$11,284	\$11,284
FINANCIAL AID						
	SOURCE OF FUNDS					
	UNRESTRICTED INSTITUTIONAL	\$766	\$789	\$811	\$835	\$855
	FEDERAL, STATE & PRIVATE GRANTS	\$2,492	\$2,464	\$2,762	\$2,986	\$3,092
	RESTRICTED FUNDS					
	TOTAL	\$3,258	\$3,253	\$3,573	\$3,821	\$3,947
	% DISCOUNT OF TUITION & FEES	-40.0%	-40.0%	-38.0%	-39.0%	-39.0%
?	% UNRESTRICTED DISCOUNT	14.0%	14.0%	13.0%	15.0%	15.0%
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Ten: Public Disclosure

Introduction

Asnuntuck Community College disseminates information about the institution in traditional and non-traditional formats that allow constituents, including prospective students, current students, parents, employees and the general public, to make informed decisions about the institution. Publications are accurate and easily accessible and comply with state and federal requirements for institutions of higher education.

Communication about Asnuntuck, our policies and procedures and general information exists in a multitude of publications and marketing initiatives. These include, the college website, the college catalog, newspaper articles, social media outlets, TV commercials, press releases, course schedules, student handbook, program marketing sheets, program advising sheets, departmental brochures, electronic newsletter, email blasts, college shared drives, campus television monitors, blackboard, myCommNet and event flyers. More creative marketing efforts include advertising on monitors at the Department of Motor Vehicles and at local bowling alleys.

Connecticut Community College's fiscal year financial statements are published by the Finance Department of the CSCU every January and are available for download and review at <http://www.ct.edu/finance#documents>. Any questions concerning these financial documents are directed to the BOR Chief Financial Officer. The most current financial statement and auditor's letter Appendix F & G.

Description

The College Website

Asnuntuck redesigned our website in 2012. In consultation with Gravity Switch, a local web design company, the college created a website "blitz build" committee with representatives from all areas of the college to oversee and enact the redesign. Blitz build team members solicited input from the college community to guide our website design.

The full and up-to-date college catalog is available directly on the website. Additionally, extensive information on academic programs, policies, procedures, support services, co-curricular life and personnel is included on the website.

The homepage features news about the college and college events. The homepage also includes emergency announcements and weather-related closings. Rounding out the homepage are very useful links to the course schedule, the college catalog, directions to the college, contact information, the myCommNet system (statewide student resources), the Board of Regents and college social media connections. Our non-discrimination statement also appears at the bottom of every page of the website.

The website includes up-to-date information regarding the college including a fact book and data related to enrollment, retention, graduation, crime statistics and history. Every division of the college has pages on the website that are reflective of their programs and services. Information regarding strategic planning, past accreditation reports and accreditation status can also be found on the website.

The College Catalog

The complete college catalog is available on the website and in print. Archived versions of the catalog exist on the website and in print for alumni and former students. The catalog contents are consistent with other printed or on-line information. It also contains the college's accreditation status, mission statement, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; procedures for student grievances, appeals and complaints; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; and academic policies and procedures and the requirements for degrees or other forms of academic recognition.

The catalog also includes a list of current full-time and adjunct faculty, indicating departmental or program affiliation, degrees held, and the institutions granting them. The names of administrative officers, with their positions, and the names of members of the governing board can also be found in the catalogue.

Appraisal

The URL for the college website has been simplified from the cumbersome <http://www.commnet.edu/Asnuntuck> to a more streamlined and intuitive <http://www.asnuntuck.edu>. The overall page design has also been simplified with a homepage that is only slightly larger than one computer screen. The main menu headings are more intuitive as well, featuring 'About', 'Admissions', 'Academic Programs', and 'Student Services' across the top, and 'Prospective Students', 'Current Students', 'Business & Community', and 'For Faculty and Staff' along the left side.

The college website is a significant improvement over previous iterations, particularly in the sense of usability among the general public and prospective students. The homepage is compact, comprehensive, and intuitive. The website won a "Best in Class" (college websites) award from the Interactive Media Council. The "College at a Glance" online information creates an excellent mini-viewbook for the institution.

The redesigned website focuses primarily on prospective and current students. Additionally, we did usability testing with selected members of the college community to help refine the redesign.

Nearly every important piece of information about the college is accessible within four clicks on the college website. Most information only requires one to two clicks. A comprehensive table depicting the availability of pertinent online and print information is in the workbook.

Academic recognition needs to be addressed on the website. For example, the local chapter of the Phi Theta Kappa honor society should have a direct link and specific information. While the Student Senate is well represented with information, other student groups do not have a strong presence on the website.

The college catalog and student handbook, in general, are very useful resources for locating many college and board policies. The catalog does not indicate programs, courses, services, and personnel not available during a given academic year because the vast majority of Asnuntuck's services are available year-round. Nearly all courses not offered for two consecutive years are removed during regular revisions of the catalog, but a few remain.

Only full-time faculty members are listed on the general website, and some of the information is not present (i.e. degrees and granting institutions). Part-time faculty are not included in this list. Although faculty information including adjuncts is included in the catalog, the information needs to be consistently reviewed for accuracy and included on the website.

Projection

- More information on all student activities, organizations, and recognition will be made more readily available, both on the website and in print.
- Information on all successful career placement in degree programs (Criminal Justice, Early Childhood, Human Services, for example) will be made more readily available (as they are for the Manufacturing Technology Center), both on the website and in print. Licensure passage rates for non-credit healthcare career certificate programs will also be made available.
- The Asnuntuck website will more clearly link to www.ct.edu (the CSCU website).

Institutional Effectiveness

Asnuntuck Community College has up-to-date and accurate content available in its publications and redesigned website with a primary focus of current and prospective students. The homepage is compact, yet comprehensive with information and intuitive to navigate for students. The website also allows each division to modify and update the contents, which is the key to ensure that the public receives accurate information in a timely manner. All print materials are reviewed by multiple staff members before publication for accuracy and quality. All information required by state and federal regulations is easily accessible through the college's website.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.asnuntuck.edu/contactus	Course schedule by semester Marketing flyers
Notice of availability of publications and of audited financial statement or fair summary	http://www.ct.edu	
Institutional catalog	http://www.asnuntuck.edu/collegecatalog	On request
Obligations and responsibilities of students and the institution	http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf (Student Services, 2013-2014 Student Handbook) http://www.asnuntuck.edu/collegecatalog	On request
Information on admission and attendance	http://www.asnuntuck.edu/apply-now (Apply Now)	Perspective students, New student workshops
Institutional mission and objectives	http://www.asnuntuck.edu/about/	Handbook on request
Expected educational outcomes	http://www.asnuntuck.edu/program/	Available in hall by Dean of Student Services Office
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.asnuntuck.edu/about/college-glance (About, College at a Glance)	
Requirements, procedures and policies re: admissions	http://www.asnuntuck.edu/apply-now http://www.asnuntuck.edu/admissions	Admission's Office
Requirements, procedures and policies re: transfer credit	http://www.asnuntuck.edu/apply-now http://www.asnuntuck.edu/transfer (info re: transfer in and out)	
A list of institutions with which the institution has an articulation agreement	http://www.asnuntuck.edu/guaranteedagreements	In hall by Admissions
Student fees, charges and refund policies	http://www.asnuntuck.edu/tuition-fees (Tuition and Fees from Admissions drop-down menu)	Catalog on request, Course schedule on request
Rules and regulations for student conduct	http://www.asnuntuck.edu/collegecatalog http://www.asnuntuck.edu/sites/default/files/Rules%20and%20Regulations.pdf (Rules and Regulations 5.2.1 POLICY ON STUDENT CONDUCT) http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf http://www.asnuntuck.edu/sites/default/files/Student%20Conduct%20Policy.pdf	On request
Procedures for student appeals and complaints	http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf (Student Services, Student Handbook) Financial Aid appeal	on request

Other information re: attending or withdrawing from the institution	http://www.asnuntuck.edu/student-services/registration (Registration from the Student Services drop-down menu) Information about withdrawing located in "Withdrawing from College" section of Registration page. http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Handbook, Newsletter, Course Catalog
Academic programs	http://www.asnuntuck.edu/programs (Academic programs from Courses and Programs drop-down menu)	Available in hall by Admissions
Courses currently offered	http://www.asnuntuck.edu/sites/default/files/summer2014_creditcoursebulletin.pdf (Course Schedules & Catalog, click on schedule) https://www.online.commnet.edu/pls/x/bzskfcls.P_GetCrse_myCommNet	Credit and non-credit around campus
Other available educational opportunities	http://www.asnuntuck.edu/courses-programs/continuing-ed (Personal Enrichment & Continuing Ed Programs from Courses & Programs drop-down menu)	Paperwork available by Continuing Education and Workforce Development Office
Other academic policies and procedures		
Requirements for degrees and other forms of academic recognition	http://www.asnuntuck.edu/programs http://www.asnuntuck.edu/sites/default/files/Programs%20of%20Study.pdf	Paperwork available around campus
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.asnuntuck.edu/about/faculty-staff http://www.asnuntuck.edu/sites/default/files/Personnel.pdf (College Catalog from Courses & Programs drop-down menu) http://www.asnuntuck.edu/collegecatalog Note: Best updated resource	Catalog available upon request
Names and positions of administrative officers	http://www.asnuntuck.edu/about/faculty-staff http://www.asnuntuck.edu/sites/default/files/Personnel.pdf	HR Office
Names, principal affiliations of governing board members	http://www.ct.edu/regents/members	
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	We don't have branch campus.	
Programs, courses, services, and personnel not available in any given academic year.	NA	NA

Size and characteristics of the student body	http://www.asnuntuck.edu/about/college-glance	IR Folder
Description of the campus setting	http://www.asnuntuck.edu/about/history http://www.asnuntuck.edu/collegecatalog	On request
Availability of academic and other support services	http://www.asnuntuck.edu/current-students/academic-skills-center http://www.asnuntuck.edu/advising http://www.asnuntuck.edu/student-services/student-disability-services http://www.asnuntuck.edu/career http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Request from ASC, Student Services, Advising paperwork
Range of co-curricular and non-academic opportunities available to students	http://www.asnuntuck.edu/student-life/student-activities http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Request student handbook, Club Charters as available
Institutional learning and physical resources from which a student can reasonably be expected to benefit		
Institutional goals for students' education		
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.asnuntuck.edu/about/college-glance (graduation rate summary) http://www.asnuntuck.edu/sites/default/files/Retention.pdf (freshman retention rate chart) http://www.asnuntuck.edu/about/student-right-to-know-act-information (student right to know report) http://www.asnuntuck.edu/about/fact-book (degrees conferred)	IR Folder
Total cost of education, including availability of financial aid and typical length of study	http://www.asnuntuck.edu/sites/default/files/Spring%202014%20tuition%20and%20fees.pdf Note: gives tuition rates http://www.asnuntuck.edu/student-services/financial-aid Note: financial aid info http://www.ct.edu/admission/tuition Note: Net price calculator	Course Schedule Booklet
Expected amount of student debt upon graduation	http://www.commnet.edu/finaid/netprice/m_npcalc.htm Must access from our Financial Aid website	Data First Form, Fin Aid office
Statement about accreditation	http://www.asnuntuck.edu/about/college-glance http://www.asnuntuck.edu/about/history	President's Office

Standard Eleven: Integrity

Introduction

The first sentence of the college's mission statement provides the groundwork for our focus on integrity and ethical standards that inform our daily functions.

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

The college president is fond of beginning campus meetings with the question, “Why do we exist?” Whether the meeting is an informal working group assembled to address a specific issue or an all-college meeting, or during our professional days at the beginning of the semester, the response is always the same: “we exist because of our students”. At Asnuntuck, integrity means that the students are central to everything that we do.

Honesty and transparency are critical elements of our institutional integrity. Asnuntuck portrays its programs and institutional information accurately and seeks to demonstrate transparency in all of our administrative practices.

Description

Legal Authority

The college awards degrees under the legal authority of the state of Connecticut, specifically the state's 1992 Public Act 92-126, which merged the former state technical college system with the state community college system and authorized the community colleges to grant associate degrees and certificates appropriate to our curriculum.

Ethical Standards

Asnuntuck subscribes to strict ethical standards to ensure that it continues to provide the best possible educational services to its students and the best possible working conditions to its employees. These ethical standards are variously documented in the ethical conduct policy of the state system, the collective bargaining agreements, the college catalog, Board policies, and state regulations. All relevant documents are available in the workroom. Specifically, the Connecticut State College and University's (CSCU) ethical guidelines can be found online at: <http://www.ct.edu/files/pdfs/hr-policy-ethics.pdf>

Additionally, the state ethics code can be found here:
<http://www.ct.gov/ethics/cwp/view.asp?a=2313&q=432632#part1>

Academic Freedom

The college is committed to the free exploration of knowledge on the part of both faculty and students. In fact, these two aspects of academic freedom are inexorably bound at Asnuntuck because much of our faculty scholarship concerns discovering ways to enable our students to participate effectively in the academic experience. This classroom-based research enhances freedom of educational pursuit for both faculty and students.

Academic freedom for students is also supported by the college's policy on proscribed student conduct, as published in the college catalog and on the college website.

Although the college itself has no specific statement on academic freedom for faculty members, an excellent and detailed academic freedom statement is included in the Congress of Connecticut Community Colleges collective bargaining agreement and is fully embraced by the college. The core to that statement includes the following:

- Each member of the professional staff is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other professional duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Each member of the professional staff is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject.
- The professional staff member is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

Integrity in Student Relations

The college adheres to clearly defined policies on student actions and ethics that originate with the state community college and university system and are published in the catalog (pages 30-38) and online: <http://www.asnuntuck.edu/sites/default/files/14-15%20Catalog%20Rules%20and%20Regs.pdf>. These policies include detailed student code of conduct expectations including a policy on academic integrity, as well as procedures for disciplinary hearings, actions and sanctions. The college also has specific policies governing student rights, including grievance procedures, non-discrimination policy, policy on racism and acts of intolerance, disability services guidelines, sexual misconduct including sexual assault, intimate-partner violence and stalking, policy on communicable diseases, and information technology acceptable use policies, among others. This information is available in the college catalog and online: <http://www.asnuntuck.edu/sites/default/files/14-5%20Catalog%20Rules%20and%20Regs.pdf>). In addition, language concerning ethical standards and student rights are included in course syllabi and the student handbook.

Integrity in Employee Relations

Grievance Procedures: The Congress of Connecticut Community Colleges (the union for faculty and professional staff members) collective bargaining agreement provides extensive and detailed guidelines for employee grievance procedures. The introduction to these guidelines provides an overview of the philosophy behind the procedures.

The Board and the Congress recognize the importance of adjusting grievances fairly without fear of prejudice or reprisal. Accordingly, the Board and the Congress agree that they will encourage

the prompt settlement of grievances which may arise between a professional staff member, a group of the professional staff, or the union and the employer. Unless otherwise provided within this agreement, the orderly processes hereinafter set forth shall be the sole method used for the resolution of all grievances.

Three other collective bargaining agreements spell out grievance procedures (along with many other employee/college guidelines) for other Asnuntuck employees. Secretarial and clerical staff members are covered by the agreement with the American Federation of State, County, and Municipal Employees, AFL-CIO. The college maintenance workers are members of the Connecticut Employees Union, "Independent" (affiliated with the Service Employees International Union, AFL-CIO, CLC). And several members of the Business Office staff are members of the Administrative and Residual Employees Union, AFT/CFEPE, AFL-CIO. (All collective bargaining agreements are available in the workroom.)

Integrity with Accrediting Body

The college has followed accrediting guidelines since its founding more than forty years ago. The college operated under provisional approval until it was first accredited by the New England Association of Schools and Colleges in 1977. Asnuntuck was subsequently reaccredited after comprehensive reviews in 1980 and 1985; an interim report was submitted to the New England Association in 1990, and accreditation was reaffirmed through 1995. This was followed by a 1995 comprehensive visit and a 2000 interim report that accredited the college to the present. We were again reaccredited after a comprehensive visit in 2005, followed by a two-year progress report in 2008 and an interim report in 2010. In 2014, we submitted and were approved for a Substantive Change request relating to the growth of our online course offerings that resulted in more the 50 percent of some programs being available through distance learning. The preface of this document describes the integrity of the college's self-study process for reaccreditation. In addition, several of our faculty members and administrators contribute to our relationship with the New England Association of Schools and Colleges Commission on Institutions of Higher Education by participating as members of visiting teams for accreditation at other institutions similar to our own.

Diversity and Nondiscrimination

The college emphasizes integrity through a commitment to diversity by making knowledge of social and cultural differences a major part of the education we provide. Most associate degree programs require the course Sociology 190: Self and Others. This course encourages students "to examine self-concept, values, the way they relate to others and society, and to develop their own personal statement about self and society" (quoted from the course description). Far from indoctrination in any sort of political philosophy, this course offers our students, many of whom are residents of the institution's rather homogenous service area, the chance to further their education by making them more open to the larger world.

Additionally, the establishment of a campus Diversity Committee in 2009 was intended to promote an appreciation, understanding, and respect of cultures and ethnic differences within Asnuntuck and the global community. The committee was charged with ensuring that active support is provided for the academic, social and emotional adjustment of traditionally underrepresented students. On-going initiatives reflect Asnuntuck's commitment to a diverse community.

Several institutional documents affirm our commitment to diversity. The college catalog contains a statement of nondiscrimination that is prominently displayed throughout and on our college website homepage.

Asnuntuck Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, political belief, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

In addition, specific employees are identified as designated to handle inquiries regarding the non-discrimination policies for students, employees, and students with disabilities.

The catalog also contains detailed statements regarding equal opportunities, racism and acts of intolerance, sexual misconduct and sexual harassment, student rights and privacy, as well as disabilities and veterans' benefits. Additionally, a notice of non-discrimination also is included in the collective bargaining agreements for the unions affiliated with college employees.

In 2014, the college leadership established an Extended Cabinet consisting of Directors across all divisions of the college and Academic Department Chairs. The intention of the management team was to ensure transparency and effective communication in all decision-making practices. Additionally, the Extended Cabinet established Leadership C.O.R.E.S. – **C**ustomer Service, **O**pen Communication, **R**ecognition, **E**ffective Leadership, and **S**upport and Resources. These guiding principles serve as the basis for transparency and integrity in leadership. The Extended Cabinet established sub-groups responsible for defining each principle and establishing initiatives to ensure their effectiveness within the campus community. The C.O.R.E.S. are a vital part of Extended Cabinet leadership.

As specified in Standard Nine, the college worked to establish a more transparent budget process in 2007. This budget planning process links budget development and allocation directly to strategic planning initiatives and priorities. Every department within the college is involved in this process and communication regarding budget are include in monthly all college meetings.

Documentation of Integrity

A detailed table that summarizes policy statements and responsible parties for all integrity issues related to college operations is available in the workroom.

Appraisal

The Diversity Committee was formed in 2009 and developed several campus initiatives to increase awareness of diversity. One initiative in particular, the “Stall Stats”, reached nearly everyone on campus because information/data sheets about a diversity-related topic were posted on stall doors in every bathroom on campus. The diversity committee has been involved with a fieldtrip to the Holocaust Museum in Washington, DC, and activities closer to home, such as the annual Privilege Walk, showing of the movie *Temple Grandin* for National Disabilities Month, and the *Twelve Years of a Slave* book discussion and movie showing.

The college further promotes diversity through a clear plan of hiring goals, both short and long-term, to fill vacancies with people who reflect the race and gender mix of our community, state, and nation.

These hiring goals are revised periodically to account for staffing changes, and are overseen by the President, as assisted by the Director of Human Resources and the affirmative action officer.

The college's Affirmative Action Plan for 2008-2009 was not accepted by the Connecticut Commission on Human Rights and Opportunities (CHRO). A contract was established to bring in a subject matter expert to assist the Affirmative Action Officer in the completion of the plan and to instruct search committee chairs in fulfilling their (CHRO) reporting requirements. Subsequently, job postings were designed to include the specific requirements and preferred qualifications of the position in order to establish clear and objective decision-making during the process. All Affirmative Action Plans since 2009-2010 have been accepted by the CHRO.

Student policies are very clear in the student handbook and college catalog. They can be easily accessed and read online. The adjunct handbook contains very important and pertinent information for part-time faculty, is updated annually, and is easy to access.

There needs to be a good amount of work done to link the current policies of the Board of Regents consistently or comprehensively to the college website. Currently, the HR portion of the website links to the old policies of the former Board of Trustees on www.commnet.edu. Current policies are instead posted on the CSCU website, www.ct.edu. The Human Resources website does not link to the bargaining unit contracts (most notably the Congress of Connecticut Community Colleges, which includes our faculty, academic staff, and student services employees). In addition, the college currently has no employee handbook.

Projection

- The Human Resources office will provide links to all union contracts.
- The college will create and distribute an official employee handbook.
- The college website will change outdated links to the former Board of Trustees and link to current policies of the CSCU Board of Regents consistently and comprehensively at www.ct.edu.

Institutional Effectiveness

Asnuntuck measures its commitment to integrity by widely publicizing its academic, student, and employee policies online, through email, and in print. The College prides itself on being an environment that fosters respect and civility. As such, the college supports adherence to these policies through everyday business practices, on-going education, practices of accountability and through periodic group and individual training for students and employees. As is evident in the appraisal and projection sections of each standard, the college is already working to address several areas of concern and continues to address these concerns in long-term planning by integrating the accreditation process into the Strategic Plan 2015-2020.

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2013	http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Student Services
Intellectual property rights	2013	http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Student Services
Conflict of interest		http://www.asnuntuck.edu/admissions/financial-aid-code-conduct	Student Services
		http://www.ct.edu/hr/policies	HR/BOR
Privacy rights		http://www.asnuntuck.edu/student-services/mission-registrar	Student Services/ Registrar
		http://www.asnuntuck.edu/student-services/registration	
		http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	
		http://www.asnuntuck.edu/sites/default/files/FERPARELEASE_000.pdf	
Fairness for students	2013	http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Student Services
	2013	http://www.asnuntuck.edu/sites/default/files/Student%20Conduct%20Policy.pdf	
Fairness for faculty	2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	4Cs/Academic Affairs
	2013	http://www.asnuntuck.edu/sites/default/files/adjuncthandbook_2013-2014.pdf	
Fairness for staff	2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	4Cs/HR

Academic freedom

2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf (Article VI) http://www.asnuntuck.edu/sites/default/files/adjuncthandbook_2013-2014.pdf	4C's/Academic Affairs
Other _____		
Other _____		

Non-discrimination policies

	http://www.asnuntuck.edu/ The statement is displayed prominently on Asnuntuck website (in the bottom of the page) and as a frame for all webpages to display the statement.	
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Recruitment and admissions

2013	http://www.asnuntuck.edu http://www.asnuntuck.edu/admissions http://www.asnuntuck.edu/student-services http://www.asnuntuck.edu/student-services/student-disability-services http://www.asnuntuck.edu/student-services/financial-aid http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Media Services Admissions Student Services Disability Services Financial Aid Student Services
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Employment

	http://www.asnuntuck.edu/faculty-staff/human-resources http://www.asnuntuck.edu/about/careers-acc CT policies to be linked to HR	HR
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Evaluation

2013	Students: http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	Student Services
2007	Faculty: http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf (Article XI)	4Cs/ HR
2013	Students: http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf	4Cs/Student Services
2007	Faculty: http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	
2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf	4Cs/HR
Other _____		

Disciplinary action

Advancement

Other _____

Resolution of grievances

Students

Faculty

Staff

Other _____

2013	http://www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202013%20-2014%20Updated%208-14-13.pdf (page 34)	Student Services
2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf (Article VII)	HR/ Academic Affairs
2007	http://www.the4cs.org/files/2011/07/Main-Contract-07-10.pdf (Article VII)	4Cs/HR
Other _____		

Other

1	Student Right to Know
2	
3	
4	
5	

Last Updated	Relevant URL or Publication	Responsible Office or Committee
Spring 2015	http://www.asnuntuck.edu/IR	OIR

Appendix

- A. Affirmation of Compliance with federal requirements of Title IV
- B. Student Success Form (Series E)
- C. Student Success Form (Series S)
- D. Additional Supporting Materials
 - 1. College and Division Mission Statements
 - 2. Strategic Plan 2014-2015
 - 3. Governance System Charter
 - 4. Review and Feedback for Active Committees
 - 5. Institutional Effectiveness Survey Results
 - 6. CCSSE/NEASC Accreditation Toolkit
 - 7. ACC Foundation Mini-Grants
 - 8. Academic Skills Center Annual Report
 - 9. ACC Library Annual Report
 - 10. College Career Pathways Dual Enrollment Program
- E. Electronic Workroom Documents
- F. 2014 Financial Statements
- G. Auditor's Management Letter

Appendix

A. Affirmation of Compliance with federal requirements of Title IV



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	www.asnuntuck.edu/sites/default/files/catalog/15-16CatalogAcadPolicies.pdf Page 1
Print Publications	ACC College Catalog p. 10
Self-study/Fifth-year report Page Reference	Standard 4 Page 31

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

URL	www.asnuntuck.edu/apply-now www.asnuntuck.edu/sites/default/files/catalog/15-16CatalogAcadPolicies.pdf
Print Publications	ACC College Catalog Page 16
Self-study/Fifth-year Report Page Reference	Standard 4 Academic Program Page 38

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	www.asnuntuck.edu/sites/default/files/ACC%20Student%20Handbook%202015-2016.pdf Title IX inquiry information and contact on footer of every webpage
Print Publications	ACC College Catalog Pages 30-38
Self-study/Fifth-year Report Page Reference	Standard 6 Page 59 , Standard 10 Page 87

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

Method(s) used for verification	The Connecticut Community College system uses a secure online portal to access Blackboard. ACC students must enter a unique secure login and passcode, known as a NETID.
Self-study/Fifth-year Report Page Reference	Standard 4 Page 37

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

URL	http://www.acc.commnet.edu/node/1483
Print Publications	The Hartford Courant : http://touch.courant.com/#section/-1/article/p2p-84388208/ , Enfield Press
Self-study Page Reference	Introduction of the Self-study report Page 1

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

Chief Executive Officer: 

Date: September 11, 2015

Appendix

B. Student Success Form (Series E)

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING**Program: Accounting****Academic Year: 2013-14****Date of most recent program review:****Where are the program learning goals published? College Catalog and college website**

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Students are prepared to become Accounting paraprofessionals.	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Greater emphasis on verbal communication skills.
2. Students are able to advance professionally in their present place of employment.	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Greater emphasis on verbal communication skills.
3. Students are prepared to continue their education at a 4-year college or university to earn a Bachelor's Degree.	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Transfer pricing was added to the Cost Accounting curriculum.
4. Students learn how accounting is an integral part of being part of management in a business or organization.	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Small group case discussions have been added to the curriculum

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Business

Academic Year: 2015-16

Date of most recent program review: 5/15

Where are the program learning goals published? College Catalog and college website

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Reason Quantitatively	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Greater emphasis on quantitative reasoning skills.
2. Communicate clearly through speaking and in writing	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Greater emphasis on verbal communication skills.
3. Think critically and creatively	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Assignments have been modified for greater critical thinking
4. Work effectively and collaboratively in group interactions	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Small group case discussions have been added to the curriculum
5. Apply information literacy to inquiry based learning	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Information literacy assignments have been integrated into the curriculum
6. Possess an academic foundation for transfer to four year institutions of higher education	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Courses have been adapted to allow for greater transferability
7. Understand and illustrate ethical behavior in a socio-economic world	Faculty receive email, phone calls, and visits from former students who report this.	The Faculty; informal communication from former students.	Social and ethical components have been added to the curriculum

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING**Program: Communications****Academic Year: 2015-2016****Date of most recent program review: 2008****Where are the program learning goals published? College Catalog and college website**

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate critical thinking skills by identifying audiences for various projects, crafting appropriate messages for the defined audience, and creating messages appropriate to the media used.	Assignments in audio and video production classes, journalism classes, and Social Media Marketing	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly.
2. Evaluate print, radio, television, and multimedia messages.	Assignments in production classes, journalism classes, and Intro to Mass Communication	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly.
3. Reflect on the use of media messages as tools for self-expression, persuasion, and collaboration.	Assignments in all COM classes	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly.
4. Develop ability to work as part of a team by demonstrating dependability, adaptability, and skill in interpersonal communication.	Assignments in production classes frequently involve group work	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated

			accordingly.
5. Analyze historic, current, and emerging issues in the communications field.	Assignments in Intro to Mass Communication and journalism classes	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly.
6. Apply aesthetic values to the creation of audio and visual messages.	Assignments in audio and video production courses	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly.
7. Demonstrate technical proficiency in the operation of audio/visual equipment as well as editing software	Assignments in audio and video production classes	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly. Production software changed to Adobe Creative Suite in 2014.
8. Identify career opportunities in the communications field and become familiar with opportunities for transfer to four-year colleges and earning a baccalaureate degree.	Assignments in various COM classes	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly.
9. Create a body of work to present to potential employers that demonstrates competency in various modes of communication.	Assignments in production classes, journalism classes, and Social Media Marketing	Instructors evaluate assignments based on rubrics	Rubrics evolve in response to changes in industry standards and technological advances. Assignments are updated accordingly.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING**Program: Criminal Justice****Academic Year: 2013-14****Date of most recent program review: 2012 - 2013****Where are the program learning goals published? College Catalog and college website**

(1) Program Learning Outcomes By the time a student graduates from the Criminal Justice Program, they should:	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate an understanding of the roles of police, courts and corrections and explain the functions they serve within the criminal justice system and the community.	Evaluated through quizzes, examinations, exercises, Writing assignments, presentations and demonstrations in CJS 101, CJS 102, CJS 244 and CJS 120, as demonstrated in a (proposed) student portfolio.	The portfolio process has not yet been implemented.	The portfolio process has not yet been implemented.
2. Apply principles of constitutional and criminal laws that protect the rights of and regulates the conduct of individuals in a culturally diverse society.	Evaluated through quizzes, examinations, exercises, Writing assignments, presentations and demonstrations in CJS 101, CJS 102, CJS 120, CJS 211, CJS 213 as demonstrated in a (proposed) student portfolio.	The portfolio process has not yet been implemented.	The portfolio process has not yet been implemented.
3. Demonstrate knowledge of theories, principles, processes of the criminal justice system.	Evaluated through quizzes, examinations, exercises, writing assignments, presentations and demonstrations in CJS 101, CJS 102, CJS 120, CJS 201, CJS 201, CJS 211 and CJS 213, as demonstrated in a (proposed) student portfolio.	The portfolio process has not yet been implemented.	The portfolio process has not yet been implemented.
4. Prepare written documents and deliver oral presentations related to the criminal justice field.	Evaluated through quizzes, examinations, exercises, writing assignments, presentations and	The portfolio process has not yet been implemented.	The portfolio process has not yet been implemented.

	demonstrations in CJS 102, CJS 120, CJS 201, CJS 201, CJS 211 and CJS 213 as demonstrated in a (proposed) student portfolio.		
5. Provide evidence that they understand the needs of the various constituencies in their community by developing personal linkages with service providers beyond the campus.	Evaluated through quizzes, examinations, exercises, Writing assignments, presentations and demonstrations in CJS 101, CJS 102, CJS 120, CJS 211, CJS 213 as demonstrated in a (proposed) student portfolio.	The portfolio process has not yet been implemented.	The portfolio process has not yet been implemented.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Early Childhood Education

Academic Year: 2015-2016

Date of most recent program review: June 2015 through submission of annual report to NAEYC

Where are the program learning goals published? College Catalog and college website and annual NAEYC reports

(1) Program Learning Outcomes NAEYC ACCREDITED PROGRAMS MUST DEMONSTRATE THE FOLLOWING STANDARDS ARE BEING MET:	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Promoting child development and learning	Observation report of 3 sites (ECE 101) Portfolio and presentation of observations and assessments (ECE 210) Research paper and presentation on exceptionality (ECE 215) Creative arts integrated curriculum (ECE 103) Portfolio including 11 lessons taught and evaluated (ECE 295)	Individual course instructors have NAEYC approved rubrics for each key assessment. The data is collected and analyzed by the close of each semester. Instructors are required to review the data and answer the question <i>how will this data inform your future teaching?</i>	<p>We became acutely aware of a larger failure rate in ECE 101 than in any of our other courses. We established a Student to Student Mentor program as a result, matching experienced students with those in ECE 101.</p> <p>We also became more flexible with due dates of observations, realizing that at times students could not submit observation reports by the deadline due to outside factors such as getting appointments in schools for the observation. This yielded better passing rates for several students.</p> <p>Students in ECE 295 did not always have realistic ideas about their career</p>

			goals so we established a Student to Community Mentoring program for them to job shadow a professional in a similar job as one they would like to have.
2. Building family and community partnerships	<p>Observation report of 3 sites (ECE 101)</p> <p>Portfolio and presentation of observations and assessments (ECE 210)</p> <p>Research paper and presentation on exceptionality</p> <p>Creative arts integrated curriculum (ECE 103)</p> <p>Portfolio including 11 lessons taught and evaluated (ECE 295)</p>		
3. Observing, documenting, and assessing to support young children and families	<p>Portfolio and presentation of observations and assessments (ECE 210)</p> <p>Portfolio including 11 lessons taught and evaluated (ECE 295)</p>		
4. Using developmentally effective approaches to connect with children and families	<p>Observation report of 3 sites (ECE 101)</p> <p>Creative arts integrated curriculum (ECE 103)</p> <p>Portfolio including 11 lessons taught and evaluated (ECE 295)</p>		
5. Using content knowledge to build meaningful curriculum	<p>Portfolio and presentation of observations and assessments (ECE 210)</p> <p>Creative arts integrated curriculum (ECE 103)</p> <p>Portfolio including 11 lessons taught and evaluated (ECE 295)</p>		

6. Becoming a professional	Observation report of 3 sites (ECE 101) Portfolio and presentation of observations and assessments (ECE 210) Research paper and presentation on exceptionality (ECE 215) Creative arts integrated curriculum (ECE 103) Portfolio including 11 lessons taught and evaluated (ECE 295)		
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*The above is a sampling of our ECE courses that we are asked to provide to NAEYC.

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:						
For general education if an undergraduate institution:						
List each degree program: 1. AS General Studies	No formal program learning outcomes have been developed. General education outcomes are in-progress through the TAP Framework process.	Course outcomes are published in syllabi and online in course management software.	General Education outcomes are being developed through the TAP Framework process.	Course outcomes are assessed at the faculty level, the department level, and the college level through the Curriculum & Standards Committee. General education outcomes involve faculty review, General Education	Some course and discipline outcomes have been revised for compliance with the TAP Framework requirements.	There has been no program review.

				Committee review, and Faculty Council oversight.		
2. AA Liberal Arts	Formal program outcomes were developed through the last program review. General education outcomes are being developed through the TAP Framework.	The program outcomes are published in the program guides. Course outcomes are published in course syllabi and online course management software	General Education outcomes are being developed through the TAP Framework process.	Course outcomes are assessed at the faculty level, the department level, and the college level through the Curriculum & Standards Committee. General education outcomes involve faculty review, General Education Committee review, and Faculty Council oversight.	Some course and discipline outcomes have been revised for compliance with the TAP Framework requirements.	Two-year review completed Spring 2010.

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING

Program: *Fine Arts Option*

Academic Year: *2015-16*

Date of most recent program review:

Where are the program learning goals published? *College Catalog and college website*

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Have a working knowledge of art history and theory. <i>Relevant courses include: Art History I, Art History II, Art Appreciation.</i>	Various written assignments and in-class (or online) discussions (both oral and written).	Individual teacher reviews submissions according to standards established for that particular course. Material is evaluated based on accuracy.	New assignments are developed when appropriate. New courses are developed when needed.
1. Demonstrate a working knowledge of, and moderate control over, diverse artistic mediums. <i>Relevant courses include: Design, Digital Photography, Drawing I, Drawing II, Intro to Computer Graphics, Painting, Printmaking, Sculpture.</i>	Various hands-on projects.	Individual teacher reviews projects according to standards established for that particular course. Material is evaluated based on criteria specific to each course.	New projects are assigned when appropriate.

<p>1. Understand the role and importance of the arts (and creative activities) within society.</p> <p><i>Relevant courses include: Art Appreciation.</i></p>	<p>Various in-class (or online) discussions (both oral and written). Real-world involvement with the arts (class trips to galleries, museums and studios; various on-campus art projects/community involvement; student art gallery).</p>	<p>Individual teacher reviews projects according to standards established for that particular course. Material is evaluated based on criteria specific to each course. Student contributions to the campus and student art exhibitions are reviewed by arts faculty.</p>	<p>New discussions are explored when appropriate. Student involvement in the arts on campus is happening to various degrees throughout the academic year.</p>
<p>1. Prepare students to continue their artistic education at the Bachelor degree level.</p> <p><i>Relevant courses include: Design, Digital Photography, Drawing I, Drawing II, Intro to Computer Graphics, Painting, Printmaking, Sculpture.</i></p>	<p>Studio critiques provide students with methods to further their artistic growth.</p>	<p>Individual teacher leads critiques according to standards established for that particular course. Student work is evaluated based on criteria specific to each course.</p>	<p>Studio critiques are a fluid activity, and as such are constantly changing depending upon the classroom dynamic.</p>

NEASC Table E-1A: ASSESSMENT OF STUDENT LEARNING**Program: Information Systems Technology****Academic Year: 2013-14****Date of most recent program review: Spring/2015****Where are the program learning goals published? College Catalog and college website**

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Articulate their knowledge of the theories, principles and application of information technology systems to business processes.	Application design projects.	Individual teacher reviews design determines feasibility.	New assignments are created according to the changes in industry need.
2. Apply the correct terminology used to explain the roles and functions of software development and computer applications as it applies to the business world.	Computer programming assignments.	Individual teacher reviews code logic and functionality.	Different approaches to coding projects are assigned learn more coding strategies.
3. Describe the strategies and methodologies used in the software development life cycle to develop and implement information technology systems.	Projects are assigned to perform analysis and determine solutions for business cases.	Individual teacher reviews projects to determine feasibility.	Projects are changed accordingly to address weaknesses.
4. Utilize business application software including spreadsheet, database, presentation, and word processing for business decision-making and analysis.	Assignments provide students opportunities to apply skills learned.	Individual teacher reviews determine understanding skills taught.	Assignments are modified to address weaknesses.
5. Organize and present information effectively through written, oral and electronic channels.	Group projects are assigned.	Individual teacher determines solution feasibility to projects as well as appropriate communication.	Projects change to address changes in industry as well as strengths and weaknesses in skills learned.
6. Understand leadership and team building skills	Group projects are assigned.	Individual teacher determines	Students are assigned to different groups to learn

necessary for collaborative work efforts.		collaborative working skills.	how to work with various personalities and skill sets.
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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)
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.	Advisory Board Review 2014-15
13. AS Technology Studies: Electronics & Controls 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.	Advisory Board Review 2014-15
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.	Advisory Board Review 2014-15

			For Advanced Manufacturing Programs, see attached demonstrated competencies based upon NIMS standards			
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Asnuntuck Community College

Performance Based Assessment – Machine Tool

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
PLC	Yes/No	Match the features of the following hardware to a given list. (Written exercise) <ul style="list-style-type: none"> - PLC-5 Processor module - Input module - Output module - Chassis - Power supply - Remote I/O Adapter
	Yes/No	Change the processor's mode of operation.
	Yes/No	Interpret the PLC-5 Processor module diagnostic indicators, identifying the corrective action to be taken if a fault is indicated. (Written exercise using PLC-5 Reference Guide)
	Yes/No	Using RSLinx software, setup the proper driver necessary to allow the PC to communicate the PLC-5 Processor module.
	Yes/No	Using the "Who is active" communications tool, select a PLC-5 processor and initiate online communications.
	Yes/No	Download and Upload Programs to/from a PLC-5 Processor module.
	Yes/No	Create and save simple PLC programs (Simple Start (N.O.-PB) - stop circuit (N/C-PB)) using storage bit and one output lamp.
	Yes/No	Apply and enable forces, remove and disable forces.
	Yes/No	Perform minor edits to the ladder logic to include relay, timer and counter instructions.
	Yes/No	Given drawings of a Field Wiring Arm and the specification sheets for a sinking input module, a sourcing input module and an output module, draw the wiring to show the proper connections for these modules to real world I/O. (All jumpers on the Field Wiring Arm must be shown) (Written exercise)
	Yes/No	Add storage bits and cross-reference their location throughout the program, toggle output bits on & off. Add software jumpers & rung output blocker bits.
	Yes/No	Demonstrate the ability to access the data tables and interpret the information in the following areas – Input & output image tables, Timer, Binary, Counter, and Integer areas.

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Performance Based Assessment – Machine Tool

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
	Yes/No	Switch the displayed radix while viewing data table areas.
	Yes/No	Print-out ladder diagrams and cross-reference lists.
	Yes/No	Search a ladder diagram by address and instruction type. (Using “Search Next”, “Search Previous”, and “Find All”).
	Yes/No	Add symbol and rung comments to a ladder diagram.
	Yes/No	Demonstrate the ability to access the cross-reference list.
	Yes/No	Using the PLC-5 quick reference, identify all indicators on a PLC 5/25, determine whether the indicator represents normal or a faulted condition and identify the recommended recovery action for each possible condition. (Written Exercise)
	Yes/No	Using the PLC-5 quick reference, identify all indicators on a 1771 remote adapter module, determine whether the indicator represents normal or a faulted condition and identify the recommended recovery action for each possible condition.
	Yes/No	Using the PLC-5 quick reference, identify the switch settings for normal operation on the processor (scanner mode), I/O adaptor module and backplanes. (When given the station number, rack number, starting module group number and the type of modules being used in the system and other engineering data)
	Yes/No	Construct a simple clamp and drill circuit, program and debug. This will be completed on pneumatic actuated lab stations. (Note the program will be given to the students with one logic error in the program. The students are to debug the program. The circuit will demonstrate anti-tie down and pinch point control)
	Yes/No	Given a ladder listing and input conditions, predict the output status. This ladder listing will include the following instruction types: (Lab exercise) XIC, XIO, OTE, OTL, OUT, TON, TOF, RTO, CTU, CTD, RES, MOV, EQU, GEQ, GRT, LEQ, LES, LIM, MEQ, NEQ, SQO, JMP, LBL, JSR, MCR, ONS
	Yes/No	Identify what appears to be program anomalies when the program is running with Program Control Instructions (i.e. MCR, JMP, LBL)
	Yes/No	Load a bit pattern into the Binary data table and control real world outputs with this bit pattern using Move and Sequencer (SQO) instructions.

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Performance Based Assessment – Machine Tool

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
	Yes/No	While viewing the ladder listing of an operating program, search for the output that the simulated machine is waiting for and identify the inhibitors to machine operation. Trace these inhibitors back to real world inputs.
	Yes/No	Given an Operator complaint, machine condition, the RXlogix5 display of highlighted logic, input and output module indicator status, and the input sensor light status, (additional option – voltage measurements that would be measured in the control panel), predict the failed component(s) and identify additional troubleshooting actions that could be taken to further isolate the fault. (Written exercise)

Yes/No

PLC Level 2	Yes/No	Given a ladder listing and input conditions, predict the output status. This ladder listing will include the following instruction types: CPT, CMP, MVM, FAL, FBC, FIFO, LIFO, BTW, BTR, MSG, PID (Note: local industry will have to review these instructions for applicability)
	Yes/No	Install and configure an Analog Input module. Write a program to use the inputs. Interpret the module's Led status.
	Yes/No	Install and configure an Analog Output module. Write a program to control the outputs. Interpret the module's Led status.
	Yes/No	Create a trend chart, and use chart to monitor a running program's data.
	Yes/No	Create Custom Data Monitor (CDM).
	Yes/No	Using a plant program, enter page titles and demonstrate the use of Advanced Diagnostics to search for specific ladder logic indicated by the page titles.
	Yes/No	Practice troubleshooting techniques on training simulator with instructor induced faults.
	Yes/No	Given copies of local plant prints, ladder listings, and a cross reference listing, devise rung comments that explain the operation of selected logic rungs. (Written exercise – may use the PLC-5 Quick Reference Guide)
	Yes/No	Given copies of local plant prints, identify all disconnects, fuses, transformers, circuit breakers, and power supplies associated with the

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Performance Based Assessment – Machine Tool

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
		power distribution for the PLC and I/O circuits and denote the panel that houses these components. (Written Exercise)
	Yes/No	Given the I/O wiring Diagrams and/or cross-reference listing, identify the PLC address associated with selected inputs and outputs to facilitate program logic searching should the logic be insufficiently documented. (Written Exercise)

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Performance Based Assessment – Machine Tool

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
Safety	Yes/No	Identify, explain, and demonstrate safe working practices while in any machining environment, including the following:
	Yes/No	- Metal cutting safety
	Yes/No	- Lathe safety
	Yes/No	- Milling machine safety
	Yes/No	- Drill press safety
	Yes/No	- Sawing safety
Measurement Systems	Yes/No	- Manual and power tool safety
	Yes/No	- Measurement and layout safety
	Yes/No	Explain dimensional measurement and its importance.
	Yes/No	Review two systems of dimensional measurements: Define and explain the difference between U.S. Customary and Scientific International.
	Yes/No	Define and explain the purpose and function of a machinist's rule.
	Yes/No	Recognize and explain the difference between measurement accuracy and measurement precision.
Manual and Power Machine Tool Use	Yes/No	Perform basic and precision measurement using:
	Yes/No	- A decimal-inch machinist's rule.
	Yes/No	- A common fraction-inch rule
	Yes/No	- A zero to one inch micrometer.
	Yes/No	- A zero to 25 millimeter micrometer.
	Yes/No	- A six inch dial caliper.
	Yes/No	- A 150 mm dial caliper.
	Yes/No	Demonstrate common conversions between U.S. customary system and the S.I. Metric system.
	Yes/No	Demonstrate knowledge of standard machine tool movements.
	Yes/No	Describe metal cutting processes and the production of shapes.
	Yes/No	Describe the operation of a horizontal lathe.
	Yes/No	Set up and operate an engine lathe.
Manual and Power Machine Tool Use	Yes/No	Describe the operation of a vertical milling machine.
	Yes/No	Set up and operate vertical milling machine.
	Yes/No	Describe the operation of a drill press.
	Yes/No	Set up and operate drill press.
	Yes/No	Describe the operation of metal cutting saws.
	Yes/No	Set up and operate horizontal and vertical band saws.
	Yes/No	Use hand and bench tools properly.
	Yes/No	Use power tools properly.

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Performance Based Assessment – Machine Tool

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
	Yes/No	Explain the function and operation of a bench vise.
	Yes/No	Describe the function and operation of a hacksaw.
	Yes/No	Describe the function and operation of a file.
Precision Layout	Yes/No	Define the purpose and use of a surface plate.
	Yes/No	Perform basic and precision layout.
	Yes/No	Identify and explain safe use and care of a surface plate.
	Yes/No	Explain the purpose of gauge blocks.
	Yes/No	Explain how to build a gauge block stack, and the process of wringing gauge blocks.
	Yes/No	Recognize bore gauges and explain their purpose.
	Yes/No	Explain how to use a bore gauge.
	Yes/No	Discuss an adjustable size bore gauge.
	Yes/No	Measure lengths, widths, diameters, of various gauge block builds, gauge pins, and also convert inch measurement to metric.
	Yes/No	Layout and install per blue print specifications, power drill and hand tap holes then install chamfers using the belt sander and pencil grinder.
	Yes/No	Given a component drawing, describe the process from rough cut to finished part (machine tools used, order of use, etc.).
Band Saw Operations	Yes/No	Describe the operation of a horizontal band saw.
	Yes/No	Describe the operation of a vertical band saw.
	Yes/No	Set up and operate horizontal band saw, deburr safely and proficiently sawing various size mild steel to blue print specifications.
Drill Press Operations	Yes/No	Explain the operation of a floor drill press.
	Yes/No	Describe the form and cutting action of twist drills.
	Yes/No	Identify and explain the purpose of various of cutting fluids.
	Yes/No	Describe the process of reaming, countersinking, counter boring, tapping, and chamfering.
	Yes/No	Set up and operate drill press safely and proficiently, layout, drill, ream, chamfer, and assemble completed details per blue print specifications.
Lathe Operations	Yes/No	Explain the operation of a manual lathe.
	Yes/No	Identify six safety rules to follow before starting a lathe.
	Yes/No	Identify ten safety rules to follow during operation of the lathe.
	Yes/No	Describe the function and operation of a universal three-jaw and independent four-jaw lathe chucks.
	Yes/No	Describe the function of three hand wheels used to feed the cutting tool.

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Performance Based Assessment – Machine Tool

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
	Yes/No	Explain the operation of the two types of micrometer collars on the cross feed.
	Yes/No	Recognize the function of two types of cuts performed on the lathe.
	Yes/No	Explain the operation of automatic feed and describe the advantage.
	Yes/No	Identify the two types of chamfer that can be created on the lathe.
	Yes/No	Describe groove tools, threading tools, combination drill and countersink bit.
	Yes/No	Tell how to drill a hole on a lathe.
	Yes/No	Set up and operate the lathe safely and proficiently, layout, face ends of journals to size, turn journals and chamfers to blue print specifications, drill, tap, and ream using the tailstock.
Mill Operations	Yes/No	Describe the operation of a vertical mill.
	Yes/No	Discuss six safety rules to be followed before starting a milling operation.
	Yes/No	Describe the function and operation of the micrometer collars for the two movements of the knee.
	Yes/No	Explain how backlash affects the accuracy of a mill, and describe the difference between climb and down milling.
	Yes/No	Identify a step and explain the two methods used to locate the tool position when milling a step.
	Yes/No	Explain the difference between a slot and a pocket.
	Yes/No	Set up and operate milling machine safely and proficiently, layout using variety of measuring and layout tools, mill all sides parallel and perpendicular, mill keyways, slots, and pockets, drill, ream, tap, and counter sink per blueprint specifications.

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Performance Based Assessment – Welding

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
Weld Joint Design and Prep	Yes/No	Demonstrate proper welding safety in the lab environment.
	Yes/No	Interpret an industrial drawing with welding symbols.
	Yes/No	Identify welding joints and welding positions.
	Yes/No	Interpret welding terms.
	Yes/No	Identify the correct welding code for a given weldment.
	Yes/No	Demonstrate satisfactory knowledge of measuring tools used on weld and weldments.
	Yes/No	Demonstrate satisfactory knowledge of hand tool safety.
	Yes/No	Use hand tools properly.
	Yes/No	Identify welding flaws.
	Yes/No	Demonstrate proper set-up and use of an Oxy/Fuel cutting outfit.
	Yes/No	Demonstrate proper set-up and use of an Oxy/Fuel line cutter.
	Yes/No	Demonstrate proper set-up and use of a Plasma Arc Cutter.
	Yes/No	Demonstrate proper safety and use of power tools.
	Yes/No	Demonstrate fillet and groove joint assembly.
Shielded Metal Arc Welding	Yes/No	Demonstrate proper safety practices for Shielded Metal Arc Welding.
	Yes/No	Apply the proper welding machine settings for a given competency using the Shielded Metal Arc Welding process.
	Yes/No	Identify and explain various welding electrodes used in the Shielded Metal Arc Welding process.
	Yes/No	Demonstrate proper welding technique in flat position using the Shielded Metal Arc Welding process.
	Yes/No	Demonstrate proper welding technique in horizontal position using the Shielded Metal Arc Welding process.
	Yes/No	Perform multiple welds using proper welding technique for a given weldment.
	Yes/No	Demonstrate proper safety practices for Shielded Metal Arc Welding.
	Yes/No	Apply the proper welding machine settings for a given competency using the Shielded Metal Arc Welding process.
	Yes/No	Demonstrate proper welding technique in vertical position using the Shielded Metal Arc Welding process.
	Yes/No	Demonstrate proper welding technique in overhead position using the Shielded Metal Arc Welding process.

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Performance Based Assessment – Welding

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
Gas Tungsten Arc Welding	Yes/No	Demonstrate proper safety practices for the Gas Tungsten Arc Welding process.
	Yes/No	Prepare the Gas Tungsten Arc Welding machine for a given metal type and thickness.
	Yes/No	Select the proper filler metal for a given weldment using the Gas Tungsten Arc Welding process.
	Yes/No	Demonstrate the proper welding technique in flat position with steel.
	Yes/No	Demonstrate the proper welding technique in horizontal position with steel.
	Yes/No	Demonstrate the proper welding technique in flat position with stainless steel.
	Yes/No	Demonstrate the proper welding technique in horizontal position with stainless steel.
	Yes/No	Perform welds using proper preparation and welding technique for a given weldment.
	Yes/No	Demonstrate the proper welding technique in vertical position with steel.
	Yes/No	Demonstrate the proper welding technique in vertical position with stainless steel.
	Yes/No	Perform welds using proper preparation and welding technique for a given weldment.
	Yes/No	Demonstrate the proper welding technique in flat position with aluminum.
	Yes/No	Demonstrate the proper welding technique in horizontal position with aluminum.
	Yes/No	Demonstrate the proper welding technique in vertical position with aluminum.
	Yes/No	Perform welds using proper preparation and welding technique for a given weldment.
Gas Metal Arc Welding	Yes/No	Demonstrate proper safety practices for the Gas Metal Arc Welding process.
	Yes/No	Prepare the Gas Metal Arc Welding machine for a given metal type and thickness.
	Yes/No	Select the proper filler metal for a given weldment using the Gas Metal Arc Welding process.

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Performance Based Assessment – Welding

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
	Yes/No	Demonstrate the proper welding technique in flat position.
	Yes/No	Demonstrate the proper welding technique in horizontal position.
	Yes/No	Perform welds using proper preparation and welding technique for a given weldment.
	Yes/No	Demonstrate the proper welding technique in vertical position.
	Yes/No	Demonstrate the proper welding technique in overhead position.
	Yes/No	Perform welds using proper preparation and welding technique for a given weldment.
Weld Metallurgy	Yes/No	Describe different types of ferrous metal.
	Yes/No	Describe the crystal structure of carbon steels.
	Yes/No	Describe the effects of heat treating on carbon steel.
	Yes/No	Explain the effects of heating and cooling of steel using the Iron/Carbon phase diagram.
	Yes/No	Describe different types of non-ferrous metals.
	Yes/No	Identify and explain phase diagrams.
	Yes/No	Explain the effects of alloying on non-ferrous metals.
	Yes/No	Explain the effects of heat treating of non-ferrous metals.
	Yes/No	Identify and explain bend and break tests as destructive weld tests.
	Yes/No	Identify and explain various nondestructive weld tests.
	Yes/No	Demonstrate destructive weld test procedures.
	Yes/No	Demonstrate nondestructive weld test procedures.
	Yes/No	Evaluate destructive and nondestructive weld test results.
	Yes/No	Explain the heat affected zone in a welded joint.
Pipe Welding	Yes/No	Demonstrate proper safety practices for pipe welding.
	Yes/No	Identify and explain the 2G and 5G pipe welding positions.
	Yes/No	Demonstrate the proper alignment techniques for welded pipe joints.
	Yes/No	Demonstrate proper welding technique for an open root pass on plate.
	Yes/No	Perform a weld using the proper techniques for the 2G and 5G positions using the Shielded Metal Arc Welding process.
	Yes/No	Perform a weld using the proper techniques for the 2G and 5G positions using the Gas Tungsten Arc Welding process.
	Yes/No	Demonstrate proper safety practices for pipe welding.
	Yes/No	Identify and explain the 6G pipe welding positions.

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Performance Based Assessment – Welding

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
	Yes/No	Demonstrate the proper alignment techniques for welded pipe joints.
	Yes/No	Perform a weld using the proper techniques for the 6G positions using the Shielded Metal Arc Welding process.
	Yes/No	Perform a weld using the proper techniques for the 6G positions using the Gas Tungsten Arc Welding process.
	Yes/No	Identify and explain a socket pipe joint.
	Yes/No	Identify and explain a flanged pipe joint.
	Yes/No	Demonstrate the proper alignment techniques for the socket and flanged pipe joints.
	Yes/No	Perform a weld using the proper techniques for the socket and flanged pipe joint using the Shielded Metal Arc Welding process.
Shielded Metal Arc Welding - AWS Cert	Yes/No	Demonstrate assembly of a test weld following the American Welding Society D1.1 code.
	Yes/No	Perform a weld using the proper technique to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Perform the proper testing method to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Demonstrate assembly of a test weld following the American Welding Society D1.1 code.
	Yes/No	Perform a weld using the proper technique to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Perform the proper testing method to successfully complete a weld following the American Welding Society D1.1 code.
Gas Tungsten Arc Welding AWS Cert	Yes/No	Demonstrate assembly of a test weld following the American Welding Society D1.1 code.
	Yes/No	Perform a weld using the proper technique to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Perform the proper testing method to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Demonstrate assembly of a test weld following the American Welding Society D1.1 code.
	Yes/No	Perform a weld using the proper technique to successfully complete a weld following the American Welding Society D1.1 code.

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Performance Based Assessment – Welding

[Based upon capstone projects, lab projects, observations, and skill exams, circle a yes for competency attainment or no for non –exit competency attainment]

Sub-Topic	Yes/No	Performance Based Objective
	Yes/No	Perform the proper testing method to successfully complete a weld following the American Welding Society D1.1 code.
Gas Metal Arc Welding AWS Cert	Yes/No	Demonstrate assembly of a test weld following the American Welding Society D1.1 code.
	Yes/No	Perform a weld using the proper technique to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Perform the proper testing method to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Demonstrate assembly of a test weld following the American Welding Society D1.1 code.
	Yes/No	Perform a weld using the proper technique to successfully complete a weld following the American Welding Society D1.1 code.
	Yes/No	Perform the proper testing method to successfully complete a weld following the American Welding Society D1.1 code.
Welding Fabrication Project	Yes/No	Devise a product to be produced in the welding lab.
	Yes/No	Design the product to be made.
	Yes/No	Formulate a plan to be used to move this product to the fabrication stage.
	Yes/No	Determine materials used and material costs for the project.
	Yes/No	Prepare materials for the project.
	Yes/No	Perform the needed joining methods for the project.
	Yes/No	Prepare components to be used on the final project.
	Yes/No	Examine and assess any flaws that need to be addressed before final assembly.
	Yes/No	Construct the fabricated parts and components to produce a final product.

Appendix

C. Student Success Form (Series S)

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014)	Goal for 2015	
IPEDS Retention Data						
Associate degree students Full-time	59%	67%	76%	67%	70%	
Associate degree students Part-time	48%	56%	51%	50%	50%	
IPEDS Graduation Data						
Associate degree students	30%	40%	25%	29%	30%	
Bachelors degree students						
Other Undergraduate Retention Rates (1)						
a						
b						
c						
Other Undergraduate Graduation Rates (2)						
a	Advanced Mfg Tech Center Programs	47%	81%	66%	58%	60%
b	Non AMTC programs 150% GRS	24%	21%	15%	21%	21%
c						
Graduate programs *						
Retention rates first-to-second year (3)						
Graduation rates @ 150% time (4)						
Distance Education						
Course completion rates (5)		71%	66%	69%	68%	70%
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						
2	a. Percent of cohort in one of the AMTC programs that completed a credential within 150% time.					
2	b. Percent of cohort that are not in AMTC, completed a credential within 150% time.					
5	Course completion rates are calculated to include grade A, B, C, D with any suffix.					
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		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014)	Goal for 2015
Success of Students Pursuing Higher Degree						
1	Transferred within 150% (IPEDS)	16%	16%	23%	19%	19%
2	Success Rate 150% (Transfer + GRS)	46%	56%	48%	48%	50%
3	Success Rate 150% (Transfer+GRS+Still enrolled)	57%	65%	62%	62%	62%
4						
Definition and Methodology Explanations						
IPEDS Graduation Rate Survey (GRS) method is used for calculating student success date.						
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	Graduate Student Survey	65.3%	51.3%	50.0%	50.0%	50%
2						
3						
4						
Definition and Methodology Explanations						
Those answered "No" to question "Is your current job related to your community college major/field of study?"						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014_)	Goal for 2015	
State Licensure Passage Rates *						
1						
2						
3						
4						
5						
National Licensure Passage Rates *						
1						
2						
3						
4						
5						
Job Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						
<p>* 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.</p>						
<p>** 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.</p>						
Institutional Notes of Explanation						
a						
b						
c						
d						
e						
f						

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

		3 Years Prior (11/12)	2 Years Prior (12/13)	1 Year Prior (13/14)	Most Recent Year (14/15)	Goal for 15/16
(Over 80% of Asnuntuck certificate completions are in Advanced Manufacturing Technology Center (AMTC) programs. Since calculating program-level completion rates for non-AMTC program with such a small number of students would not produce meaningful information, we are reporting annual completions instead of completion rates.)						
Completions *						
1	ACCOUNTING ASSISTANT	15	13	10	16	
2	BUSINESS ADMIN	14	19	7	17	
3	COMMUNITY BASED CORRECTIONS			2		
4	EARLY CHILDHOOD EDUCATION	1	5	8	12	
5	ENTREPRENEUR	4				
6	GERONTOLOGY	1	2	3		
7	HEALTH CAREER PATHWAYS CERT	4	5	1	9	
8	HUMAN SRVS MGMT CERT			1	2	
9	*MACHINE TECHNOLOGY LEVEL I	62	112	103	2	
10	*MACHINE TECHNOLOGY LEVEL II	53	108	96	3	
11	MARKETING CERT	8	6	9	4	
12	*Mfg ADV MFG WELDING TECHNOLOGY	22	30	30	29	
13	*Mfg ADV MFG MACHINE TECHNOLOGY				78	
14	*MFG ELECTRONICS FUNDAMENTALS	4	9	1	11	
15	*MFG ELECTRONICS SYS & CONTROL	4	10	1	11	
16	*MFG ELECTRO-MECHANICAL MTNCE TECH		3		8	
17	*MFG LEAN MANUFACTURING	28				
18	*MFG WELDING TECH FNDMNTLS	21	31	28	29	
19	OFFICE USER SPECIALIST	4	8	1	2	
20	PC SPECLST CERT	1				
21	SOFTWARE DEVELOPMENT		2	1		
22	*SUPPLY CHAIN MANAGEMENT		27			
23	*TEAM LEADER MGT SKILLS IN MFG	2				
24	WEB DESIGN CERT	1	6	1		
	Total All Certificates	251	396	303	233	240
	*AMTC Certificates	198	330	259	171	192
	Percent AMTC Certificates	79%	83%	85%	73%	80%
Placement Rates **						
1	AMTC Job Placement Rate	80%	80%	80%	80%	80%
<p>* 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.</p>						
<p>** 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.</p>						

Appendix D-1

College and Division Mission Statements

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.

Mission 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.

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.

Advanced Manufacturing Technology Center

Continuous assessment, evaluation, and program development representing the advanced technology and core education needs of the private sector and serving incumbent workers, women in transition, in school and out of school youth, underemployed and dislocated workers.

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 the College-Wide Marketing Committee is to promote the college by identifying and responding to market needs and building awareness of the college and the benefits it offers.

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.

Workforce Development and Continuing Education

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

Other Mission Statements

Academic Advising Mission Statement

Academic advising is a partnership between student and advisor that empowers students to reach academic, career and lifelong learning goals. Through an educational process, students learn to make informed decisions to optimize their academic experience.

ACC Radio Station Mission Statement

WACC, 107.7 FM, is a noncommercial radio station providing educational, informational, and entertainment programming for Asnuntuck Community College and its surrounding communities and beyond on the Internet. The station's primary purpose is to serve as a communications lab, engaging students and volunteers in audio production, programming, and distribution for listeners in the College's service area.

Appendix D-2

Strategic Plan 2014-2015

Executive Report



Asnuntuck Community College

*2014 & 2015 Strategic Plan Goals
Aligned with Transform CSCU 2020
&
Division Mission Statements*

*Priority
FOCUS
AY14-15: Balance enrollment demands and services with
existing resources while maintaining flexibility to
manage and improve efficiency.*



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BOR/ACC Goal 1: A Successful First Year*Increase the number of students who successfully complete a first year of college*

Transform 2020 Initiatives: Attracting and Recruiting More Students, Student Retention, Enhance Academic Offerings, Student Services.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Continue to improve the effectiveness of internal communications through monthly newsletter, College Council, Student Senate meetings, etc.	President's Office	Information reaching more faculty, staff, and students
2	Provide superior customer service to students resulting in less than 5% of customer complaints brought to supervisor level.	Business Office	Track # of customers serviced at window and supervisor will track all issues that are brought forward.
3	Provide customer service to students for IT support needs.	Business Office	Track # of customers serviced for password support and email support.
4	Continue to support FYE needs for larger space.	Maintenance	Set up and space prep. Communications with instructors for proper set up.
5	<p>Increase awareness & use of programs and services available to support student access and success:</p> <p>Continue participating in ACC's STEAM Fair.</p> <p>Participate in 6 Allied Health Fairs in the community and at area employers' sites.</p> <p>Attend 6 – 8 high school career/college fairs. Aim for at least one in each town in ACC's service area. Coordinate visits with Admissions office.</p> <p>Contact staff at Children's Reading Room and Student Services twice yearly to capture data about CE/WD student use of childcare and bus transportation.</p> <p>Continue to promote CE students' awareness and use of free childcare and free bus transportation.</p> <p>Develop and strengthen relationship with staff who run student support services, including the library and Academic Skills Center. Ensure resource materials are relevant and up-to-date for CE students.</p> <p>Host 2 Allied Health Open Houses – Fall and Spring.</p>	Workforce Development and Continuing Education	<p>Display Booth staffed at event.</p> <p>Staff and students participate in 6 health fairs</p> <p>CE/WD staff attends 6 – 8 high school career/college career fairs during school year.</p> <p>Twice yearly surveys done to track trends for WD/CE student use of childcare services and bus transportation.</p> <p>More CE students use free childcare and Magic Carpet Bus.</p> <p>Dean meets with Director of Academic Skill Center and Director of Library.</p> <p>2 Allied Health Fairs held.</p>

6	Visit all First Year Experience classes and present on transfer services, resources, and planning.	Transfer Counselor	# of students reached through class presentations. Presented Transfer presentations in 4 FYE classes reaching about 70 students in Fall 2013 and in 3 FYE classes reaching about 50 students in Spring 2014.
7	Present New Student Workshops that review admissions, advising, and registration processes along with my CommNet and CCC email usage.	Admissions	# of students reached through New Student Workshops and learning outcomes assessment. Fall 2013 -160 students over 10 workshops Fall 2014 -11 workshops scheduled and attendance at 147 with 2 more to go.
8	Research options for effective recruitment databases and modules that work within the CC environment.	Director of Admissions	Created excel spreadsheet to record prospective student contact information (college fair, group tour etc.) and activity related to individual contact. 93 names on list to date.
9	Create advising resources for Faculty Advisors and Counselors including a campus Resource List as well as an Advising Intake Questionnaire to help gain an understanding of student goals and needs and encouragement.	Student Services	The Advising Questionnaire and Resource List are in the counseling area, on the shared drive, and in the Faculty Advising Manual (to be distributed 8/14 for mandatory faculty advisor training.
10	Ensure that all students who place into developmental classes are enrolled beginning in their first semester. Continue to incorporate the advising hold process. Process established to retain separate Accuplacer score reports for students placing in developmental coursework. After start of each semester, cross reference the reports against registered students to ensure they have begun developmental course sequence. If not, (MV) <i>code for advising hold</i> placed on account.	Student Services	100% compliance of developmental registration.
11	Develop partnerships with community agencies in mental health Town of Enfield Social Services Dept. New Directions of North Central Connecticut CONNSACS (Connecticut Sexual Assault Crisis Services) Community Health Resources North Central Coalition to Prevent Adult Suicide Springfield Veterans Center US Department of Health & Human Services	Student Services	Attend Community Agency Meetings Made excellent contacts for ACC and was given many resources. The Mental Health Coordinator, Town of Enfield would like to be of assistance. Student group APAC will work with this Coordinator to promote awareness regarding depression and suicide.
12	Institute a Welcome to Campus Event for all accepted College Career Pathways Students	Student Services	# of students enrolled & completed first year

13	Complete implementation of PA12-40 curricular redesign and partner with local Adult Basic Education provider.	Academic Affairs	<p>Complete deliverables of CACG grant.</p> <p>Pilot <i>embedded</i> Math and Writing courses. Train tutors for role in <i>embedded</i> and <i>self-paced</i> courses.</p> <p>Pilot <i>intensive</i> Math and Writing courses. Continue active participation in state-wide committees: CCET and Math Issues.</p> <p>Continue active participation in ConnSCU PA12-40 committee and activities.</p> <p>Collaborate with Student Services to alter placement procedures as necessitated by PA12-40 and guided by ConnSCU offices.</p> <p>Develop and offer professional development for math and writing adjuncts.</p> <p>Develop and offer non-credit placement, curriculum, and assessment for <i>transitional</i> students through partnership with Enfield Adult and Continuing Education.</p> <p>Create dashboard of PA12-40 student data for semester-based review process.</p>
14	ASC will continue collaboration with Student Services to offer workshops for students on probation.	Academic Affairs	<p>Incorporate lessons learned during pilot to improve offerings. Offer at least the same number of workshops as in AY12-13. Clarify data to be analyzed to assess success of second year. Submit to Deans a brief year-end report on projects success, challenges, and offer 1-3 ideas for future improvement.</p>
15	Update physical volumes by adding and deleting titles; Analyze usage of online databases to determine which resources are meeting user needs; Continue to evaluate print periodical usage and adjust purchases based on user needs.	Library	<p>Physical collection will have a 5% turnover.</p>

BOR/ACC Goal 2: Student Success

Graduate more students with the knowledge and skills to achieve their life and career goals

Transform 2020 Initiatives: Student Retention, Enhance Academic Offerings, Transfer and Articulation, Instructional Innovation, Student Services.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Give student worker additional hands on hardware and software training and provide opportunities to work directly with faculty/staff in office settings to broaden people skills as well as technical skills.	IT Department	Begin tracking # of customers serviced as well as feedback from faculty/staff.
2	Sales and marketing; new business development; program review and development: Identify and offer manufacturing training not currently provided by ACC such as 5S's, Six Sigma, Lean Manufacturing, blood-borne pathogens. Add 1 – 2 Allied Health programs, including ICD-10 Monitor and improve success rates of state board exams for Continuing Education courses and programs. Build cost of exams into tuition to increase number of students taking exams. Develop a marketing plan that includes new advertising strategies and a segmented marketing approach for enrichment and workforce development classes as well as Business & Industry training. Sell training contracts to 5 new employers.	Workforce Development and Continuing Education	2 new manufacturing trainings developed and offered. 2 new Allied Health trainings developed and offered. Increased number of students taking state exams and increased success rate. A written marketing plan. 5 new employers have B&I training contracts
3	Provide FOCUS 2: Career Planning & Major Exploration System for students. Make available to all First Year Experience instructors and all faculty for classroom use. Train Counselors for use in career development appointments with students.	Student Services	# of students registered and using FOCUS 143 student users from 5/26/13 through 6/6/14. Trained Counselors and Evening Coordinator, faculty in Faculty Council and Continuing Education staff on FOCUS2 during Fall 2013 semester. Evening Coordinator has introduced FOCUS to dozens of students at Information Desk and backup for Academic Counselors.

4	<p>Connect students with faculty advisors early through a series of email communications.</p> <p>A series of 3 emails are sent each semester. The timeline and email templates are included in the faculty advising manual as well as on the shared drive under "Advising Info"</p>	Student Services	# of email templates sent to faculty advisors for email communications, # of students reached by faculty advisor emails
5	<p>Implement new and improved degree program sheets for advising which emphasize planning and graduation completion.</p>	Student Services	<p>Program sheets will be visible in advising area and posted online.</p> <p>As of 6/12/14, program sheets are updated and visible in the advising area and online for all degrees except Engineering Science. The following certificates still need to be updated: Human Services Management, Accounting Assistant, Gerontology, Web Designer and Offer User Specialist.</p>
6	<p>More comprehensive services available to students in evening programs.</p> <p>Academic Advising available every evening</p> <p>Adult/non-traditional student group to share resources, support and peer connections</p> <p>Resource literature available, specifically designed for evening and non-traditional students.</p>	Student Services	# of traditional and Adult, non-traditional students reached
7	<p>Implement Probation Program and monitoring process.</p> <p>Mandatory Skills Workshops 2 times per semester</p> <p>Bi-monthly faculty outreach by mentors</p> <p>Comprehensive monitoring spreadsheet</p> <p>Monthly mentor and student meetings</p> <p>Letter and phone call campaign for student success</p>	Student Services	End of year statistics of # of students who are academically successful
8	<p>Implement new honors policy and outreach to students who obtain academic honors.</p>	Student Services	Policy programmed in banner; semester statistics of academic status
9	<p>Provide food service Monday through Thursday for lunch and dinner to engage students and keep them on campus.</p> <p>Food Service Bulletin Board and daily lunch emails</p>	Student Services	Year-long calendar, # of students who participate and satisfaction survey results.

10	<p>Complete Graduation Campaign. Develop & implement marketing and outreach campaign for students to strive toward graduation requirements and ceremony participation Complete credit/degree audits on all students who have 45 credits or more to ensure 100% of students who meet requirements for graduation graduate Complete credit audits for all students in degree programs may have certificates to ensure that 100% of students who have met requirements for certificate completion graduate</p>	Student Services	100% eligible students graduate
11	<p>Completion of TAP common core implementation.</p> <p>Active participation in TAP program pathways committees.</p> <p>Develop comprehensive strategies to increase degree completion.</p> <p>Business and IT Internships.</p>	Academic Affairs	<p>Pilot all materials and procedures developed spring 2013. Meet with Dean on progress and to agree on next steps.</p> <p>Attend meetings and update ACC curriculum as necessary (Not determining these right now as these activities may be rolled up into new enrollment and completion committee.) Stabilize initial internships developed last year and add two more.</p>
12	<p>Create additional library links in MyCommnet; Develop more online tutorials.</p> <p>Maintain research librarian presence 3 hours per week in Academic Skills Center.</p>	Library	<p>Information Literacy Sessions increase by 10% 2-3 new tutorials added to web site by May 2015.</p> <p>Three hours per week will be maintained.</p>
13	<p>Increase WACC on-air programming Increase WACC community outreach Review and update WACC programming</p>	Media Services	<p>Increase by 20%.</p> <p>Increase community visits/use by 4 events annually.</p> <p>Hold Advisory Committee meetings and develop plan.</p>
14	<p>Strengthen practice-based student learning through increased internships and other experiential learning opportunities</p> <p>Discuss scholarship program and technical programs with area businesses to increase enrollment/participation</p> <p>Increase by 30 percent internships available in machine, electronics, and welding</p>	Advanced Manufacturing Technology Center	<p>20 business visitations</p> <p>25 new internships</p>

15	Identify and implement effective data collection methods for Workforce Development Programs. Review current data collection methodology, identify effective methods, and implement new data collection methods.	Advanced Manufacturing Technology Center	Report to Advisory Committee
16	Ensure student success is the primary measure when balancing enrollment demands with program services and organizational structures with existing resources.	Advanced Manufacturing Technology Center	
	Review existing assessment tools to ensure the predictive qualities of educational tools and hold staff meetings.		Outcomes report

BOR/ACC Goal 3: Affordability and Sustainability

Maximize access to higher education by making attendance affordable and our institutions financially sustainable

Transform 2020 Initiatives: Transfer and Articulation, Instructional Innovation, Revenue Management.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Achieve cost savings through researching alternative vendors within the purchasing area.	Business Office	Begin tracking any purchase orders where cost savings were achieved by using an alternate vendor.
2	Adhere to approved departmental budgets for Administrative Services / Facilities / IT and Purchasing.	Business Office	Provide quarterly updates to Dean demonstrating financial sustainability.
3	Adhere to approved departmental budgets for Administrative Services and Purchasing.	Business Office	Provide quarterly updates to Dean demonstrating financial sustainability.
4	Improve communication between departments regarding non-credit and third party billing.	Business Office	Business Office will meet regularly with MTC staff and CE staff to discuss student billing.
5	Participate in demand response program, reduce energy consumption, streamline recycling, and provide efficient, effective service.	Maintenance Department	Implement energy reduction plan and form a recycling team.
6	Work with Dean of Administration to maximize personnel performance in relation to budgetary constraints.	HR Department	Zero budget deficit
7	Diversify funding streams and keep cost of doing business down to keep class costs affordable. Continue to utilize and track the Cost Benefit Analysis log to determine profitability of offerings.	Workforce Development and Continuing Education	Cost benefit analysis performed on all classes and used to guide decisions about offerings.

	<p>Survey instructors twice yearly to assess challenges, needed equipment upgrades, new trends in the field, changes to certification requirements, technological advances and the like. Continue to keep up with workforce needs and to partner with the CT and MA One-Stop Centers by submitting our programs for WIA funding approval.</p> <p>Visit the CT and MA One-Stop Centers every 30 days to replenish display materials and strengthen relationships with key staff members there.</p> <p>Identify and implement additional funding sources, such as SNAP, to make attending classes more accessible for low-to-moderate income students.</p> <p>Staff members monitor their program areas' budgets, tracking expenses to stay within budgeted amounts.</p> <p>Business & Industry revenue targets: low goal - \$100,000; high goal - \$150,000.</p>		<p>Survey performed twice yearly and programming adjusted as appropriate.</p> <p>Increased number of WIA-funded clients.</p> <p>Increased number of WIA- funded clients.</p> <p>SNAP, or other funding, available to subsidize cost of classes</p> <p>WD/CE ends fiscal year 2014 at or below budgeted amounts for expenses.</p> <p>B& I meets revenue target of at least \$100,000 through grant revenue & corp. training income.</p>
8	Focus on ACC Foundation and Outside Scholarships---getting our applications out earlier; contacting the previous donors to request the applications instead of waiting for them to be sent to us. Sending blast emails to all students to announce the various scholarships as they become available. Communicate by letter to our MA students to apply for the MA Grant.	Student Services	Number of Applicants
9	Updating the website to promote the visibility of the Financial Aid department to increase the ease of communication between the FA Office and the students.	Student Services	Continue with Webmaster to promote and update F/A website. Three self-serve kiosks installed for walk-in access to complete forms.
10	Assist Veterans in applying for VA benefits – especially Chapter 33	Student Services	# of Vets remains the same from semester to semester.
11	College Career Pathways program will add additional articulations and review existing articulations in the area of Math, English, and career courses as part of the CCP initiative Began working w/Banner Team to implement web app. Process for AY 14-15 with hope that more students get apps in earlier and thus improve the process moving forward.	Student Services	# of students enrolled

12	Establish a graduate internship program in Student Services that allows interns from accredited graduate programs to gain experience in higher education while providing assistance for multiple departments.	Student Services	# of interns hired per year Hired and supervised a graduate intern for Summer 2013 from Springfield College's higher ed. Program as well as an undergrad from Bay Path College for Spring 2014 who is attending Suffolk's higher ed. Graduate program. Currently working with a graduate intern for Summer 2014 from Springfield College's higher education program. Have hired a graduate intern from CCSU's higher ed. Program for Fall 2014.
13	Benchmark maximum enrollments against other CT CCs. Develop marketing plan for Early Childhood Education, and Communication. Proceed with termination of low enrolled certificates.	Academic Affairs	Comparative report to inform next steps. 2-yr. plan Terminations through ACC governance, and to the Board
14	Identify and seek funding from existing revenue streams and promising grant and gift sources to support future ACC growth. Conduct an ongoing review of federal and state grant opportunities Submit with the BOR a major grant proposal FY 2015	Advanced Manufacturing Technology Center	Report to Director Submit
15	Diversify and strengthen resource development and external funding efforts. Continue to grow annual Manufacturing Technology Center golf tournament. Obtain additional sponsorships for annual golf tournament to increase net income.	Advanced Manufacturing Technology Center	Funds 10 new sponsorships

BOR/ACC Goal 4: Innovation and Economic Growth

Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world

Transform 2020 Initiatives: Student Retention, Enhance Academic Offerings, Transfer and Articulation, Instructional Innovation, Student Services.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Online Installment Plan Goal Implement online installment plan for credit-course students.	Business Office	Online installment plans available to students.

2	Use student email system to send payment reminders and balance due notices.	Business Office	Identify number of emails sent.
3	Keep up with technology in computer labs, classrooms, faculty/staff offices, and MTC.	IT Department	Upgrade computers, upgrade software to support curriculum, and additional laptop cart.
4	Contribute to Cabinet decisions regarding allocation of resources to create and maintain educational environments that cultivate innovation and success.	Business Office	Retention, graduation and placement rates.
5	Host Open Enrollment Health Fair and involve Allied Health Program students in enhancing their learning experience.	HR Department	Successful and positive student and employee event. Hosted Fair in May 2014 and plan to host again May 2015.
6	<p>Use technology to recruit & enroll students and to accept their payments; ensure that classes are up-to-date with technological advances and are keeping pace with the latest workforce development trends:</p> <p>Implement use of Google and Facebook ads (or other pay-per-click advertising), while staying within allocated budgeted amounts.</p> <p>Implement use of sponsored Tweets (advertisements) on Twitter</p> <p>Based on industry feedback, develop and offer 2 new trainings in banking and/or insurance.</p>	Workforce Development and Continuing Education	<p>Increased enrollment in WD/CE classes.</p> <p>Increased enrollment in WD/CE classes.</p> <p>Two new trainings offered in fields of banking/insurance.</p>
7	<p>Expand HS Partnership and Dual Enrollment Programs to include daytime courses that have (paid) cohorts of students in specific, career-related courses</p> <p>Staff participated in 3-day planning sessions with WLHS faculty & staff for further development pathways in future.</p>	Student Services	<p>Enroll cohort of students from Windsor Locks High School in Fall pilot program that features ECE 101 and HLT 103</p> <p>Cohort of WCHS students registered for courses each semester during AY 13-14. (6-Fall, 5-Winter Session, 3-Spring)</p>
8	Work with ECE Coordinator to expand opportunities for students to get hands on experience working with children	Student Services	# of ECE students, Human Services and Sociology students involved with Reading Room
9	CCP STEAM (Science, Technology, Engineering, Art and Math) Fair will provide area high school students with an opportunity to explore STEAM related careers and have an early experience on a college campus.	Student Services	<p>Survey & satisfaction results</p> <p>More students enrolled.</p>

10	College Career Pathways program will add additional articulations and review existing articulations in the area of Math, English, and career courses as part of the CCP initiative.	Student Services	# of students enrolled
11	Participate in system-wide NACEP accreditation process. College Career Pathways Program will work toward National Alliance of Concurrent Enrollment Partnerships (NACEP)	Academic Affairs Student Services	Hire, supervise, and evaluate high school faculty teaching dual enrollment courses. Continue in review of course proposals. Collaborate with Student Services to develop policies and procedures that meet dual enrollment accreditation requirements. Accreditation from NACEP
12	Completion and submission of NEASC Distance Learning Substantive Change Proposal. iPad Faculty Users Group Assess ways to increase use of MacLab.	Academic Affairs	Proposal submitted to NEASC January 2014 Meet 5x during AY Recommendation on future pedagogical uses to Dean. Report to Dean
13	Improve Academic Program Review (APR) Process	Academic Affairs	Ensure all APRs after August 2014 follow new BOR procedures. Continue to complete all APRs according to AA calendar. Pilot (2104) and fully institute (2015) annual mini program reviews with focus on retention, completion, curriculum development, and fiscal management. Complete review of and all needed transitions for <i>Freshwater</i> Poetry Journal, Festival, and community activities.

14	Enhance and grow academic programming	Academic Affairs	<p>Revise Health Career Pathways certificate to better meet the needs of students seeking nursing and other health-career degrees.</p> <p>Update and modify A.A. degree in Liberal Arts - Fine Arts Option to improve alignment with TAP program pathway and increase digital curriculum.</p> <p>Develop two new associate degree programs: one in Business/Finance, and one in the Liberal Arts.</p> <p>Collaborate with Dean of Workforce Development to develop credit/non-credit share curricula that meet the needs of local businesses and to expand online offerings to CT Department of Corrections.</p> <p>Terminate certificates that have had no enrollments for the past 1-2 years.</p>
15	<p>Choose new programs and initiatives to develop based on relevant data sources and enhancement of ACC's distinctive qualities.</p> <p>Research and development –Additive Manufacturing, Level III Machining.</p> <p>Asnuntuck/East Hartford & Enfield School Systems – Advanced Manufacturing STEM.</p>	Advanced Manufacturing Technology Center	<p>Feasibility Report</p> <p>Participation Report</p>
16	<p>Assess, enhance, and expand Manufacturing Technology Programs</p> <p>Review current technology programs to ensure that they are a reflection of current state of the art technology extant in the regional manufacturing community</p> <p>Present assessment information to advisory committees for review and action</p> <p>Incorporate applicable changes into the programs</p> <p>Work with area school systems including E. Hartford & Enfield to establish collaborative efforts to bring Adv. Manufacturing curriculum to middle and high schools</p>	Advanced Manufacturing Technology Center	<p>Technology Review Report</p> <p>Report to Advisory Committees</p> <p>Change Syllabi</p> <p>Program implementation</p>

	Meet regularly with 3 technology advisory committees comprising private sector manufacturers		Program sign off and approval
17	Based on institutional data and assessments, plan and institute professional development opportunities to keep staff engaged. Review the needs of staff as it pertains to utilizing new technologies in pedagogical delivery and provide training in the areas defined.	Advanced Manufacturing Technology Center	Training Schedule

BOR/ACC Goal 5: Equity*Eliminate achievement disparities among different ethnic/racial, economic, and gender groups*

Transform 2020 Initiatives: Attracting and Recruiting More Students, Student Retention, Enhance Academic Offerings, Transfer and Articulation, Student Services, Revenue Management.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Improve the quality of external communications through increased Press Releases, Radio Shows, etc.	President's Office	Increase media outlets
2	Develop and support professional development at both the department and individual levels as well as Cabinet Members' Team Building	President's Office	Increase % of departments and individuals attending professional development
3	Provide professional development opportunities to staff members including at least one staff member on any diversity topics.	Business Office	Number of staff members attending training for FY2015.
4	Obtain Small Business and Minority Business purchasing goals set by DAS.	Business Office	Goals are obtained and reported to DAS through quarterly CHRO reports.
5	ADA weekly checks.	Maintenance Department	ADA configuration of rooms and desk setups to assure ADA 36" row widths and add ADA check sheet
6	Advance the principles of Affirmative Action and Equal Employment Opportunity to recruit faculty and staff.	HR Department	Achieve Affirmative Action goal outcomes and CHRO acceptance of 2-year AA Plan (vs. 1-year or less) at CHRO hearing August 2015.
7	Investigate and resolve Affirmative Action Complaints and bargaining unit grievances.	HR Department	Positive resolution of complaint and grievance.
8	Identify scholarship opportunities for low-income students and build relationships with community-based organizations and non-profits which serve low-income women and minorities. Secure SNAP funding for training, which will serve low-income individuals. Goal for FY2015 - \$300,000 Develop relationships with community-based organizations that serve a diversity of ethnic, racial and socio-economic groups in order to make their clients aware of our training and how it can be funded by federal funds.	Workforce Development and Continuing Education	Increase in low-income individuals accessing our training. Increase in the diversity of the racial, ethnic and socio-economic background of our students.

	<p>Strengthen relationship with Capital Workforce Partners and One Stop Centers in CT and MA by doing a site-visit at least once a year.</p> <p>Expand self-pay classes for the Department of Corrections to other prisons in the area and increase the number of offerings at the current location, MacDougall.</p>		<p>Increased referrals of clients to our programs by One Stop “career agents”</p> <p>Offer at least 3 new classes at current location and replicate the self-pay model at 2 new prisons.</p>
9	Create a sustainable marketing plan that is geared towards attracting adult learners in an attempt to offset the declining number of high school graduates	Student Services	<p>Facebook ads generated to target wide and different ages of students from different geographic locations.</p> <p>Participated in system-wide Go Back To Get Ahead Program for nontraditional age students.</p>
10	<p>The Diversity Committee will implement a calendar of events that celebrate different cultures and raise community awareness of the disparities among different ethnic/racial, economic and gender groups. Such programs include:</p> <p>Economic Group Activity: “Privilege Walk”</p> <p>Ethnic/racial, Gender, and Economic Group activity: Soc190 students participate on Diversity Committee to meet Service Learning requirement.</p> <p>Ethnic/racial, Gender and Economic Group Activity: Multicultural Bake Sale</p> <p>Pay Equity Bake Sale</p>	Student Services	# of participants
11	Implement a campus climate survey to assess student perceptions of safety, equity and institutional responses to issues of discrimination, harassment and sexual assault.	Student Services	Survey will be completed in FY '14-'15 as part of new legislative mandates regarding sexual assault, intimate partner violence and stalking.
12	<p>Gather baseline ACC data and disseminate as appropriate.</p> <p>Faculty participation on Diversity Committee</p>	Academic Affairs	<p>Data report. Discussion among faculty and staff in preparation for future planning.</p> <p>AR approval to credit participation.</p>

ACC Goal 6: Strategic Planning (and NEASC Accreditation)*Complete Strategic Planning for 2015-18, Complete NEASC Self-Study, Proceed toward NACEP Accreditation*

Transform 2020 Initiatives: Attracting and Recruiting More Students, Student Retention, Enhance Academic Offerings, Transfer and Articulation, Instructional Innovation, Student Services, Revenue Management.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Development and implementation of IT Strategic Planning Group to identify needs/growth to be brought forward to Cabinet.	IT Department	Group Meeting Minutes and quarterly reports to Cabinet.
2	Lead regular monthly (or biweekly, if possible) staff meetings to review progress, outstanding issues and plan for next steps.	HR Department	Zero errors. Acceptable audit outcomes in Spring 2014.
3	Implement plan for cross-training and allocation of (clerical) staff to assist in the shifting of resources to meet increased demands in different areas at different times (e.g., registration, commencement)	HR Department	Appropriate staffing to meet scheduled demands.
4	The Dean will assist with completion of strategic planning.	Workforce Development and Continuing Education	Strategic plan completed.
5	Lead Student Services through monthly review process of goal achievements and institutional data in preparation for participation in strategic planning.	Student Services	Completion of the Strategic Planning Process. Outcomes and status identified in plan.
6	Prepare AA departments for campus-wide strategic planning Develop 2-yr plan for NEASC Lead campus activities that prepare the campus to write the NEASC self-study Improve effectiveness of all AA support services.	Academic Affairs	Prof Day workshops Submit completed 2-yr plan Complete all outcomes as specified in 2-yr plan Develop assessment plan Implement plan Report on assessment findings

ACC Goal 7: Campus Development

Ensure the Campus is Attractive, Safe, Inclusive, and Meets Projected Programmatic Needs.

Transform 2020 Initiatives: Attracting and Recruiting More Students, Enhance Academic Offerings, Instructional Innovation, Student Services, Revenue Management.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Participate in Campus Improvement Plan and Master Plan processes.	HR Department	Injury-free, ADA/OCR accommodations met, and students served effectively.
2	Work with Cabinet, Threat Assessment Team (TAT) and DAS to promote safety for students, faculty and staff; coordinate on-campus Violence in the Workplace training.	HR Department	Safety on campus; effective prevention of outside threats reaching campus. Hosted two DAS Workplace Violence Prevention Training sessions in FY'14.
3	Systematic review of Allied Health program supplies and equipment; development of a schedule for equipment replacement and identification of equipment needed for program expansion.	Workforce Development and Continuing Education	Assessment of programmatic needs completed on a regular basis, with recommended upgrades made as appropriate.
4	Work with key members and departments of the campus community to do a complete, internal ADA compliance review and campus audit. Inventory of Assistive Technology includes: <ul style="list-style-type: none">• Kurzweil 3000 (version 13)• Scanner• Headphones• Clearview 500 Tieman Optelec• Tracker 2000• Adaptable Work Station	Student Services	Successful Office of Civil Rights audit
5	Engage a consultant to assist with developing a framework and provide objective assessment of disability services for students, campus physical structure and assistive technology and resources to support ADA compliance	Student Services	
6	Provide professional development program on ADA law and best practices for teaching strategies to ACC faculty at the start of each semester utilizing Perkins professional development funds.	Student Services	Completed August 2013, January 2014. Planned for faculty professional days August 2014.

	Review all literature, publications, social media and resources to ensure accessibility literature is reflective of the campus mission, endorsed by the Office of Civil Rights and student centered.		
7	<p>Work with the Threat Assessment Committee to continue to assess campus needs and provide training in threat preparedness and response for faculty and staff as well as students.</p> <p>Work with the Dean of Administration and the Building Superintendent to implement safety changes approved for use through Capital funding for 2013-2014.</p>	Student Services	
8	Review all CLEARLY Requirements as well as all institutional reporting requirements to insure institution is meeting Federal and Local Government requirements and insuring that programmatic and student needs are met.		In process. New Emergency Response Plan completed and forwarded as part of CLEARLY requirements in October 2013.
9	<p>Implement increased security staffing.</p> <p>Monthly safety newsletter</p> <p>Increased visibility and community interaction through safety initiatives</p>		Community response to safety survey, % of security incident reports
10	<p>Ensure data retention compliance.</p> <p>Educate all areas of the college on record retention. Meet twice a year to go over activity in each area that has taken place to meet guidelines. Develop procedures and guidelines for ACC for record retention.</p>		Compliance-State Library of Public Records Student services staff were all given compliance binders.
11	Create a welcoming environment for students and community when arriving to ACC.	Maintenance	Zero complaints, Zero slips/falls/injuries
12	Create more group study space as budget allows.	Library	
13	Increase and enhance on-campus faculty professional development	Educational Technology and Instructional Excellence Committee	<p>Open Center for Teaching and Learning.</p> <p>Increase Educational Technology offerings by 20%</p> <p>Increase adjunct programming by 15%</p>
14	Upgrade Video production lab	Academic Affairs	<p>Secure funding from ACC Foundation</p> <p>Upgrade all equipment and furniture by May 2015.</p>

15	Welding expansion to 5,600 sq ft with fabrication addition Plan for major expansion to the AMTC	Advanced Manufacturing Technology Center	Increased enrollments & development of new coursework 25,000 sq ft of new space fully equipped and renovations to current space
16	Plan for ongoing maintenance and replacement of campus facilities and technology. Renovate and refurbish annex to Manufacturing Center to provide additional metrology lab space. Expand Welding Technology Department and Machine Technology Department & renovate existing space.	Advanced Manufacturing Technology Center	New space completed
17	Promote an environmentally responsible stance through an aggressive approach to use of green products throughout the campus. Review all fluids used in machine technology to ensure they meet biodegradable standards Enhance emissions systems for welding center Establish ISO program for AMTC Implement OSHA 10+30 program for students and staff Install alternative energy systems including fuel cell, photovoltaic, and potentially geothermal with construction of new facilities and renovations to existing machine technology space	Advanced Manufacturing Technology Center	Report to Director New Construction Certificate Certificate Installation of alternative energy systems

ACC Goal 8: Enrollment Management

Develop a comprehensive Enrollment Management Plan that is focused on recruitment, retention, graduation, & student success.

Transform 2020 Initiatives: Attracting and Recruiting More Students, Student Retention, Student Services.

#	Initiatives and Activities	Leader(s) for Implementation	Measurable Outcomes
1	Improve the appearance of the hallway to the cashier window, i.e. hang pictures, bulletin board, fresh paint, etc.	Maintenance Department	Hallway becomes more attractive and all steps of the registration process have the same welcoming feel.
2	Research enrollment numbers by semester for the last three years and increase Allied Health enrollments by 10% in FY14 and 10% in FY15.	Workforce Development and Continuing Education	Enrollment increased by 10%

3	<p>Create a campus-wide Enrollment Planning Committee with representatives from key areas throughout the college</p> <p>Review demographic research, market trends, campus data and trends to identify enrollment management goals for Student Services, Business Services, Academic program development and marketing</p>	Student Services	<p>Development of Enrollment Management Plan goals</p> <p>Committee formed and launched for 2013 semester. Key departments represented.</p> <p>Committee meets monthly during the academic year. In the first year, the committee researched best practices, created working assumptions, and began surveying students on how they first learned about ACC.</p>
4	<p>Utilize the automated missing items email, phone calls, direct emails, and social media to connect with applicants and encourage earlier completion of steps to enrollment</p> <p>Missing items emails are sent to all students every fourteen days after admission reminding them to submit proof of immunizations and high school completion.</p>	Student Services	<p>Increased compliance with immunization requirements to at least 90% and increase the number of new student registrations to 400 students by 8/15/13 (Fall 2012 = 400 new student regs. hit on 8/21/12)</p>
5	<p>Increase efforts to connect with and recruit students from diverse ethnic socioeconomic backgrounds</p> <ul style="list-style-type: none"> • Signed an updated MOU with the Hartford Job Corps Academy. • Attended the Hartford Urban League College Fair • Participated in the NACAC National College Fair in Hartford. • Madina Academy student registered for classes both semesters this year. Cohort of 5 students for the fall 2013 and 6 students for 2014 semester. 	Student Services	<p>Involvement in the Hartford Promise College Access and Scholarship Program, represent the College at Urban League of Hartford Fairs, continue to work with the Hartford Job Corps</p>
6	<p>Develop a communication plan whereby recruitment letters from Program Coordinators will be sent to all admitted and prospective students highlighting potential career opportunities.</p>	Student Services	<p>Pilot program started Summer 2014 with ECE.</p>
7	<p>To ensure admissions staff is current with their knowledge of all programs, they will request to attend all department meetings as well as a Continuing Education and Workforce Development staff meeting at the beginning of the fall semester to gather talking points on programs.</p>	Student Services	<p>Attendance at meetings and gathering information that can be disseminated during fall admissions recruitment events</p>
8	<p>Develop a social media marketing plan that utilizes Facebook, Twitter, Google Ads, Pinterest, YouTube, etc. geared to targeted audiences.</p>	Student Services	<p>Utilization of social media helped save over \$2,000 in advertising costs for Open House programs.</p>

9	Provide Manufacturing technology Department with weekly reports on admitted students and their registration status.	Student Services	Lists generated. Weekly reports to Paul. Added an automated weekly reminder to Outlook calendar to send reports. <i>Report last ran 7/28/14 with 89 names.</i>
10	Increase accessibility of admissions information by widening our distribution of information to nontraditional/underrepresented target groups within our service area	Student Services	Participation in North Central CT Chamber of Commerce Home Show Received a waiver to participate in the NACAC National College Fair in Hartford Attended the WMAS/Futureworks Job Fair
11	Develop new enrollment strategies for Communication and Early Childhood Education. (Out two low-enrolled programs.)	Academic Affairs	3-yr enrollment plan
12	Increase and enhance collaborative relationships with service area high schools to recruit and support potential students. Meet with area schools to communicate career opportunities in manufacturing Attend Career Fairs to promote scholarship programs Open Houses – Sept., Jan., Mar., May 2013-2014	Advanced Manufacturing Technology Center	Student & parent follow up Student & parent follow up Student & parent follow up
13	Enhance customer service across college departments and ensure an inclusive environment respectful of diversity Work closely with Student Services area to ensure students are enrolled and registered consistently and on time Develop procedures to increase participation of females in predominately male occupations Develop further systems to increase population of youth and to recruit veterans	Advanced Manufacturing Technology Center	Increased number of youth and more veteran participation

Mission Statements for the 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.

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.

Advanced Manufacturing Technology Center

Continuous assessment, evaluation, and program development representing the advanced technology and core education needs of the private sector and serving incumbent workers, women in transition, in school and out of school youth, underemployed and dislocated workers.

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 (Division vacant due to budget constraints)

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 (Division vacant due to budget constraints)

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.

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.

Workforce Development and Continuing Education

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

Appendix D-3

Governance System Charter

Asnuntuck Community College

Governance System Charter

October 27, 2006

Revised June 2015

Approved at Cabinet

Asnuntuck Community College
College Governance System

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Preamble

This charter defines the framework and processes used in the internal governance system for Asnuntuck Community College. It also serves as a statement of the relationships between the entities involved in recommending and approving both new policies and policy changes. It is within the longstanding culture of the institution to recognize and respect the abilities and contributions made by each member of the college community and to strive for widespread participation by members in the making of policy. It is also a basic and understood tenet that the review of policy recommendations will consider whether they support our Mission.

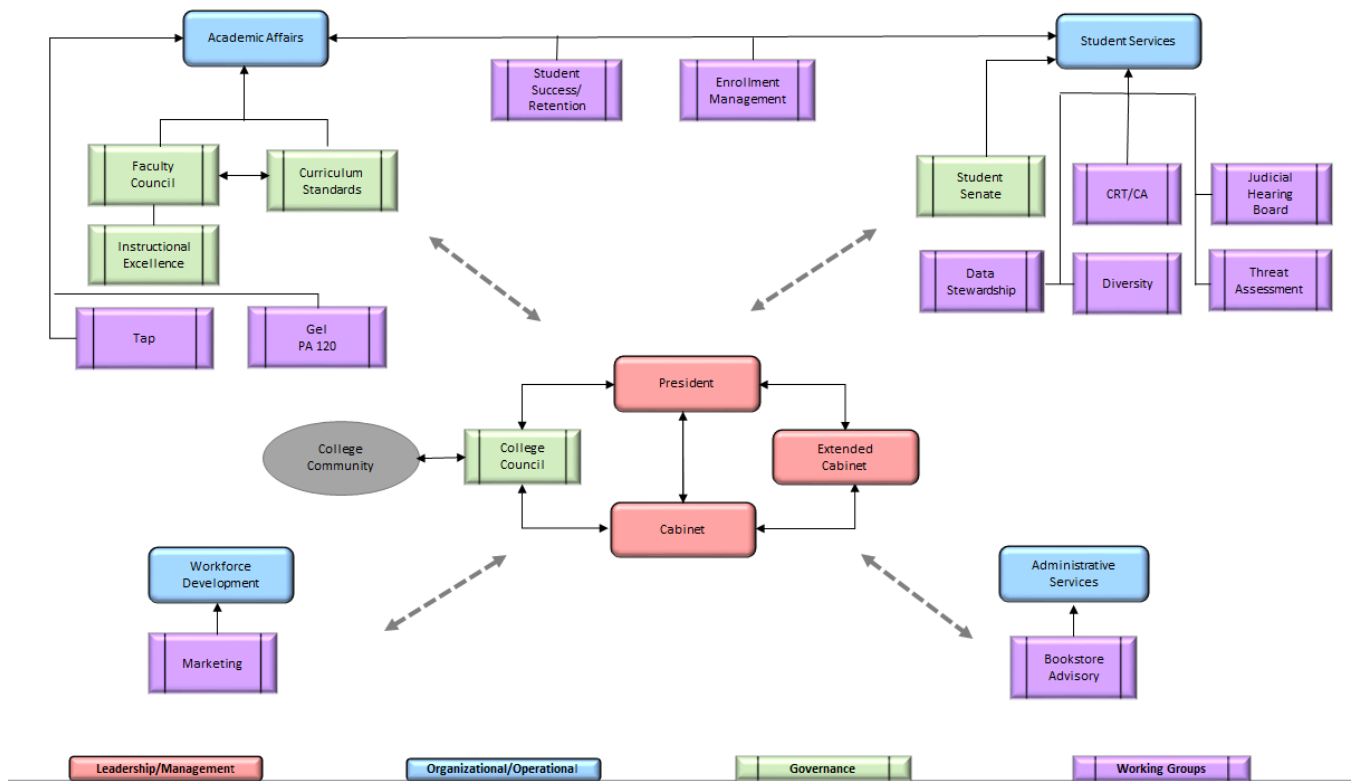
Ultimate responsibility for policy rests with the President of the institution, as specified in the Board of Trustees Statement on Relationships. Recommendations may come from individuals and the structural and organizational components of the college. The process used will ensure that those knowledgeable about the issue and impacted by the policy as recommended have an opportunity to participate in the process. It is through the work and opinions of the college community that the best decisions are made.

The processes in this document are based on the recognition by the college community of the expertise of staff within each of the four divisions: Academics, Administrative, Continuing Education, and Student Services. The input of staff into the making of policy affecting their areas of responsibility is an important component of this governance system. Staff from each division will work with their area dean or management director in formulating recommendations. The area dean or management director assumes responsibility for keeping staff aware of pending changes directly impacting on their responsibilities and functions. In order for the divisions to have effective input into the decision making process and yet to assure that the college is working as a whole, there must be an understood process for promoting communication and coordination between the divisions and also for new policies that affect the College as a whole. The body responsible for this is the College Council.

Members of the college community recognize that, despite the external requirements imposed by statute, licensure and accreditation, state and board policies, and collective bargaining, there are still many opportunities in which institutional decisions can and should be made. Thus, a charter and statement of relationships should address only those areas left to our discretion and within our control.

Article 1: Name

The participatory governance system at Asnuntuck Community College is called the College Governance System.



Article 2: Purpose

A. Philosophy

The purpose of the governance system is to enable the college to achieve its mission to provide quality education in an accessible, affordable, and nurturing environment and thus to ensure student success. The goal is for all members of the college to participate in the decision-making process, as more fully described herein.

College governance is comprised of personnel—either individually or in groups—with complex and overlapping responsibilities. Governance provides channels for communication and participation within the College among faculty, staff student body, and administration to foster a participatory decision making process that enables the college to fulfill its mission.

B. Functions

The function of the College Governance is:

- To administer the institution and to make recommendations on curricula, programs, policy and procedures;
- To facilitate policy through recommending, standing, or Ad hoc committees;

- To facilitate communication and participation; and
- To advise the President on other issues.

C. Responsibility

The governance system will not curtail the designated authority or responsibility of any individual or offices, and will not involve itself in such things as confidential personnel matters. The governance system will support and adhere to the direction established by the Mission and Strategic Plan of the college. The governance system provides a framework for the communication and support needed to carry out the general work of the college.

Article 3: General College Structure - Definitions

College governance is comprised of individuals and groups with complex and overlapping responsibilities.

A. The College President

The President of the college is the chief executive officer of the college and bears final responsibility for decision making.

B. Cabinet

The Cabinet shall meet regularly.

The Cabinet is the management team that coordinates the administrative operation of the College and ensures that external requirements are met. The basis of all decisions shall be advancing the college goals and meeting the college mission. Policy may be initiated or reacted to when forwarded from a division or other recognized entity. The Cabinet is advisory to the President.

C. Extended Cabinet

The Extended Cabinet shall meet regularly with Cabinet.

The Extended Cabinet is the mid-level management team consisting of division Directors that help coordinate the administrative operations of the College and ensures that internal Cabinet directives are met. The basis of all recommendations and decisions shall be advancing the college goals and meeting the college mission. Policy may be recommended or reacted to when forwarded from a division or other recognized entity. The Extended Cabinet is advisory to the Cabinet and President.

D. College Council

The College Council shall meet regularly.

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. The College Council will conduct open meetings during which any staff member may address any issue currently before the council.

The President or designee will act on each College Council recommendation and inform the Council of the reasons for such action in a timely manner.

E. College Divisions

1. Office of the President

To administer and form policy in areas including but not limited to the following:

- Institutional Development
- Affirmative Action
- Creation of positions and the hiring of all staff
- Promotion, tenure, and professional development for professional staff
- Institutional Research
- Institutional Planning
- Management of institutional resources
- Personnel/Labor Relations

2. Academic Affairs

To administer and form policy in areas including but not limited to the following:

- Curriculum development for credit courses and programs
- Two Academic Departments of:
 - a. Business, Natural Sciences, Early Childhood, Criminal Justice, Human Services and Information Technology
 - b. Mathematics, Social and Behavioral Sciences, Communications, Arts, and Theatre
- Advanced Manufacturing Technology Center
- Academic Skills Center
- Learning Resource Center
- Educational Technology Center
- Media Services
- WACC – 107.7 FM College Radio Station
- Website Development and Maintenance

3. Administrative Services

To administer and form policy in areas including but not limited to the following:

- Budgeting
- Planning

- Payroll
- Accounting
- Facilities
- Purchasing
- Data Processing
- Financial Aid
- Duplicating, Mail Services

4. Workforce Development and Continuing Education

To administer and form policy in areas including but not limited to the following:

- Curriculum development for non-credit programs
- Business and industry training programs and consultation services
- Small Business Development Center programs and services

5. Student Services

To administer and form policy in areas including but not limited to the following:

- Admissions
- Registrar
- Career Services
- Financial Aid
- Counseling
- Disability Services
- Student Government
- Tech Prep Program
- Security

Article 4: Standing Chartered Councils/Committees and Working Groups

The following are standing chartered Councils and Committees:

- College Council (See also, Article 4.B. above.)
- Faculty Council
- Curriculum and Standards Committee
- Instructional Excellence Committee
- Student Senate

The purpose of the each standing committee is outlined in its charter as is its composition and methods for assessing its effectiveness.

In addition to the chartered governance entities, there are a number of working groups. The working groups are established as college needs dictate, and each group operates off a charge issued by the college Cabinet. These groups have a dynamic nature, with the number, composition, and purpose of the

groups varying over time. The groups have a more task-force type of nature. Some of the groups may be legislative or CSCU System mandated. As of this writing, the current list of working groups is as follows:

- Student Success and Retention
- Diversity
- Enrollment Management
- Data Stewardship (CSCU mandated)
- Threat Assessment (CSCU mandated)
- TAP (Transfer Articulation Pathway)
- General Education Launch/ PA 120 (Legislative mandate)
- Marketing
- Bookstore Advisory
- Campus Resource Team/Campus Advocacy Team (Legislative mandate)
- Judicial Hearing Board (CSCU System mandate)

A. College Council

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 seat 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.

B. Faculty Council

Preamble

Asnuntuck Community College offers a quality education in an accessible, affordable, and nurturing environment. The Faculty Council of Asnuntuck endorses this mission by supporting teaching, public service, research and scholarly writing, while maintaining an atmosphere of mutual understanding and open discussion amongst faculty, staff and administrators.

Section 1: Charter Authority

The Faculty Council is chartered by the full-time faculty of Asnuntuck Community College.

Section 2: Membership

All full-time faculty are recognized as voting members of the Faculty Council. In addition, the Dean of Academic Affairs is a non-voting member of the Faculty Council. Other faculty and staff are eligible to attend Faculty Council meetings as non-voting guests upon invitation by the Faculty Council Chair or by the Dean of Academic Affairs.

Section 3: Responsibilities

In order to advance the mission of Asnuntuck Community College, the Faculty Council is responsible for the following:

Promulgating policies and addressing issues that relate to the academic area. These include but are not limited to

- Reviewing the results of evaluations of programs, disciplines, and/or departments;
- Reviewing and responding to the interests and priorities of the adjunct faculty;
- Approving all changes to subcommittee charters or the creations of the new charters;
- On a periodic basis, undertaking special projects in specific areas (e.g. assessment, outcomes, etc.);
- Reviewing and Approving the academic calendar;
- Examining the Academic Dean's Master Plan;
- Promoting student advising;
- Recognizing individual and group faculty achievements;
- Approving graduation lists;
- Acknowledging the formal actions of the Instructional Excellence and Curriculum and Standards Committees;

In addition, the Faculty Council works collaboratively with the academic area staff, staff, ACLs, Classified employees, and Administrators in order to advance the overall mission of the College. Including:

- Collaborating with the Academic Skills Center, the Learning Resource Center, and the technology resources area (Vista).

Section 4: Method of Organization

Part 1 – Leadership

The Faculty Council Chair shall be elected annually with said vote to occur no later than May 15. The Chair shall be selected by a majority vote of those present. At the Council's discretion, an alternate chair may be elected by a majority vote of the Council at any time in the course of the academic year.

In the event of an absence by the elected Chair, the vice chair may serve or, if absent, an interim/substitute Chair may serve with the approval of a majority of the faculty members present.

Part 2 – Meetings

Meetings – Faculty Council meetings shall be scheduled on a monthly basis. The meeting schedule shall be arranged by the Department Chairs in consultation with the Academic Dean. The Faculty Council meetings shall be announced no later than May 15 for the Fall and the Spring semester.

In the event of extraordinary circumstances, additional meetings may be scheduled but only with the approval of a supermajority* of full-time faculty members.

All policies/initiatives/statements approved by the Faculty 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.

Discussion within the Faculty Council meeting shall be moderated by the Chair of the Faculty Council.

Part 3 – Structure

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

Part 4 – Organization

- A. All actions approved by the Faculty Council shall be forwarded to the College Council and to the relevant Dean who has jurisdiction over the action area.
- B. The Faculty 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 Faculty 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 Faculty Council.

Section 5: Committee Relationship to College Mission

The Faculty Council promotes the effective participation of the Faculty in the formation and implementation of Community College policies that directly and indirectly relate to the academic area through its independent actions, and its oversight of the Instructional Excellence and the Curriculum and Standards Committees.

Section 6: Assessment of Council Functioning

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

- A review of all proposed amendments to the Faculty Council Charter;
- All proposed changes to the Instructional Excellence and Curriculum and Standards Charters.
- An examination of all policies, initiatives, motions or statements approved by the Faculty Council
- A corresponding examination of the implementation and success of those policies, initiatives and motions.

A committee of full-time faculty members will undertake this examination after the completion of the academic year but no later than November 15 of the following academic year. The committee will submit a report of its review to the Faculty Council for discussion and action by January 31. 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;
- One area in which improvement has occurred in the past year.

Appendix A - Definitions

For the purposes of this charter:

Quorum - a quorum shall correspond to 51% of the full-time faculty of Asnuntuck Community College.

Supermajority - a supermajority will constitute 60% of all full-time faculty employed by Asnuntuck Community College.

C. Curriculum and Standards Committee

Section 1: Charter Authority

The Curriculum and Standards Committee is a standing subcommittee of the Faculty Council and reports to the Council.

Section 2: Membership

The Committee shall be composed of the following members:

1. Four faculty representatives and one alternate from each academic department who shall be elected at the last department meeting of each academic year.
2. One faculty representative and one alternate from the Manufacturing Technology Center.
3. Director of Admissions
4. Registrar
5. Student Services Counselor
6. One representative and one alternate from the Academic Affairs Directors (Director of Educational Technology, Director of the Learning Resource Center, Director of the Academic Skills Center.)
7. One student representative and one alternate who shall be elected by the Student Senate by the first Curriculum and Standards meeting of the academic year.
8. The Dean of Academic Affairs or designee.

Faculty and student representatives shall serve for one year and until their successors have been elected. Faculty and student representatives unable to complete their term shall be replaced by the group that elected them in as timely a manner as possible. The alternate shall serve in their place until an election can be held. If any of the representatives listed as numbers 3, 4, and 5 above cannot attend for a given meeting, the Dean of Students will name an alternate.

Section 3: Responsibilities

The Committee shall make recommendations to the Faculty Council, the Dean of Academic Affairs, and/or the President of the college regarding all credit-based curriculum and academic standards. To accomplish this, the Committee:

- a. reviews and approves all new credit and developmental courses,
- b. reviews and approves all new certificates and degrees involving credit courses,
- c. reviews and approves all major changes in credit and developmental courses,
- d. reviews and approves all changes in certificates and degrees involving credit courses,
- e. reviews and approves the termination or suspension of certificates and degrees involving credit courses,

- f. reviews and approves outcomes for general education, and all degree and certificate programs involving credit courses,
- g. reviews and approves policies relating to proper academic standards, such as course placement, assessment, grading, academic standing, satisfactory academic progress, and academic integrity,
- h. reviews and approves policies and procedures for awarding credit based upon alternative methods, such as credit by examination or credit for life experience,
- i. reviews and approves policies and procedures for awarding of credit for all courses where Asnuntuck is the credit-granting institution,
- j. designs and updates forms to be used when submitting materials to the Committee,
- k. provides guidance in the proper preparation of materials to be submitted,
- l. ensures that all proposals are consistent with the Connecticut Community College and other statewide regulations and agreements including common course numbering, transfer agreements, and graduation requirements,
- m. Promotes discussion relating to the curriculum, academic standards, and student academic progress.

Section 4: Method of Organization

Part 1 – Leadership

The Committee shall elect a Chair or co-chairs and such other officers as it deems necessary for the operation of its affairs. All officers shall serve an annual term, and until their replacements have been elected. Elections shall be held no later than September 15. The Chair, or in the event of co-chairs, at least one co-chair of the committee, must be a faculty member.

Part 2 – Meetings

The Committee chair(s) shall schedule monthly meetings during fall and spring academic semesters. If necessary, bi-weekly meetings can be called by the chair(s) to ensure proposals progress in a timely manner. All meetings of the Committee shall be open, and shall be widely publicized within the college.

Part 3 – Structure

- A. The Committee shall form such sub-committees as it deems necessary. Membership in sub-committees is to be determined by the Committee in such manner as it deems appropriate, and may include people not on the full Committee.
- B. The Committee shall establish its requirements for a quorum, voting, and procedures, in accord with normal procedures and the policies of the college governance council, and Faculty Council.

Part 4 – Organization

Proposals regarding curriculum are introduced by full-time faculty to their academic department. All curricular proposals must be approved by the academic department from which it originates prior to submission to the Committee. Committee actions are placed on the Faculty Council agenda for information purposes. After Faculty Council reviews the actions they are transmitted to the appropriate

college official.

Proposals regarding academic standards and policies can be initiated by individual members of the college and submitted to the committee chair(s) that will include it on the next meeting's agenda.

The Committee and all sub-committees 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 Committee or Faculty Council. Such amendments shall be reviewed as part of the annual assessment outlined in Section 7. All proposed amendments are subject to approval by a majority vote of the Faculty Council.

Section 5: Committee Relationship to College Mission

The Curriculum and Standards Committee supports the College mission through oversight of all credit-based curricula and academic standards.

As such, the Committee has responsibility for all credit courses, no matter where offered, when offered, or how offered.

Section 6: Assessment of Committee Functioning

By February 15 each year, the Committee will name a subcommittee (Section 4, Part 3. A) to do the annual assessment to ensure continuous improvement. It shall review the Charter and its actions each spring. At this time, new amendments (Section 4, Part 6) will be reviewed and forwarded to the Faculty Council. In addition, a year-end report will be submitted to the Faculty Council by June 1. The report will:

- Track the timeliness of committee actions.
- Summarize the final outcomes of all actions.
- Include findings on participant satisfaction.
- State one area of improvement for the next year.
- Report on improvement achieved in the current year.

D. Instructional Excellence

Preamble

The Instructional Excellence Committee is dedicated to honing the craft of teaching with, for and by teachers. In focusing upon teaching, we will share our experiences and ideas with one another in collaborative ways dedicated to improve teaching and learning at Asnuntuck.

Section 1: Charter Authority

The Instructional Excellence Committee is chartered by Faculty Council.

Section 2: Membership

Any teaching faculty, or Emeritus faculty may join the committee by September 15th of the current academic year. All members will serve for a period of one year. Members who have not attended at least one of the two meetings prior to the current meeting shall not be entitled to vote.

Section 3: Responsibilities

In order to advance the mission of Asnuntuck Community College, the Instructional Excellence Committee is responsible for the following:

Engage in activities designed to improve and support teaching and learning in the classroom environment. These include but are not limited to:

- Professional Day Workshops and Presentations
- Talk about Teaching lunches
- Coordinate both formal and informal discussions that focus on and encourage the professional and personal development of the college's teachers, and reflection on the teaching/learning process
- Other projects as deemed necessary

In addition, the Instructional Excellence Committee works collaboratively with Faculty Council in order to advance the overall mission of the College and will attempt to address any identified deficiencies related to the teaching process.

Section 4: Method of Organization

Part 1 – Leadership

The Instructional Excellence Committee Chair shall be elected annually with said vote to occur no later than October 1st. The Chair shall be selected by a majority vote of those eligible committee members present.

Part 2 – Meetings

The Instructional Excellence Committee meetings shall be scheduled on a monthly basis when called by the Chair(s). The meeting schedule shall be arranged by the committee chair and approved by a majority vote of the eligible committee members present.

All policies/initiatives/statements approved by the Instructional Excellence Committee shall require a majority vote of those eligible committee members 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 eligible committee members present.

Discussion within the Instructional Excellence Committee meeting shall be moderated by the Chair of the Instructional Excellence Committee.

Part 3 – Structure

- A. The Instructional Excellence Committee 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 Instructional Excellence Committee. Membership on such committees is to be determined by the 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 procedures and the policies of the Instructional Excellence Committee. All final reports of said subcommittees will be made available to all members of the Instructional Excellence Committee. In the absence of specific voting requirements established by each respective subcommittee, voting procedures will be conducted in accordance with those of the Instructional Excellence Committee.

Part 4 – Organization

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

Part 5 – Amendments

Amendments to this charter may be proposed by any member of the Instructional Excellence Committee. 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 Instructional Excellence Committee.

Section 5: Council/Committee Relationship to College Mission

The Instructional Excellence Committee promotes the effective participation of all teaching colleagues in the formation and implementation of Asnuntuck Community College policies that directly and indirectly relate to the delivery of instructional content through its independent actions and its oversight of the Instructional Excellence subcommittee(s)

Section 6: Assessment of Council/Committee Functioning

The Instructional Excellence Committee shall conduct an annual review. The review will include:

- A review of all proposed amendments to the Instructional Excellence Committee Charter;

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

A committee of no fewer than 3 and no more than 7 members will undertake this examination after the completion of the academic year but no later than September 1st of the following academic year. The committee will submit a report of its review to the Instructional Excellence Committee for discussion and action by October 1st. 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;
- One area in which improvement has occurred in the past year.

E. Student Senate

ACC STUDENT SENATE CONSTITUTION

Preamble

In order to stimulate student interest in, and support of, those activities contribution to college community improvement, to provide every student with the opportunity to train for, and gain experience in democratic government, and to establish and maintain working communication with the staff, administration, and faculty, we the students of Asnuntuck Community College, do hereby establish this Constitution as the official Constitution of Asnuntuck Community College Student Senate.

Mission

We, the members of the Asnuntuck Community College Student Senate, strive to represent the students in matters concerning their interests including establishing and maintaining working communications with the staff and faculty. The Senate also provides students with the opportunities to participate in governmental procedures and leadership.

Article I

Name and Membership

Section 1: The legislative governing branch of the Student Body at ACC shall be known as the Student Senate.

Section 2: The Student Senate shall be composed of one half of one percent plus one (as a minimum) of the Student Body, as computed in September of each academic year.

Article II

The Student Government

Section 1: The President of the Student Senate, who shall have been enrolled at ACC for at least one semester while serving on the Student Senate, and be currently enrolled in at least twelve credits, shall be elected by the Student Body.

Section 2: The Vice-President, who shall have attended ACC for at least one semester while serving on the Student Senate, and be currently enrolled in at least twelve credits, shall be elected by the Student Body and shall act as the President in the absence of the President. When presiding, the Vice-President shall vote only when the vote is equally divided. In cases involving the absence of the President and Vice-President, the Senate shall choose a presiding officer; the senator should have attended ACC for at least one semester and be currently enrolled.

Section 3: The Treasurer of the Student Senate, currently enrolled in at least six credits, shall have attended ACC for at least one semester and shall sit as a voting member of the Senate.

Section 4: The Secretary of the Student Senate, currently enrolled in at least six credits, shall have attended ACC for at least one semester, and shall sit as a voting member of the Senate. Specific duties of all officers shall be specified in this Constitution.

Section 5: The Senators shall be currently enrolled in at least three credits.

Section 6: Students must have a Grade Point Average of 2.0 or better to join Student Senate.

Section 7: The powers and duties of Senators shall include the following:

- a. They shall be voting members of the Student Senate.
- b. They may introduce for Senate consideration any motions or resolutions which will, in their opinions, advance the purposes of the Student Body or better enable it to achieve its stated goals.
- c. They are obliged to keep themselves fully informed of the needs and interests of the general Student Body.
- d. They are obliged to attend all meetings of the Senate. Excused absence may be granted by the President of the Senate.
- e. The Senate shall hold the right to dismiss any member of the Student Senate if he or she has more than three unexcused absences.

Article III

Election Procedures

Section 1: Elections of the Student Senate President, Vice-President, and Senators if necessary, by secret ballot.

Section 2: Election for President and Vice-President shall be held no later than the first week in May. They shall take office the day after commencement and shall serve until the new President and Vice-President are seated following the next commencement. They shall act as the Steering Committee during the summer months. In cooperation with the Dean of Students, they will facilitate fall Senator elections.

Section 3a: If the number of candidates for Senator exceeds the maximum stated in Article I, Section 2, there will be an election run for all students that were nominated through petition. If a tie occurs, a one-day run-off election shall be held within one week of the last election so that the Student Body may choose among those tied for the last position. If a tie again occurs, the Senate shall increase its size for one term.

Section 3b: **If** a Campus-wide election for Senators must be held, it will take place no later than the second week of October. The Senators elected shall take office immediately and shall serve until the new Senators are seated in the following fall.

Section 4: Any member Student Body is eligible to run for Student Senate or its offices, providing they meet the aforementioned requirements (Article II). No student may simultaneously be a candidate for more than one elective position under the Student Senate.

Section 5: To have his/her name place upon the ballot, a candidate must file a nomination petition with the Student Senate at least two weeks before the election. The petitions of candidates for any office must have signatures of at least twenty-five (25) Student Body members.

Section 6: Responsibility for conducting elections and insuring that voting inequities are prevented shall rest with the Election Committee according to Article IV, Section 1-c. No person may serve on the Election Committee while s/he is a candidate for election office. The Election Committee shall have the power to investigate complaints of voting irregularities, and, should they arise, shall report back to the Senate its findings. The Election Committee shall be the sole judge of election returns, and shall determine the disposition of disputed ballots. In extreme cases of apparent irregularities, the Senate may declare an election void and determine a date for a new election. Any such special election must be held no later than one month after the vote has been declared void. No Senator having a direct stake in such a disputed election may vote in the Senate on whether or not to declare the election void.

Section 7a: If a tie occurs in the election of President or Vice-President, the existing Student Senate shall choose the officer by secret ballot.

Section 7b: If there is a tie for the office of Secretary or Treasurer, the President shall cast the deciding vote.

Section 8a: No student may hold office as a Senator unless he/she is currently enrolled in three or more credit hours.

Section 8b: No student may run for an office position of the Senate unless he or she has been a senator for at least one semester.

Section 9: Any Student Body member is eligible to vote for any office of Senate seat.

Section 10: All incoming officers are expected to attend all Senate meetings form the date of election until commencement.

Article IV Powers and Duties of the Senate

Section 1: The Senate shall have the power to enact such legislation as deemed necessary or advantageous for the proper functioning of its Committees. In matters of procedure not regulated by the Constitution, the Senate and its Committees shall be governed by the latest Robert's Rules of Order, Revised.

Section 2: The Senate shall be regarded as the official legislative governing branch of the Student Body, and in this capacity, shall have the authority to consult with and make recommendations to the faculty and administration regarding matters affecting Student welfare.

Section 3: The Student Senate shall administer the Student Activities Fund and other funds as appropriate, and shall be responsible for maintaining accurate records of income, expenditures, and current balances in cooperation with the Treasurer of the Student Senate and the Dean of Administration, or designee. Monies from the Student Activities Fund may be used only for purposes constant with the interests of the Student Body. In the administration and use of monies from the Student Activities Fund and other sources, the Senate shall be governed by the policies and statutes of the State of Connecticut.

Section 4: The Student Senate shall, with the approval of the President of the College, have the power to charter student clubs and organizations, and to allocate funds to them.

Section 5: The Student Senate shall be responsible for the promotion of mutual understanding and cooperation between the College and the general community.

Section 6: The Senate shall, with the approval of the President of the College, have the power to join such intercollegiate student associations and organizations as will, in its opinion, promote the general interests of the College and Student Body.

Section 7: The Senate may undertake or support any projects or activities which in its opinion will serve the general interests of the Student Body and Student Senate or the community. Any such projects or activities shall be subject to the approval of the President of the College.

Section 8: Senate members who hold vested interest in or who could reasonably be expected to derive profits from certain decisions of the Senate, shall be excluded from voting on those matters. Questions arising as to whether or not members hold such interest will be decided upon by the President of the College or his/her designee.

Section 9: No Senate member shall simultaneously be a Senate officer and an officer of any Senate supported club or organization.

Article V

Committees of the Senate

Section 1: For the purpose of facilitating Senate work on matters which require close scrutiny or large amounts of time, the following standing committees of the Senate are established. All committees will be formed within the ~~10~~ weeks following elections.

- a. *The Budget Committee*: this committee shall be a committee of the whole. The vote must be taken by the number of members that is equal to one-half of one percent plus one of the student body as a minimum. All budgets of the chartered clubs and organizations shall go to the committee immediately after being received from the

organization requesting funds, unless the Senate, by a two-thirds vote, should consider this unnecessary. The committee shall examine each budget within two weeks, at which time the budget will be acted upon by the Senate. The Senate is responsible for both the process and implementation of budgetary concerns.

- b. *The Judiciary Committee:* This is not an active committee. If an investigation becomes necessary; the committee will be set up as follows. This committee shall consist of five Senate members and the Dean of Student Services. It shall have the responsibility to report cases for discipline whenever deemed necessary, and the Senate, upon majority vote, shall take action on the recommendations of this committee as consistent with ACC's policy.
- c. *The Elections Committee:* The Elections Committee shall set up elections for the Student Senate and the Senate offices according to the Constitution. The Chairperson of the committee will be the Vice President. If the Vice President is running for another office position, the President of the Senate shall appoint an alternate Chairperson to the Elections Committee.
- d. *The Student Activities Council:* This committee shall consist of six Student Senate Members and the Dean of Student Services, or designee. A member(s) of Student Senate will serve as the chairperson(s). The purpose of this committee shall be to suggest what activities will be carried out throughout the year.
- e. *The Representation Committee:* This committee shall consist of three Student Senate members whose purpose shall be to nominate Student Senators as representatives to College committees. Upon report to the Senate as a whole, the Senate will elect representatives.
- f. *Legislative Action Committee:* This committee is not currently active. This committee shall be covered by the President of the Senate on a periodic basis when deemed appropriate. Membership will depend on Senate enrollment.

Section 2: When the need arises, such temporary committees as are desired by the Senate may be created for the duration of their particular need.

Section 3: Unless otherwise specifically stated, confirmation of appointments of members and chairperson of standing or temporary committees shall be acceptance of the appointment by the member designated to serve. All appointments to fill vacancies on a committee shall also be made by the President of the Senate, unless otherwise provided in the Constitution.

Section 4: For the purposed of attendance committee meetings shall be construed as Senate meetings. Excuses may be granted by Committee Chairpersons. All meetings must be open to the public unless they fulfill the special requirements for executive sessions.

Article VI Senate Meetings

Section 1: Regular meetings of the Student Senate shall be held twice a month as a minimum during the regular year when the college is in session. Meeting day and time will be set one meeting in advance by vote of Senate. When necessary, more frequent regular meetings shall be held (particularly during budget determination times.) Special meetings shall be called by the President of the Senate or by request of four of the voting members of the Senate with at least a twenty-four hour notice.

Section 2: All Senate meetings, regular or special, shall be held on the College campus, unless otherwise authorized by the Dean of Students.

Section 3: No Senate meeting may transact business without a quorum being present. A quorum shall consist of a simple majority of voting members of the Senate.

Section 4: All meetings of the Student Senate shall be open to members of the Student Body, unless otherwise specified. The full privileges of discussion at a Senate meeting may be extended to the Student Body at the discretion of the Senate, but voting privileges shall at all times be reserved for Senators.

Article VII

Senate Officers

Section 1: The executive officer of the Student Body shall be the President of the Student Senate, and s/he shall exercise the following powers and duties, and, therefore be liaison to the President of ACC.

- a. S/he shall preside over Senate meetings and s/he shall review all legislation of the Senate other than constitutional amendments and by-laws. S/he may veto any such piece of legislation of which s/he disapproves and send it back to the Senate with his/her reasons for disapproving, provided s/he does so by the next regular; Senate meeting after its passage. The Senate shall then decide whether to let the matter rest or attempt to pass the piece of legislation over the President's veto. If they shall take the latter course, the legislation must receive an affirmative vote of at least two-thirds of the Senators present and voting in order to be enacted over the veto.
- b. The President or his/her designee shall represent the members of the Student Body at official College ceremonies and upon other occasions where such representation is appropriate.
- c. S/he shall provide executive leadership to the Student Body and, working in cooperation with the other officers and with the Senate, shall assume primary responsibility for the fulfillment of the Senate's purposes.
- d. S/he may deliver to the Senate, either in person or in writing, such messages, reports, or recommendations as s/he deems necessary. S/he may also participate in debates of Senate meetings from the chair.
- e. S/he may also call special meetings of the Senate whenever necessary. S/he shall be responsible for seeing that proper notice is given in advance.
- f. S/he shall, with the advice and consent of two-thirds of the entire membership of the Senate, have the power to appoint students to fill vacancies occurring between regular elections in elective posts of the Student Body.
- g. S/he shall have the power to oversee any expenditures of allocation of monies from the Student Activities Fund.

Section 2: The Vice-President shall exercise the following powers and duties:

- a. S/he shall be a member ex-officio of all standing committees.
- b. S/he shall preside over the Senate meetings in the absence of the President.
- c. The Vice-President shall be in charge of all elections for the Senate.
- d. S/he shall preside over all Judiciary Committee meetings, unless s/he is being reviewed for impeachment (refer to Article IV, Section 1-b).

- e. In the event the Presidency shall fall vacant between elections, s/he shall assume that office and act as President to the remainder of elected President's term; at such time the Senate shall appoint a Vice-President who shall assume the vice- Presidential duties. In cases of the withdrawal or removal from office of both the President and Vice-President, between elections, the Senate shall designate Senators to carry out the duties of the President and Vice-President for the remainder of the term.

Section 3: The Treasurer shall exercise the following powers and duties:

- a. S/he shall be responsible for the administration of the Student Activities Fund in accordance with the policies defined by the College administration and the Student Senate.
- b. S/he shall maintain accurate records of the income, expenditures, and current balances of the Student Activities Fund, and other sources of income.
- c. S/he shall prepare both monthly and upon request from the President a Treasurer's Report, presenting it at a regular Senate meeting. S/he shall also submit to each Senator a mid-semester balance of the Student Activities Fund.
- d. S/he shall have the power to inquire as to any expenditure or allocation of monies from the Student Activities Fund.

Section 4: The Recording Secretary shall exercise the following powers and duties:

- a. S/he shall keep an accurate record of all meetings and attendance of Senators at each meeting of the Student Senate. Copies of such minutes shall be distributed after approval by the Senate to the President and Deans, the LRC, and shall be posted prominently on all bulletin boards.
- b. S/he is responsible for maintaining a file of the minutes of the Senate meetings. Such minutes must be kept on file for a minimum of three years.

Section 5: The Corresponding Secretary shall exercise the following powers and duties:

- a. S/he shall conduct all official correspondence.
- b. S/he shall be responsible for maintaining a file of official correspondence.
- c. S/he shall assist the Recording Secretary in the taking of minutes of Senate meetings and shall act for him/her in his/her absence.

Section 6: The Vice-President, the Treasurer and the Secretaries shall, together, act as a board of advisors to the President and may be requested to perform from time to time certain duties other than those enumerated herein, which the President may deem necessary or advisable, provided such requests are consonant with this Constitution and with the by-laws of the Senate.

Article VIII The Judiciary

Section; 1: The Judiciary Committee shall consist of five members of the Student Senate and the Dean of Student Services. The Vice-President shall be the chairperson. It shall render interpretations of this Constitution to the Senate and review changes of impeachment.

Section 2: The Judiciary Committee shall convene officially only when a dispute within its jurisdiction arises and a complaint is brought to one of its members requesting the Committee's action. The Committee shall, at such times, hear testimony from all who care to present it and will render a majority decision.

Section 3: A quorum for the purposes of hearing a case shall consist of all members, and no member may participate in a decision unless s/he had been present during the entire presentation of testimony, unless excused by said committee.

Article1X

Removal from Office and Impeachment Procedures

Section 1: A monthly report shall be submitted by the Recording Secretary stating the total unexcused absences of each Senate member. If, at any time, any Senate member exceeds three unexcused absences in any one semester, they Senate may, by majority vote of its members, revoke his/her seat.

Section 2: The power of impeachment shall rest solely with the Student Senate. The Senate shall take appropriate action upon receipt of recommendations from its Judiciary Committee.

Section 3: Upon receipt of a complaint signed by at least ten (10) Senators or at least fifty (50) other members of the Student Body charging a Student Senate office-holder with dereliction of his/her duties or malfeasance in office, the Chairman shall convene the Judiciary Committee for the accused's behalf. The Committee should decide by a majority vote whether the evidence warrants impeachment and make recommendations to the Senate.

Section 4: The Student Senate, upon Judiciary Committee request, shall, at a special meeting, carefully and fully examine all evidence or testimony which the various parties directly involved may care to present. After considering all testimony, the Senate shall, by public vote, render its verdict, two-thirds of the entire voting membership of the Senate being necessary to convict. Judgments in cases of impeachment shall not extend beyond removal from office.

Section 5: No Senator being reviewed for impeachment shall be a member of the Judiciary Committee.

Article X

Procedure for Amendment

Section 1: Before the Constitution may be amended, the following steps must be completed:

- a. The proposed amendments must be introduced at a regular meeting of the Senate by fifty (50) members of the Student Body.
- b. The Recording Secretary of the Senate shall prepare multiple copies of the

proposed amendment and distribute them to all Senate members at its next regular meeting.

- c. At the second regular meeting of the Senate after introduction of the proposed amendment, the Senate shall vote to approve or reject it. However, an amendment may be considered upon distribution if all members present consent. In either case, two-thirds of the Senate must concur with the amendment in order for it to be passed.
- d. All proposed amendments which gain the approval of the Senate shall be submitted to the President of the College for his/her approval.
- e. If approved by the College President, the proposed amendment shall be presented within one week to the members of the Student Body in referendum for their assent. If passed by the Student Body it shall immediately become part of the Constitution.
- f. The Election Committee shall supervise such voting and shall be the sole judge of the returns.

Section 2: Each of the steps prescribed in the foregoing section must be completed in the order shown. If, at any point, the proposed amendment does not receive the required approval, it shall be declared defeated and shall not demand further action.

Article XI Ratification

Section 1: This Constitution shall be declared ratified after having been approved by two-thirds of the entire voting membership of the now existing ad hoc Student Senate, then by the President of the College, and then by a majority of the Student Body voting in a referendum.

Section 2: All debts against the Student Activities Fund incurred previous to ratification of the Constitution shall be valid under it as under the Constitution it replaces.

Appendix D-4

Review and Feedback for Active Committees



Asnuntuck Community College

Active Committees

2015 Cabinet Review, Feedback, and 2016 Guidance

Committee	Cabinet Liaison	Committee Chair/Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance <small>updated 9/3/15</small>
Bookstore Advisory	Jim Lombella	Chair	Glabach, Chad Egan, Beth-Ann Felici, Paul Gray, Jennifer Poirier, Jessica Pouliot, Sandra Turner, Marilyn	2 times per year in October and February	Cabinet acknowledges the committee's work and they've done an excellent job continuing this committee and focusing on customer service to students and Cabinet acknowledges and appreciates all of their hard work. Cabinet recommends the following to the committee for the upcoming year: 1. additional focus on digital scholarships and advertising the availability of them; 2. additional focus on advertising e-books; and 3. focus on capturing more student feedback by possibly holding an Open Forum and/or conducting a survey to ensure we are best serving our students through the bookstore. Annual review of survey questions through Cabinet. a. focus on Bookstore hours of operation and align with student needs. b. assess the textbook inventory efforts put in place last semester.
Business Careers & Tech Department	Mike Stefanowicz	Chair	Boyd, Don Coach, Michelle Cross, Amely Demers, Michael Fitzgerald, Heidi Irizarry, Sam LaLiberte, Carol Lefakis, Nick Mosher, Eric Rood, Mike Sapia, Lou Turgeon, Cheryl Wilkinson, Jim	Monthly	The Cabinet recognizes the department's continued hard work in support of major initiatives: NEASC Standards Committee work, PA 12-40 Curriculum Redesign Delivery, TAP Pathways works, CCP course articulations and high school faculty certification, and Transitional Strategies work with Enfield Adult Education. For next year, the Cabinet recommends: the department consider the organizational makeup of the Academic Division structure, continue supporting major initiatives, including considering new course and program offerings, and engage fully in Strategic Planning initiatives.

Committee	Cabinet Liaison	Committee Chair/ Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance <div>Updated 9/3/15</div>
Diversity	Katie Kelley & Mike Stefanowicz	Co-Chair Co-Chair	Chancey, Laurie D'Orlando, Heather Finckel, Joe Handly, Jessica Jemison, Bev Jones-Searle, Donna Trentham, Edwina Turner, Marilyn	Monthly	<p>The Diversity Committee has had changes to its membership which has had an impact on the amount of programs offered to the ACC community. The group has also moved away from the original charge of the committee which included the following: <i>The Asnuntuck Community 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 and appreciation for individual differences. In addition, the committee will ensure that active support is provided for the academic, social and emotional adjustment of underrepresented students.</i> The committee had representation from faculty, staff and students. With the retirements of members and other changes, the committee has focused on a few quality programs as well as messaging through the Diversity Board and the infamous Stall Stats. Additionally, the holiday decorating was discontinued despite the purchase of materials through a Foundation grant. Student involvement has subsided as well.</p> <p>A new position in Student Services is responsible for Title IX compliance as well as Diversity Programs. This administrative position will be responsible for chairing the new Diversity Committee. Current members will continue from the faculty and include Laurie Chancey, Heather D’Orlando and Marilyn Turner. Additional representation will include the Affirmative Action Officer, the Director of Student Activities and a representative from the Library. A student representative will be identified by the Student Senate.</p> <p>The first order of business is for the group to redefine their charge and present it to the cabinet for approval. Additionally, a minimum of three campus programs are recommended per semester as well as educational messaging each month through Stall Stats and the Diversity Board.</p>

Committee	Cabinet Liaison	Committee Chair/Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance Updated 9/3/15
Enrollment Management	Gennaro DeAngelis & Katie Kelley	<p>Co-Chair</p> <p>Co-Chair</p> <p>Co-Chair Co-Chair</p>	<p>Carra, Gary Felici, Paul Gonzalez, Samantha Gray, Jennifer Labbadia, Gail LaLiberte, Carol Mack, Qing O'Connell, Katie Poirier, Jessica Rushbrook, Jill St. James, Tim Turner, Marilyn</p> <p>AY15-AY16 <u>Members</u></p> <p>Tim St. James Jill Rushbrook</p> <p>Samantha Gonzalez Qing Mack Amely Cross Carol LaLiberte Juan Hernandez Beth Egan Cathy Juozokas</p>	Monthly	<p>The committee spent a great deal of time reviewing internal and external data by breaking into two sub-committees. The work of the internal data sub-committee utilized real-time data mining and predictive modeling that allowed for strategic decision making which would have a direct impact on student enrollment. The use of the Rapid Insight software allowed for significant changes in Financial Aid packaging as well as the development of a retention model that identifies the probability of a student to withdraw. These models will serve as the basis of initiatives for the fall 2015 semester. The external data sub-committee looked at economic trend data and labor market data to provide some information to the career programs. The work was well intentioned but didn't provide information that could have a significant and direct impact on Enrollment. After two academic years of work, it is clear that the work of the Enrollment Management Committee needs to be focused and tangible.</p> <p>The large size of the committee seems to pose a challenge in moving the committee forward. Additionally, it seems that the work of the Student Success and Retention committee needs to more closely align with the Enrollment Management group. Based on the committee's recommendation, the two committees will be combined. The goal is to reduce redundancy of efforts and membership while also having a smaller number of representatives to focus on Enrollment, Retention and Completion. More specifically, the focus of the new ERC will be on the 4 E's Entrance, Academic Experience, Engagement and Exit.</p> <ul style="list-style-type: none"> • Entrance (Purpose driven recruitment – Promote End Goal & Purpose for Education – Easy Point of Entry) <ul style="list-style-type: none"> ○ Recruitment, Admissions Experience, Placement, New Student Workshop, Orientation, Scheduling & Registration... • Academic Experience (Plan – Clearly defined Academic Plans) <ul style="list-style-type: none"> ○ Advising, Barriers to Success/Motivation Assessments, Academic Program Reviews/Guided Pathways, Career Exploration & Assessments, Technology, Experiential Learning, FYE by discipline, Expectations of Faculty, Probation... • Engagement (Part of Something – Connect with College & Be a Part of the Community) <ul style="list-style-type: none"> ○ Student Activities, Clubs, Service Learning, Internships, Honors Program, Leadership Opportunities...

Committee	Cabinet Liaison	Committee Chair/Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance Updated 9/3/15
					<ul style="list-style-type: none"> • Exit (Preparation for Future – Understand Progress and Prepare for Future) <ul style="list-style-type: none"> ○ Graduation (Communication, Audits), Degree Works, Transfer Pathways, Employment Opportunities
Faculty Council	Mike Stefanowicz	Chair	Boyd, Don Chancey, Laurie Coach, Michelle Cross, Amely Demers, Michael D'Orlando, Heather Egan, Jean Finckel, Joe Fitzgerald, Heidi Foley, Teresa Gonzalez, Samantha Hall, Matthew Hirschy, Pat Irizarry, Sam LaLiberte, Carole Lefakis, Nick Mosher, Eric Mullarkey, Michaela Nelson, Wendy O'Connell, Katie Rood, Mike Sapia, Lou Sheirer, John Turgeon, Cheryl Turner, Marilynn Van Dermark, Elle Wilkinson, Jim	Monthly Sept. - May	<p>Cabinet commends the Faculty Council for meeting regularly and covering issues of concern to faculty. These included: TAP pathways, General Education Framework, electing nominees to system-wide committees such as FAC and FIRC, charter review and revision, CT Comm College Academic Leadership representation, and discussed issues internal to ACC.</p> <p>Faculty Council will continue to discuss system-wide and local issues during the 2015-2016 academic year. The Academic Dean will ask the body to focus on the College Completion Agenda, advising and retention, recruitment, and development of new programs. System-wide Shared Governance and Academic Affairs organization will be examined. The Chair may wish to consider an Executive Council to review agenda items and determine appropriateness. Cabinet recommends a full evaluation and review of the revised charter for assessment of council effectiveness.</p>

Committee	Cabinet Liaison	Committee Chair/Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance Updated 9/3/15
General Education Launch (TAP)	Mike Stefanowicz	Chair	Coach, Michelle Cross, Amely D'Orlando, Heather Hirschy, Pat Rushbrook, Jill Sheirer, John Van Dermark, Elle Wilkinson, Jim	2 - 4x a Month	<p>Cabinet commends the hard work that was accomplished by this group in the 2014-15 Academic Year. The General Education Committee is now fully established and no longer in "Launch" mode. The committee approved multiple courses in Knowledge areas for the TAP Framework 30, and discussed the general philosophy of General Education at ACC.</p> <p>Course approval will continue, but the committee's charge will move toward developing and documenting assessment plans for each approved course, and the gathering of assessment data.</p>
Instructional Excellence Committee	Mike Stefanowicz	Co-Chair Co-Chair	Chancey, Laurie Coach, Michelle Cross, Amely D'Orlando, Heather Finckel, Joe Fitzgerald, Heidi Irizarry, Sam Lefakis, Nick Mosher, Eric Mullarkey, Michaela Rood, Mike Van Dermark, Elle	Monthly September - May	Cabinet acknowledges the work done by this group to provide professional development opportunities for part and full time faculty. Initiatives included a variety of workshops during opening days, a room preferences survey, and work on technology needs in various classrooms. The Instructional Excellence Committee supported the opening day Professional Development Speaker and the Brian Rules book common read and discussion group for faculty.
Liberal Arts Department	Mike Stefanowicz	Chair	Chancey, Laurie Demers, Mike D'Orlando, Heather Egan, Jean Finckel, Joe Hirschy, Pat Mullarkey, Michaela Nelson, Wendy Sheirer, John Turner, Marilynn	Monthly Sept. - May	<p>The Cabinet recognizes the department's continued hard work in support of major initiatives: NEASC Standards Committee work, PA 12-40 Curriculum Redesign Delivery, TAP Pathways works, CCP course articulations and high school faculty certification, and Transitional Strategies work with Enfield Adult Education.</p> <p>For next year, the Cabinet recommends: the department consider the organizational makeup of the Academic Division structure, continue supporting major initiatives, including considering new course and program offerings, and engage fully in Strategic Planning initiatives.</p>

Committee	Cabinet Liaison	Committee Chair/Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance Updated 9/3/15
Marketing	Eileen Peltier	Chair Scribe Rotates	Anilowski, Jennifer Carra, Gary Cotnoir, Julie Durant, Ben Gonzalez, Samantha Hernandez, Juan Irizarry, Sam Madore, Keith Peltier, Eileen Poirier, Jessica	Meets twice monthly September through May & once monthly June, July and August	<p>In 2015, the Marketing Committee welcomed new members from faculty, Manufacturing, Continuing Education and the President's Office. The committee met with Academic Department chairs to discuss how we can collaborate to promote their activities, programs and initiatives. The committee consulted with the Pita Group to identify the college's key values and themes and to incorporate them into a social media content calendar completed a month in advance. This new framework provides a vehicle for systematically soliciting content from every area of the college. Pita also provides analytics and feedback via conference calls to track the success of various campaigns and posts. Asnuntuck's marketing efforts have been recognized by the BOR which patterned its social media retention strategy after ACC's.</p> <p>Cabinet suggestions for 2016: Continue to work with all areas of the college, including faculty, to gather social media content. Consider having new television commercials created and aired.</p> <p>The President's Cabinet recognizes the continued diligence of the Marketing Committee and its success working inter-departmentally at the college and on a larger scale with the Board of Regents.</p>
PA 1240 Curriculum Redesign Committee	Mike Stefanowicz		Finckel, Joe Foley, Teresa Hirschy, Pat Juozokas, Cathy Sheirer, John Mullarkey, Michaela	2-3 times a semester, and as needed	<p>The committee piloted the redesign curriculum of ENG 096, ENG 101S, MAT 085, and MAT 137S. Individual disciplines met to revise and review curriculum mid-year.</p> <p>For next year, research on success rates of students who have finished these courses/sequences can begin.</p>
Data Stewardship Committee (formerly the Record Retention Committee)	Katie Kelley	Chair	Beaudoin, Susan Cyr, Cheryl Gray, Jennifer Gregor, Lynn Hall, Matt Labbadia, Gail Moriarty, Rita Poirier, Jessica Tyler, Shirley	4 times per Year	<p>With the retirement of the former Registrar, the Data Stewardship Committee did not meet on a regular basis. However, each data manager of each area of the college worked to clear paper records from bulk storage and identify records that can be destroyed without the need for approval through the State Library. Additionally, the Director of Information Technology ensured that all members of the college completed the Information Security Education and Awareness Program (SANS). The group has reconvened under the leadership of new Registrar, Diane Clokey. A data destruction event is being planned and a focus of the group will include Electronic Mail Records Management.</p>

Committee	Cabinet Liaison	Committee Chair/Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance Updated 9/3/15
Retention	Katie Kelley & Mike Stefanowicz	Co-Chair Co-Chair Co-Chair Co-Chair	Berenguel, Joseph Dardanelli, Karen Fiedler, Rose Gonzalez, Samantha Irizarry, Sam Juozokas, Cathy Mack, Qing Ragno, Maria Rushbrook, Jill Weller, Jody AY15-AY16 <u>Members</u> Tim St. James Jill Rushbrook Samantha Gonzalez Qing Mack Amely Cross Carol LaLiberte Juan Hernandez Beth Egan Cathy Juozokas		<p>The Student Success and Retention Committee had a successful and productive year. Major accomplishments include modification of the withdrawal process, inclusion of information regarding why students withdraw on the withdrawal form and the development of a non-returning student survey. In addition, the committee reviewed the Rapid Insight software program to determine how it can be utilized to enhance retention of students. Lastly, the development of the Advising handbook was a significant accomplishment from the previous year. Continued updates, faculty training and management of the advising process happened in both the fall and spring semesters. There continued to be some overlap between the Student Success and Retention Committee and the Enrollment Management Committee especially in terms of membership and initiatives. Based on the important work of both groups and recommendations from committee members, the two committees will be combined into the Enrollment, Retention and Completion Committee (ERC). The focus of the group will on the 4E's:</p> <ul style="list-style-type: none"> • Entrance (Purpose driven recruitment – Promote End Goal & Purpose for Education – Easy Point of Entry) <ul style="list-style-type: none"> ○ Recruitment, Admissions Experience, Placement, New Student Workshop, Orientation, Scheduling & Registration... • Academic Experience (Plan – Clearly defined Academic Plans) <ul style="list-style-type: none"> ○ Advising, Barriers to Success/Motivation Assessments, Academic Program Reviews/Guided Pathways, Career Exploration & Assessments, Technology, Experiential Learning, FYE by discipline, Expectations of Faculty, Probation... • Engagement (Part of Something – Connect with College & Be a Part of the Community) <ul style="list-style-type: none"> ○ Student Activities, Clubs, Service Learning, Internships, Honors Program, Leadership Opportunities... • Exit (Preparation for Future – Understand Progress and Prepare for Future) <ul style="list-style-type: none"> ○ Graduation (Communication, Audits), Degree Works, Transfer Pathways, Employment Opportunities

Committee	Cabinet Liaison	Committee Chair/ Scribe	Members AY14-AY15	Day/Time the Committee Meets	2015 Cabinet Review, Feedback, and 2016 Guidance <div>Updated 9/3/15</div>
Threat Assessment	Katie Kelley	Chair	Bleicher, Joe Dardanelli, Karen Foster, Chris Irizarry, Sam Juozokas, Cathy Kelley, Katie Muller, Joe	As needed / 4-6 times per year	The Threat Assessment Committee was responsible for making recommendations for security measures based on the two Physical Site Safety Audits that took place at Asnuntuck Community College. The focus of the past year has been on the implementation of nearly \$450K dollars of safety features including cameras, panic buttons, PA system, auto lock-down doors, card key access, and glass enclosed Information Desk. The committee will reconvene in the fall of 2015 to focus on proposing phase 2 of the safety upgrade, campus safety training initiatives and collaboration with the Enfield Police Department. Additionally, the group will focus on enhancing compliance requirements.

Appendix D-5

Institutional Effectiveness Survey Results

Asnuntuck Community College
Institutional Effectiveness Survey Results (2010 and 2014)

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

2010	2014	
Mean		
Importance		College Climate
2.85	2.76	The leaders of the college provide a vision for the future.
2.87	2.79	Overall there is a spirit of cooperation among ACC employees.
2.80	2.66	The administration promotes teamwork and cooperation among employees.
3.00 1	2.88 1	The needs of the students are important to college employees.
2.63 5	2.61	Diversity is actively promoted on campus.
2.70	2.67	Overall there have been positive changes in the ACC work environment in the past three years.
2.74	2.6	ACC has good relations with the service region communities.
2.84	2.84 2	ACC is a good place to work.
		College Communication
2.73	2.58 5	Institutional policies and procedures have been clearly communicated to me.
2.72	2.63	Communication and collaboration among departments are effective.
2.44 1	2.33 1	Communication of budget decisions to employees is effective.
2.60 3	2.54 2	Staff and Faculty know what the institution's strategic long-range goals are.
		Decision-Making
2.72	2.55 3	ACC's system of governance effectively accomplishes the mission and purposes of the college.
2.62 4	2.63	The college uses data to determine the effectiveness of its programs and services.
2.80	2.7	ACC provides sufficient resources to improve programs and instruction.
2.63 5	2.65	Decisions are made in a timely fashion.
2.57 2	2.58 5	Employees are provided opportunities to participate on important college committees.
2.70	2.6	I am encouraged to participate in my departmental decision-making.
		Personal Working Environment
2.92 4	2.79	I have sufficient information to perform my job.
2.85	2.73	The college provides adequate technology to do my job.
2.81	2.69	I can rely on my colleagues/co-workers, when needed, to help get the job done.
2.83	2.72	Job performance expectations have been clearly communicated to me.
2.93 2	2.8 5	I am comfortable discussing concerns with my direct supervisor/director/dean.
2.93 2	2.83 3	My immediate supervisor is fair and objective.
2.90 5	2.82 4	I feel good about where I work.
		Professional Development
2.74	2.57 4	I am encouraged to be creative and come up with new ideas and improvements.
2.69	2.66	The college provides opportunities for training and professional growth.

2010					2014				
Mean	Percent Agreement				Mean	Percent Agreement			
Agreement	SD/D	N	A/SA	Total	Agreement	SD/D	N	A/SA	Total
3.50	16.1	29	54.8	100	3.66	15	24.8	60.2	100
3.59	15.6	27.3	57.1	100	3.53	12.4	33.6	54	100
3.25	28.5	24.4	47.2	100	3.57	15.1	27.4	57.5	100
4.32 1	5.5	9.4	85	100	4.19 1	3.6	15.8	80.7	100
3.78	8.7	31	60.3	100	3.82	14.1	23	62.9	100
3.41	19.8	35.3	44.9	100	3.54	16	27.7	56.2	100
3.76	4.3	34.2	61.6	100	3.74	10.2	27.8	62.1	100
4.14 4	4.7	17.1	78.3	100	3.95 5	9.7	19.5	70.8	100
3.33	21.8	32.8	45.3	100	3.38	19.3	34.2	46.5	100
2.85 2	37.9	33.1	29	100	2.91 1	31	41.6	27.4	100
2.83 1	41.5	30.1	28.4	100	3.04 3	31.2	33	35.7	100
3.04 5	31.2	35.2	33.6	100	3.23 5	25.7	31	43.4	100
3.28	20	35.8	44.2	100	3.27	19.6	36.6	43.7	100
3.32	18.5	37	44.6	100	3.36	17.7	38.1	44.2	100
3.03 4	31.1	33.6	35.2	100	3.11 4	30.1	30.1	39.8	100
2.85 2	38.2	30.9	30.9	100	2.98 2	33.9	33	33	100
3.68	16.7	24.6	58.8	100	3.60	21.1	19.3	59.6	100
3.57	21.2	21.3	57.5	100	3.47	25.2	18	56.7	100
4.02	10.9	14.1	75	100	4.07 2	5.4	13.4	81.3	100
3.58	17.7	21.5	60.7	100	3.71	19.4	15.9	64.6	100
3.85	13.3	19.7	66.9	100	3.76	12.4	23.9	63.7	100
3.67	18.6	23.3	58.1	100	3.73	8.8	29.8	61.4	100
4.08 5	14.8	10.9	74.4	100	3.96 4	14.1	17.5	68.4	100
4.19 3	8.6	13.2	78.3	100	4.04 3	14.9	13.2	71.9	100
4.28 2	8.6	10.1	81.4	100	3.93	14	18.4	67.6	100
3.79	13.9	20.9	65.1	100	3.64	19.3	25.4	55.3	100
3.30	28.9	19.5	51.5	100	3.66	18.4	19.3	62.2	100

Part II - How Satisfied Are You with the Following Aspects of the Services Provided by Various College Departments?

	2010					2014				
	Mean	Percent Satisfaction				Mean	Percent Satisfaction			
	Satisfaction	VD/D	N	S/VS	Total	Satisfaction	VD/D	N	S/VS	Total
Building and Grounds Maintenance	3.65	14.5	26.6	58.9	100	3.85	7.3	23.6	69.1	100
Campus Mail Service	3.84	7.8	30.2	62.1	100	3.98	4	25	71	100
Campus Security	3.61	17.5	22.5	60	100	3.95	7.4	23.9	68.8	100
Flow of Information Between Administrative Units and The Faculty	3.39	17.2	33.6	49.1	100	3.29 5	26	28.1	45.8	100
Flow Of Information Between Departments/Offices	3.19 2	20.5	40.2	39.3	100	3.20 3	27.3	33	39.7	100
Marketing, Public Information and Website	3.25 3	24	33.9	42.2	100	3.61	16	25.5	58.5	100
Orientation Process for New Hires	3.33 4	20.7	36.9	42.3	100	3.12 2	32.5	23.3	44.2	100
The Process For Recruiting And Hiring Faculty And Staff	3.34 5	20.2	34.9	45	100	3.35	20.6	29.9	49.5	100
The Extent To Which Information Is Shared Between College Divisions	3.03 1	26.2	43	30.8	100	2.96 1	27	44	29	100
The Extent To Which Upper Management Listens And Responds Appropriately To Employees'	3.47	23.3	35.7	40.2	100	3.28 4	23.8	26.6	49.6	100
The Level Of Collaboration Across The Institution	3.37	15.7	38	46.3	100	3.40	16.3	33.6	50	100
Services Provided by Academic Affairs Office	3.94	4.5	26.4	69.1	100	3.66	14	22	64	100
Services Provided by Bookstore	3.76	10.2	27.8	62.1	100	4.00	8.4	17.8	73.8	100
Services Provided by Library	3.70	15.3	27.9	56.7	100	4.32 4	3.8	10.6	85.6	100
Services Provided by Media Services	3.65	17.2	25.5	57.3	100	3.88	10.4	21.7	68	100
Services Provided by President's Office	4.08	3.9	24.5	71.6	100	3.96	6.8	22.3	70.9	100
Services Provided by IT Department	3.84	16.8	13.4	69.8	100	3.63	21.5	16.1	62.5	100
Services Provided by Human Resources Office	3.68	17.1	20.3	62.6	100	3.69	18.4	15.8	65.7	100
Services Provided by Business Office	3.67	12.9	30.6	56.5	100	3.93	11.3	15.1	73.6	100
Services Provided by Information Desk	4.25 4	1.7	18.6	79.7	100	4.33 3	1.8	11.7	86.4	100
Services Provided for Meeting Room Scheduling	3.66	14	29	57	100	4.05	8.2	15.1	76.7	100
Your Contact with Academic Skills Center	4.32 2	3.1	12.5	84.4	100	4.48 1	2.2	5.4	92.4	100
Your Contact with Admissions Office	4.31 3	1.1	20	78.9	100	4.38 2	3.5	9.4	87	100
Your Contact with Center for Professional and Community Education (Continuing Education)	3.96	7.8	27	65.1	100	4.17	5.7	13.8	80.4	100
Your Contact with Financial Aid Office	4.36 1	0	15.7	84.3	100	4.30 5	6.6	9.2	84.2	100
Your Contact with Records and Registration	4.19 5	2.1	22.1	75.8	100	4.06	5.7	18.2	76.1	100

Part III - To What Extent Do You Agree that During the Period of 2007-2009, ACC Has Been Successful in Achieving These

	Mean	Percent Agreement				Mean	Percent Agreement			
	Agreement	SD/D	N	A/SA	Total	Agreement	SD/D	N	A/SA	Total
A. Provide an Increasingly Distinctive Learning Experience for All Students.	3.74 3	7.4	32	60.6	100	3.72 3	9.73	24.8	65.5	100
B. Expand Access to Educational and Lifelong Opportunities by Supporting Student Success.	3.88 2	3.3	27.5	69.2	100	3.85 2	7.08	22.1	70.8	100
C. Meet the Evolving Needs of ACC's Region, Community, and Business and Industry Partners.	3.73 4	5.8	32.8	61.5	100	3.65 4	12.4	25.7	61.9	100
D. Ensure Institutional Effectiveness through Planning, Assessment and Communication.	3.54 6	12.4	33.1	54.5	100	3.45 6	14.2	35.4	50.4	100
E. Maintain Affordability: Tuition, Financial Aid, and Resource Development.	4.25 1	0	13.9	86	100	4.09 1	3.54	15	81.4	100
F. Ensure the Campus is Attractive, Safe, Inclusive, and Meets Projected Programmatic Needs.	3.71 5	14	22.3	63.6	100	3.58 5	13.4	31.3	55.4	100

Keys

SD/D - Strongly Disagree/Disagree; N - Neutral; A/SA - Agree/Strongly Agree

VD/D - Very Dissatisfied/Dissatisfied; N - Neutral; S/VS - Satisfied/Very Satisfied

BLUE - Ranked Top Five

PINK - Ranked Bottom Five

What is your position classification/area?

Spring 2010	Frequency	Percent
Classified Staff	23	17.7
Adjunct Faculty	26	20
Full-time Faculty	24	18.5
AMTC	14	10.8
Unclassified	26	20
Management	6	4.6
ASC	9	6.9
Other	2	1.5
Total	130	100

Spring 2014	Frequency	Percent	Valid Percent
Classified Staff	27	23.5	24.1
Adjunct Faculty	31	27	27.7
Full-time Faculty	14	12.2	12.5
AMTC	5	4.3	4.5
Unclassified: ACL/Tutors/EAs	29	25.2	25.9
Management	6	5.2	5.4
Valid Total	112	97.4	100
Missing System	3	2.6	
Total	115	100	

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

Level of Importance					Level of Agreement				
Low → High				College Climate	Strongly Disagree → Strongly Agree				
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 Previous Strategic Plan. To What Extent Do You Agree That 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?



Asnuntuck Community College Employee Survey 2014

Dear Asnuntuck Employee,

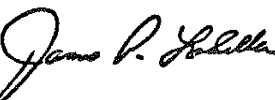
This survey is being distributed to you and your fellow Asnuntuck employees so that we can evaluate internal aspects of the College's institutional effectiveness. The questions cover topics such as work environment, services provided by departments, and institutional priorities.

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 fall 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 May 1, 2014.

Sincerely,


James P. Lombella
Interim President

THANK YOU FOR COMPLETING THE SURVEY!

Appendix D-6

CCSSE/NEASC Accreditation Toolkit

Community College Survey of Student Engagement (CCSSE)

Accreditation Toolkit for NEASC

Office of Institutional Research

Notes for This Report:

To embrace the data driven decision making culture, the Office of Institutional Research presents CCSSE results for 2006, 2008, and 2011 in this toolkit that is created through modifying a Center for Community College Student Engagement accreditation toolkit template. CCSSE results are shared through Faculty Council, All College meetings, and Student Services departmental meetings. The new leadership team is committed to use data to support decision making processes and a commitment is made to continue using CCSSE as an instrument to measure student engagement, and to identify areas for improvement for student learning. Ultimately through systematic assessment and strategies implemented for improvement, ACC strive to achieve an overall institutional effectiveness for students, faculty and staff.

When interpreting mean differences across comparison groups, the Center uses a combination of two measures: (1) a t-test with a very conservative alpha level of .001 or less is used to determine if the difference between two means is significant and not likely due to chance, and (2) an effect size of .20 (absolute value) or more using Cohen's d is used to show the magnitude of difference between the two means. If a comparison with Connecticut Community College (CCC) or CCSSE national cohort (cohort) for that particular year is significant at an alpha level of .001 or less and has an effect size of .20 or greater, then it is considered to be a statistically significant difference worthy of further investigation. In this report, comparisons that meet these criteria are marked with an asterisk (*) and also in red ink.

I. STANDARD FOUR

The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

NEASC Accreditation Standard 4.44 and 4.45									
In accepting undergraduate transfer credit from other institutions, the institution applies policies and procedures that ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's program. The institution's policies for considering the transfer of credit are easily available to students and prospective students (4.44). The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students affected by them (4.45).									

MEANS		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
13.1	How often do you use the following services?	<i>1=Rarely/Never 2=Sometimes 3=Often</i>								
j.	Frequency: Transfer credit assistance	1.52	1.55	1.55	1.50	1.55	1.55	1.57	1.54	1.52
13.2	How satisfied are you with the services?	<i>1=Not at all 2=Somewhat 3=Very</i>								
j.	Satisfaction: Transfer credit assistance	2.10	2.05	2.05	2.18	2.07	2.07	2.18	2.06	2.07
13.3	How important are the services to you?	<i>1=Not at all 2=Somewhat 3=Very</i>								
j.	Importance: Transfer credit assistance	2.23	2.23	2.21	2.20	2.28	2.24	2.31	2.28	2.24

NEASC Accreditation Standard 4.53

The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.

4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?										
		1=Never		2=Sometimes		3=Often		4=Very often		
a.	Asked questions in class or contributed to class discussions	3.01	2.91	2.90	2.96	2.93	2.91	3.11	2.94*	2.92*
k.	Used email to communicate with an instructor	2.23	2.45*	2.30	2.30	2.60*	2.52*	2.82	2.83	2.76
l.	Discussed grades or assignments with an instructor	2.45	2.48	2.48	2.32	2.52*	2.52*	2.58	2.58	2.56
n.	Discussed ideas from your readings or classes with instructors outside of class	1.71	1.72	1.71	1.62	1.74	1.73	1.84	1.77	1.75
o.	Received prompt feedback (written or oral) from instructors on your performance	2.74	2.67	2.64	2.67	2.70	2.66	2.96	2.72*	2.68*
q.	Worked with instructors on activities other than coursework	1.40	1.35	1.38	1.30	1.36	1.40	1.42	1.39	1.42

II. STANDARD FIVE

Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

NEASC Accreditation Standard 5.16 and 5.17

Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed (5.16). Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints (5.17).

MEANS

				2006			2008			2011		
				ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?												
				<i>1=Never</i>	<i>2=Sometimes</i>	<i>3=Often</i>	<i>4=Very often</i>					
a.	Asked questions in class or contributed to class discussions			3.01	2.91	2.90	2.96	2.93	2.91	3.11	2.94*	2.92*
b.	Made a class presentation			2.09	2.08	2.02	2.11	2.05	2.04	2.23	2.10	2.08
c.	Prepared two or more drafts of a paper or assignment before turning it in			2.41	2.55	2.47	2.46	2.53	2.47	2.59	2.56	2.50
d.	Worked on a paper or project that required integrating ideas or information from various sources			2.66	2.79	2.68	2.69	2.77	2.71	2.82	2.85	2.77
e.	Came to class without completing readings or assignments			1.78	1.85	1.89	1.77	1.83	1.87	1.71	1.80	1.82
f.	Worked with other students on projects during class			2.60	2.42*	2.45	2.68	2.37*	2.47*	2.60	2.43	2.50
g.	Worked with classmates outside of class to prepare class assignments			1.70	1.76	1.85	1.63	1.72	1.86*	1.75	1.80	1.90
i.	Participated in a community-based project as a part of a regular course			1.42	1.25*	1.28*	1.35	1.25	1.30	1.45	1.27*	1.32*
p.	Worked harder than you thought you could to meet an instructor's standards or expectations			2.47	2.57	2.51	2.47	2.56	2.53	2.58	2.64	2.59
r.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)			2.50	2.57	2.55	2.44	2.58	2.56	2.54	2.56	2.57
u.	Skipped class			1.51	1.51	1.59	1.48	1.51	1.57	1.46	1.47	1.54

MEANS

MEANS				2006			2008			2011		
				ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CC	Cohort
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?												
				1=Very little	2=Some	3=Quite a bite	4=Very much					
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form			2.54	2.76*	2.81*	2.60	2.76	2.82*	2.89	2.81	2.85
b.	Analyzing the basic elements of an idea, experience, or theory			2.72	2.89*	2.80	2.84	2.90	2.84	2.96	2.94	2.89
c.	Synthesizing and organizing ideas, information, or experiences in new ways			2.57	2.76*	2.67	2.74	2.77	2.71	2.78	2.81	2.76
d.	Making judgments about the value or soundness of information, arguments, or methods			2.44	2.58	2.51	2.52	2.61	2.55	2.66	2.60	2.59
e.	Applying theories or concepts to practical problems or in new situations			2.46	2.65*	2.60	2.55	2.68	2.64	2.75	2.71	2.69
f.	Using information you have read or heard to perform a new skill.			2.59	2.71	2.71	2.53	2.75*	2.75*	2.76	2.80	2.80
6. During the current school year, about how much reading and writing have you done at this college?												
				1=None	2=Between 1 & 4	3=Between 5 & 10	4=Between 11 & 20	5=More than 20				

a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.72	2.91	2.84	2.67	2.92*	2.86	2.89	2.92	2.90
c. Number of written papers or reports of any length	2.79	2.93	2.80	2.86	2.91	2.83	2.94	2.98	2.89
7. Mark the box that... <i>1=Extremely easy 7=Extremely Challenging</i>									
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.77	4.98	5.01	4.91	4.96	5.00	4.88	4.99	4.99
9. How much does <u>this college</u> emphasize each of the following? <i>1=Very little 2=Some 3=Quite a bite 4=Very much</i>									
a. Encouraging you to spend significant amounts of time studying	2.75	2.96*	2.93*	2.78	2.95*	2.96*	3.01	3.02	3.01
10. About how many hours do you spend in a typical 7 - day week doing each of the following?									
	0=None	1=1-5 hrs	2=6-10 hrs	3=11-20 hrs	4=21-30 hrs	5=More than 30 hrs			
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.78	1.90	1.88	1.69	1.93*	1.90*	1.88	1.99	2.00

FREQUENCIES

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
8. Which of the following have you done, are you doing, or do you plan to do while attending this college?										
f. Study skills course	<i>I have not done, nor plan to do</i>	75.4	68.3	67.8	68.4	68.9	66.4	71.2	66.8	65.4
	<i>I plan to do</i>	15.2	18.2	17.1	20.2	18.4	18.2	18.1	20.0	19.5
	<i>I have done</i>	9.4	13.6	15.2	11.4	12.8	15.4	10.7	13.2	16.1
h. College orientation program or course	<i>I have not done, nor plan to do</i>	73.8	69.5	60.8	69.3	69.4	60.1	67.3	67.5	58.3
	<i>I plan to do</i>	14.2	14.4	13.0	15.2	13.8	13.4	15.7	14.7	13.8
	<i>I have done</i>	12.1	16.1	26.1	15.5	16.8	26.5	17.0	17.8	27.9
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	<i>I have not done, nor plan to do</i>	78.6	73.4	74.4	77.0	73.2	73.1	77.7	69.8	70.8
	<i>I plan to do</i>	15.8	18.8	17.6	17.6	19.4	18.3	16.6	21.4	19.9
	<i>I have done</i>	5.7	7.8	8.1	5.5	7.4	8.6	5.7	8.7	9.3

NEASC Accreditation Standard 5.18

The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Faculty collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task. (See also 8.2)

MEANS

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?										
		<i>1=Never</i>	<i>2=Sometimes</i>	<i>3=Often</i>	<i>4=Very often</i>					
a. Asked questions in class or contributed to class discussions		3.01	2.91	2.90	2.96	2.93	2.91	3.11	2.94*	2.92*

MEANS

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?									
	<i>1=Never</i>	<i>2=Sometimes</i>	<i>3=Often</i>	<i>4=Very often</i>					
b. Made a class presentation	2.09	2.08	2.02	2.11	2.05	2.04	2.23	2.10	2.08
d. Worked on a paper or project that required integrating ideas or information from various sources	2.66	2.79	2.68	2.69	2.77	2.71	2.82	2.85	2.77
f. Worked with other students on projects during class	2.60	2.42*	2.45	2.68	2.37*	2.47*	2.60	2.43	2.50
g. Worked with classmates outside of class to prepare class assignments	1.70	1.76	1.85	1.63	1.72	1.86*	1.75	1.80	1.90
h. Tutored or taught other students (paid or voluntary)	1.29	1.32	1.37	1.22	1.30	1.37*	1.33	1.34	1.38
i. Participated in a community-based project as a part of a regular course	1.42	1.25*	1.28*	1.35	1.25	1.30	1.45	1.27*	1.32*
j. Used the Internet or instant messaging to work on an assignment	2.67	2.76	2.74	2.63	2.80	2.84*	2.94	2.94	2.97
k. Used email to communicate with an instructor	2.23	2.45*	2.30	2.30	2.60*	2.52*	2.82	2.83	2.76
l. Discussed grades or assignments with an instructor	2.35	2.48	2.48	2.32	2.52*	2.52*	2.58	2.58	2.56
n. Discussed ideas from your readings or classes with instructors outside of class	1.71	1.72	1.71	1.62	1.74	1.73	1.84	1.77	1.75
o. Received prompt feedback (written or oral) from instructors on your performance	2.74	2.67	2.64	2.67	2.70	2.66	2.96	2.72*	2.68*
p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.47	2.57	2.51	2.47	2.56	2.53	2.58	2.64	2.59
q. Worked with instructors on activities other than coursework	1.40	1.35	1.38	1.30	1.36	1.40	1.42	1.39	1.42
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	2.50	2.57	2.55	2.44	2.58	2.56	2.54	2.56	2.57
5. During the current school year, how much has your coursework <u>at this college</u> emphasized the following mental activities?									
	<i>1=Very little</i>	<i>2=Some</i>	<i>3=Quite a bite</i>	<i>4=Very much</i>					
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.54	2.76*	2.81*	2.60	2.76	2.82*	2.89	2.81	2.85
b. Analyzing the basic elements of an idea, experience, or theory	2.72	2.89*	2.80	2.84	2.90	2.84	2.96	2.94	2.89
c. Synthesizing and organizing ideas, information, or experiences in new ways	2.57	2.76*	2.67	2.74	2.77	2.71	2.78	2.81	2.76
d. Making judgments about the value or soundness of information, arguments, or methods	2.44	2.58	2.51	2.52	2.61	2.55	2.66	2.60	2.59
e. Applying theories or concepts to practical problems or in new situations	2.46	2.65*	2.60	2.55	2.68	2.64	2.75	2.71	2.69
f. Using information you have read or heard to perform a new skill.	2.59	2.71	2.71	2.53	2.75*	2.75*	2.76	2.80	2.80
6. During the current school year, about how much reading and writing have you done <u>at this college</u>?									

MEANS

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?									
	<i>1=Never</i>		<i>2=Sometimes</i>		<i>3=Often</i>		<i>4=Very often</i>		
	<i>1=None</i>		<i>2=Between 1 & 4</i>		<i>3=Between 5 & 10</i>		<i>4=Between 11 & 20</i>		<i>5=More than 20</i>
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.72	2.91	2.84	2.67	2.92*	2.86	2.89	2.92	2.90
c. Number of written papers or reports of any length	2.79	2.93	2.80	2.86	2.91	2.83	2.94	2.98	2.89

MEANS

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
7. Mark the box that...									
	<i>1=Extremely easy</i>				<i>7=Extremely Challenging</i>				
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.77	4.98	5.01	4.91	4.96	5.00	4.88	4.99	4.99
9. How much does <u>this college</u> emphasize each of the following?									
	<i>1=Very little</i>		<i>2=Some</i>		<i>3=Quite a bite</i>		<i>4=Very much</i>		
a. Encouraging you to spend significant amounts of time studying	2.75	2.96*	2.93*	2.78	2.95*	2.96*	3.01	3.02	3.01
13.2 How satisfied are you with the services?									
	<i>1=Not at all</i>		<i>2=Somewhat</i>		<i>3=Very</i>				
d. Satisfaction: Peer or other tutoring	2.19	2.10	2.13	2.28	2.17	2.15	2.42	2.23*	2.18*
e. Satisfaction: Skill labs (writing, math, etc.)	2.21	2.17	2.24	2.23	2.22	2.26	2.41	2.26	2.27
h. Satisfaction: Computer lab	2.42	2.44	2.49	2.44	2.46	2.49	2.52	2.52	2.49
13.3 How important are the services to you?									
	<i>1=Not at all</i>		<i>2=Somewhat</i>		<i>3=Very</i>				
d. Importance: Peer or other tutoring	1.94	2.04	2.07	2.04	2.06	2.10	2.24	2.16	2.14
e. Importance: Skill labs (writing, math, etc.)	2.01	2.07	2.17	2.04	2.11	2.19	2.29	2.17	2.22
h. Importance: Computer lab	2.25	2.34	2.43*	2.23	2.38	2.44*	2.44	2.46	2.45

NEASC Accreditation Standard 5.17

The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery.

MEANS

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?									
	<i>1=Never</i>		<i>2=Sometimes</i>		<i>3=Often</i>		<i>4=Very often</i>		

m. Talked about career plans with an instructor or advisor	1.90	1.98	1.98	1.78	1.99*	2.02*	2.04	2.02	2.05
13.1 How often do you use the following services?	1=Rarely/Never 2=Sometimes 3=Often								
a. Frequency: Academic advising/planning	1.63	1.73	1.74	1.64	1.72	1.75	1.66	1.74	1.78
b. Frequency: Career counseling	1.35	1.44	1.43	1.33	1.40	1.43	1.30	1.41	1.43*

MEANS

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
13.2 How satisfied are you with the services?	1=Not at all 2=Somewhat 3=Very								
a. Satisfaction: Academic advising/planning	2.21	2.21	2.21	2.28	2.24	2.22	2.32	2.22	2.23
b. Satisfaction: Career counseling	1.91	2.00	2.04	2.05	2.03	2.05	2.05	2.01	2.05
13.3 How important are the services to you?	1=Not at all 2=Somewhat 3=Very								
a. Importance: Academic advising/planning	2.33	2.48*	2.49*	2.36	2.49	2.51*	2.51	2.54	2.55
b. Importance: Career counseling	2.08	2.24	2.27*	2.08	2.25*	2.29*	2.32	2.30	2.32

III. STANDARD SIX

Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

NEASC Accreditation Standard 6.5

The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.

MEANS

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences at this college during the current school year, about how often have you done each of the following?	1=Never 2=Sometimes 3=Often 4=Very often								
h. Tutored or taught other students (paid or voluntary)	1.29	1.32	1.37	1.22	1.30	1.37*	1.33	1.34	1.38
13.2 How satisfied are you with the services?	1=Not at all 2=Somewhat 3=Very								
d. Satisfaction: Peer or other tutoring	2.19	2.10	2.13	2.28	2.17	2.15	2.42	2.23*	2.18*
e. Satisfaction: Skill labs (writing, math, etc.)	2.21	2.17	2.24	2.23	2.22	2.26	2.41	2.26	2.27
h. Satisfaction: Computer lab	2.42	2.44	2.49	2.44	2.46	2.49	2.52	2.52	2.49
13.3 How important are the services to you?	1=Not at all 2=Somewhat 3=Very								
d. Importance: Peer or other tutoring	1.94	2.04	2.07	2.04	2.06	2.10	2.24	2.16	2.14
e. Importance: Skill labs (writing, math, etc.)	2.01	2.07	2.17	2.04	2.11	2.19	2.29	2.17	2.22

h. Importance: Computer lab	2.25	2.34	2.43*	2.23	2.38	2.44*	2.44	2.46	2.45
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FREQUENCIES

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
8. Which of the following have you done, are you doing, or do you plan to do while attending this college?										
f. Study skills course	<i>I have not done, nor plan to do</i>	75.4	68.3	67.8	68.4	68.9	66.4	71.2	66.8	64.5
	<i>I plan to do</i>	15.2	18.2	17.1	20.2	18.4	18.2	18.1	20.0	19.5
	<i>I have done</i>	9.4	13.6	15.2	11.4	12.8	15.4	10.7	13.2	16.1
h. College orientation program or course	<i>I have not done, nor plan to do</i>	73.8	69.5	60.8	69.3	69.4	60.1	67.3	67.5	58.3
	<i>I plan to do</i>	14.2	14.4	13.0	15.2	13.8	13.4	15.7	14.7	13.8
	<i>I have done</i>	12.1	16.1	26.1	15.5	16.8	26.5	17.0	17.8	27.9
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	<i>I have not done, nor plan to do</i>	78.6	73.4	74.4	77.0	73.2	73.1	77.7	69.8	70.8
	<i>I plan to do</i>	15.8	18.8	17.6	17.6	19.4	18.3	16.6	21.4	19.9
	<i>I have done</i>	5.7	7.8	8.1	5.5	7.4	8.6	5.7	8.7	9.3

NEASC Accreditation Standard 6.10

The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated.

MEANS

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
9. How much does <u>this college</u> emphasize each of the following?		<i>1=Very little 2=Some 3=Quite a bite 4=Very much</i>								
d. Helping you cope with your non-academic responsibilities (work, family, etc.)		1.91	1.87	1.88	1.98	1.94	1.93	2.10	1.93	1.95
f. Providing the financial support you need to afford your education		2.36	2.43	2.35	2.51	2.47	2.39	2.85	2.64	2.53*
13.1 How often do you use the following services?		<i>1=Rarely/Never 2=Sometimes 3=Often</i>								
f. Frequency: Child care		1.16	1.16	1.18	1.11	1.16	1.18	1.17	1.13	1.17
k. Frequency: Services to students with disabilities		1.22	1.30	1.30	1.17	1.29	1.29	1.22	1.28	1.30
13.2 How satisfied are you with the services?		<i>1=Not at all 2=Somewhat 3=Very</i>								
f. Satisfaction: Child care		1.70	1.75	1.74	1.78	1.74	1.77	2.03	1.75	1.78
k. Satisfaction: Services to students with disabilities		1.83	1.93	1.99	1.86	1.98	2.01	2.07	1.97	2.03
13.3 How important are the services to you?		<i>1=Not at all 2=Somewhat 3=Very</i>								
f. Importance: Child care		1.59	1.65	1.72	1.70	1.67	1.74	1.90	1.67*	1.75
k. Importance: Services to students with disabilities		1.86	1.94	2.02	1.88	1.97	2.04	2.07	2.00	2.05

FREQUENCIES

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
8. Which of the following have you done, are you doing, or do you plan to do while attending this college?										
f. Study skills course	<i>I have not done, nor plan to do</i>	75.4	68.3	67.8	68.4	68.9	66.4	71.2	66.8	64.5
	<i>I plan to do</i>	15.2	18.2	17.1	20.2	18.4	18.2	18.1	20.0	19.5
	<i>I have done</i>	9.4	13.6	15.2	11.4	12.8	15.4	10.7	13.2	16.1
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	<i>I have not done, nor plan to do</i>	78.6	73.4	74.4	77.0	73.2	73.1	77.7	69.8	70.8
	<i>I plan to do</i>	15.8	18.8	17.6	17.6	19.4	18.3	16.6	21.4	19.9
	<i>I have done</i>	5.7	7.8	8.1	5.5	7.4	8.6	5.7	8.7	9.3

NEASC Accreditation Standard 6.11

The institution offers an array of student services appropriate to its mission and the needs and goals of its students. ... In all cases, the institution provides academic support services appropriate to the student body; takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location; and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. ... Where appropriate, it assists students regarding their personal and physical problems. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity.

MEANS

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?										
<i>1=Never 2=Sometimes 3=Often 4=Very often</i>										
m. Talked about career plans with an instructor or advisor		1.90	1.98	1.98	1.78	1.99*	2.02*	2.04	2.02	2.05
9. How much does <u>this college</u> emphasize each of the following?										
<i>1=Very little 2=Some 3=Quite a bite 4=Very much</i>										
b. Providing the support you need to help you succeed at this college		3.02	2.95	2.91	3.02	3.01	2.95	3.24	3.04*	2.99*
e. Providing the support you need to thrive socially		2.08	2.05	2.05	2.08	2.13	2.11	2.23	2.14	2.17
13.1 How often do you use the following services?										
<i>1=Rarely/Never 2=Sometimes 3=Often</i>										
a. Frequency: Academic advising/planning		1.63	1.73	1.74	1.64	1.72	1.75	1.66	1.74	1.78
b. Frequency: Career counseling		1.35	1.44	1.43	1.33	1.40	1.43	1.30	1.41	1.43*
c. Frequency: Job placement assistance		1.26	1.21	1.25	1.20	1.21	1.24	1.17	1.20	1.24
13.2 How satisfied are you with the services?										
<i>1=Not at all 2=Somewhat 3=Very</i>										
a. Satisfaction: Academic advising/planning		2.21	2.21	2.21	2.28	2.24	2.22	2.32	2.22	2.23
b. Satisfaction: Career counseling		1.91	2.00	2.04	2.05	2.03	2.05	2.05	2.01	2.05
c. Satisfaction: Job placement assistance		1.77	1.72	1.81	1.73	1.78	1.83	1.79	1.75	1.81

MEANS

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
13.3 How important are the services to you?										
<i>1=Not at all 2=Somewhat 3=Very</i>										
a. Importance: Academic advising/planning		2.33	2.48*	2.50*	2.49	2.49	2.51*	2.51	2.54	2.55

MEANS	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
b. Importance: Career counseling	2.08	2.24	2.27*	2.08	2.25*	2.29*	2.32	2.30	2.32
c. Importance: Job placement assistance	1.88	1.96	2.01	1.89	1.99	2.02	2.13	2.08	2.08

NEASC Accreditation Standard 6.13									
A clear description of the nature, extent, and availability of student services is easily available to students and prospective students. Newly enrolled students are provided with an orientation that includes information on student services as well as a focus on academic opportunities, expectations, and support services.									

FREQUENCIES		2006			2008			2011			
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort	
8. Which of the following have you done, are you doing, or do you plan to do while attending this college?											
h.	College orientation program or course	<i>I have not done, nor plan to do</i>	73.8	69.5	60.8	69.3	69.4	60.1	67.3	67.5	58.3
		<i>I plan to do</i>	14.2	14.4	13.0	15.2	13.8	13.4	15.7	14.7	13.8
		<i>I have done</i>	12.1	16.1	26.1	15.5	16.8	26.5	17.0	17.8	27.9

NEASC Accreditation Standard 6.14									
Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria. Students are provided with clear and timely information about debt before borrowing.									

MEANS	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
9. How much does <u>this college</u> emphasize each of the following? <i>1=Very little 2=Some 3=Quite a bite 4=Very much</i>									
f. Providing the financial support you need to afford your education	2.36	2.43	2.35	2.51	2.47	2.39	2.85	2.64	2.53*
13.1 How often do you use the following services? <i>1=Rarely/Never 2=Sometimes 3=Often</i>									
g. Frequency: Financial aid advising	1.71	1.76	1.82	1.79	1.79	1.79	1.98	1.88	1.87
13.2 How satisfied are you with the services? <i>1=Not at all 2=Somewhat 3=Very</i>									
g. Satisfaction: Financial aid advising	2.30	2.19	2.18	2.44	2.25*	2.19*	2.54	2.29*	2.23*
13.3 How important are the services to you? <i>1=Not at all 2=Somewhat 3=Very</i>									
g. Importance: Financial aid advising	2.08	2.26	2.37*	2.20	2.34	2.38*	2.52	2.43	2.46

NEASC Accreditation Standard 6.15

As appropriate, the institution supports opportunities for student leadership and participation in campus organizations and governance.

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
10. About how many hours do you spend in a typical 7 - day week doing each of the following?									
	0=None	1=1-5 hrs	2=6-10 hrs	3=11-20 hrs	4=21-30 hrs	5=More than 30 hrs			
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	0.12	0.20	0.26	0.18	0.22	0.27	0.24	0.23	0.28
13.1 How often do you use the following services?	<i>1=Rarely/Never 2=Sometimes 3=Often</i>								
i. Frequency: Student organizations	1.23	1.34	1.34	1.21	1.34	1.34*	1.25	1.35	1.36
13.2 How satisfied are you with the services?	<i>1=Not at all 2=Somewhat 3=Very</i>								
i. Satisfaction: Student organizations	1.82	1.89	1.94	1.88	1.94	1.97	2.03	2.00	1.99
13.3 How important are the services to you?	<i>1=Not at all 2=Somewhat 3=Very</i>								
i. Importance: Student organizations	1.68	1.78	1.80	1.69	1.81	1.83	1.92	1.85	1.86

IV. STANDARD ELEVEN***Integrity***

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

NEASC Accreditation Standard 11.5

The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

MEANS

	2006			2008			2011		
	ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?									
	<i>1=Never</i>	<i>2=Sometimes</i>	<i>3=Often</i>	<i>4=Very often</i>					
a. Asked questions in class or contributed to class discussions	3.01	2.91	2.90	2.96	2.93	2.91	3.11	2.94*	2.92*
e. Came to class without completing readings or assignments	1.78	1.85	1.89	1.77	1.83	1.87	1.71	1.80	1.82

MEANS

				2006			2008			2011		
				ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?												
				<i>1=Never</i>	<i>2=Sometimes</i>	<i>3=Often</i>	<i>4=Very often</i>					
f.	Worked with other students on projects during class	2.60	2.42*	2.45	2.68	2.37*	2.47*	2.60	2.43	2.50		
g.	Worked with classmates outside of class to prepare class assignments	1.70	1.76	1.84	1.63	1.72	1.86*	1.75	1.80	1.90		
j.	Used the Internet or instant messaging to work on an assignment	2.67	2.76	2.74	2.63	2.80	2.84*	2.94	2.94	2.97		
k.	Used email to communicate with an instructor	2.23	2.45*	2.30	2.30	2.60*	2.52*	2.82	2.83	2.76		
l.	Discussed grades or assignments with an instructor	2.35	2.48	2.48	2.32	2.52*	2.52*	2.58	2.58	2.56		
m.	Talked about career plans with an instructor or advisor	1.90	1.98	1.98	1.78	1.99*	2.02*	2.04	2.02	2.05		
n.	Discussed ideas from your readings or classes with instructors outside of class	1.71	1.72	1.71	1.62	1.74	1.73	1.84	1.77	1.75		
o.	Received prompt feedback (written or oral) from instructors on your performance	2.74	2.67	2.64	2.67	2.70	2.66	2.96	2.72*	2.68*		
p.	Worked harder than you thought you could to meet an instructor's standards or expectations	2.47	2.57	2.51	2.47	2.56	2.53	2.58	2.64	2.59		
q.	Worked with instructors on activities other than coursework	1.40	1.35	1.38	1.30	1.36	1.40	1.42	1.39	1.42		
r.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	2.50	2.57	2.55	2.44	2.58	2.56	2.54	2.56	2.57		
s.	Had serious conversations with students of a different race or ethnicity than your own	2.27	2.44	2.34	2.24	2.46*	2.37	2.47	2.51	2.41		
t.	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	2.38	2.31	2.32	2.20	2.31	2.33	2.39	2.35	2.35		
u.	Skipped class	1.51	1.51	1.59	1.48	1.51	1.57	1.46	1.47	1.54		
6. During the current school year, about how much reading and writing have you done <u>at this college</u>?												
				<i>1=None</i>	<i>2=Between 1 & 4</i>	<i>3=Between 5 & 10</i>	<i>4=Between 11 & 20</i>	<i>5=More than 20</i>				
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.14	2.12	2.08	2.12	2.11	2.08	2.12	2.10	2.10		
9. How much does <u>this college</u> emphasize each of the following?												
				<i>1=Very little</i>	<i>2=Some</i>	<i>3=Quite a bit</i>	<i>4=Very much</i>					
a.	Encouraging you to spend significant amounts of time studying	2.75	2.96*	2.93*	2.78	2.95*	2.96*	3.01	3.02	3.01		
b.	Providing the support you need to help you succeed at this college	2.02	3.95	2.91	3.02	3.01	2.95	3.24	3.04	2.99		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.45	2.53	2.42	2.45	2.59	2.47	2.77	2.60	2.53		

MEANS

		2006			2008			2011		
		ACC	CCC	Cohort	ACC	CCC	Cohort	ACC	CCC	Cohort
9.	How much does <u>this college</u> emphasize each of the following?	<i>1=Very little 2=Some 3=Quite a bite 4=Very much</i>								
	d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.91	1.87	1.88	1.98	1.94	1.93	2.10	1.93	1.95
	e. Providing the support you need to thrive socially	2.08	2.05	2.05	2.08	2.13	2.11	2.23	2.14	2.17
10.	About how many hours do you spend in a typical 7 - day week doing each of the following?	0=None 1=1-5 hrs 2=6-10 hrs 3=11-20 hrs 4=21-30 hrs 5=More than 30 hrs								
	a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.78	1.90	1.88	1.69	1.93*	1.90*	1.88	1.99	2.00
	c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	0.12	0.20	0.26	0.18	0.22	0.27	0.24	0.23	0.28
13.1	How often do you use the following services?	<i>1=Rarely/Never 2=Sometimes 3=Often</i>								
	i. Frequency: Student organizations	1.23	1.34	1.34	1.21	1.34	1.34*	1.25	1.35	1.36
	k. Frequency: Services to students with disabilities	1.22	1.30	1.30	1.17	1.29	1.29	1.22	1.28	1.30
13.2	How satisfied are you with the services?	<i>1=Not at all 2=Somewhat 3=Very</i>								
	i. Satisfaction: Student organizations	1.82	1.89	1.94	1.88	1.94	1.97	2.03	2.00	1.99
	k. Satisfaction: Services to students with disabilities	1.83	1.93	1.99	1.86	1.98	2.01	2.07	1.97	2.03
13.3	How important are the services to you?	<i>1=Not at all 2=Somewhat 3=Very</i>								
	i. Importance: Student organizations	1.68	1.78	1.80	1.69	1.81	1.83	1.92	1.85	1.86
	k. Importance: Services to students with disabilities	1.86	1.94	2.02	1.88	1.97	2.04	2.07	2.00	2.05

Appendix D-7

ACC Foundation Mini-Grants

ACC Foundation Mini Grants Awarded to Faculty and Staff

Date	Name	Memo	Amount
1/11/2006	Cirone Studios2	Artwork Displays	\$500.00
4/1/2006	Donna Shaw	Community Action Day	\$300.00
4/13/2006	Edwina Trentham	<i>Freshwater</i> Poetry Coffee Houses (poetry readings & music)	\$200.00
4/13/2006	John Sheirer	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 <i>Freshwater</i> 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 <i>Gee's Bend</i> 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 <i>Freshwater</i> 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
9/23/2010	Carol Collins	Joseph College	\$240.00
11/15/2010	Joseph Finckel	Diversity Committee Holiday Project	\$594.75
12/16/2010	Carole Del Vecchio	Titanium Welding Project	\$999.09
5/19/2011	Brett Pinedo (Edwina Trentham)	Student Award for Freshwater Poetry Journal Cover Contest	\$200.00
5/24/2011	Heidi Fitzgerald	Class trip to the New York Stock Exchange	\$879.00
10/11/2011	Jean Egan	Student Bus Trip to Hartford	\$275.00
6/16/2011	Karen Dardanelli (Maki McHenry)	Postsecondary Disability Training Institute	\$449.40
9/8/2011	Carole Del Vecchio	Instructional DVDs Hobart Institute of Welding	\$500.00
5/8/2012	Anderson Arts	Signs for an Advertising Class Project	\$400.00
5/8/2012	Polly Parker	ECE Conference	\$270.00
5/17/2012	Victoria Oliver	Edwina Trantham Cover Photo Contest	\$200.00
5/23/2012	Taylor Rental	Tommy Goodrow - Vets' Career Fair	\$508.15
6/26/2012	ACC for Reimbursement	Tommy Goodrow - Vets' Career Fair	\$465.89
12/5/2012	Edwina Trentham	Joe Finckel - Diversity Project Holiday Display	\$25.95
12/5/2012	Jessica Handly	Joe Finckel - Diversity Project Holiday Display	\$13.69

ACC Foundation Mini Grants Awarded to Faculty and Staff

Date	Name	Memo	Amount
12/5/2012	Donna Jones-Searle	Joe Finckel - Diversity Project Holiday Display	\$47.47
12/7/2012	Donna Jones-Searle	Joe Finckel - Diversity Project Holiday Display	\$19.05
12/12/2012	Joe Finckel	Joe Finckel - Diversity Project Holiday Display	\$30.16
12/18/2012	Joe Finckel	Joe Finckel - Diversity Project Holiday Display	\$7.51
12/19/2012	Bev Jemison	Joe Finckel - Diversity Project Holiday Display	\$38.24
2/19/2013	C.R.E.C.	Workshop for 5 staff	\$750.00
5/16/2013	Gerald Fink	Edwina Trantham Cover Photo Contest	\$200.00
6/10/2013	Julie Cotnoir	Summer Bridge Program	\$400.00
6/10/2013	Kim McKeon	Hearing Voices Curriculum for Psychology Dept.	\$748.70
7/19/2013	Jill Rushbrook	Focus 2 Career Planning and Major Exploration System	\$1,000.00
10/4/2013	Judy Simonds (OptiMa, Inc.)	Reversible Magnetic Dry Erase Board with Music Staff	\$975.00
4/17/2014	Sherry Gelbwasser (Awards & More)	Magnesium Metal Photo Picture with raised text writing	\$232.00
5/8/2014	Michelle Coach (Suburban Office Furniture)	Lateral File with Binder Storage	\$621.26
5/8/2014	Marc DeSauliners	Edwina Trantham Cover Photo Contest	\$200.00
9/8/2014	Carole LaLiberte (Lakeshore Learning Materials)	Items for the Children's Corner in the counseling area	\$335.75
10/9/2014	Jean Egan (Wadsworth Atheneum)	Social Psychology Class Field Trip	\$65.00
11/18/2014	Jean Egan (Smyth Bus Inc.)	Social Psychology Class Field Trip	\$255.00
12/23/2014	Michelle Howard-Swan	Blood Drawn Arms	\$1,000.00
1/30/2015	Michelle Coach (Custom Identity Apparel)	T-shirts for a PTK Fundraiser	\$1,000.00
2/6/2015	Joe Finckel (CT Repertory Theatre)	Class trip to Harriet Jorgensen Theatre	\$169.00
3/13/2015	Jean Egan (Post Road Stages)	Class trip to Gateway Community College for Forum	\$725.00
6/19/2015	Andrea Skidgel (Suburban Office)	Literature Racks for Student Services	\$894.48
8/7/2015	Student Services	Be Like Brit Trip Deposit	\$250.00
		Total Amount Awarded	\$27,457.33

Appendix D-8

Academic Skills Center Annual Report

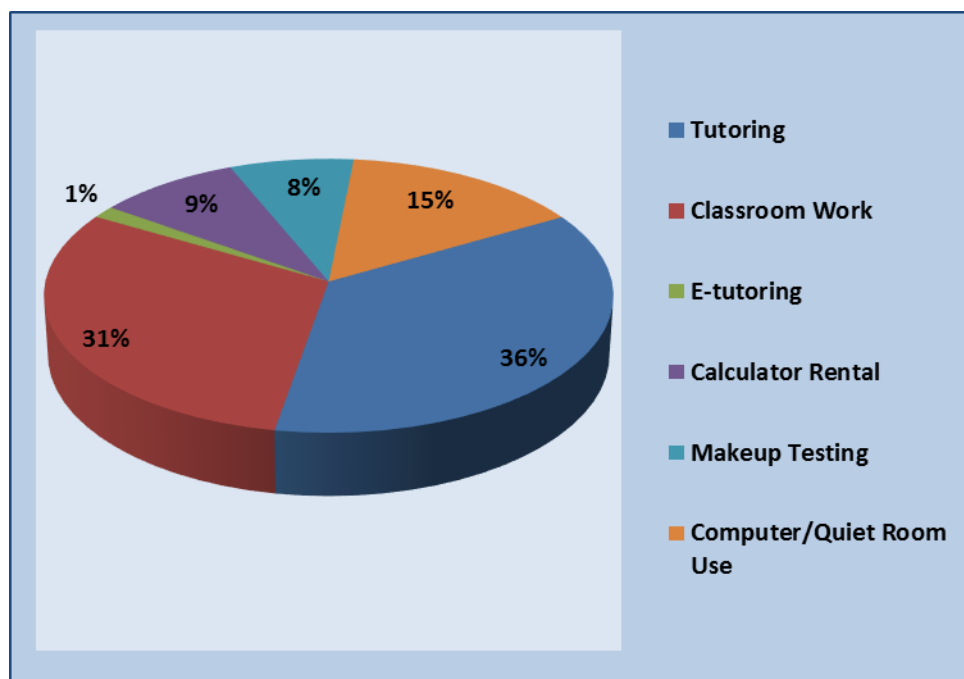
Academic Skills Center
Asnuntuck Community College

Final Report
2014-15

Prepared by:
Catherine Juozokas, Director
Academic Skills Center
August 2015

I. STUDENTS AND SERVICES ACCESSED

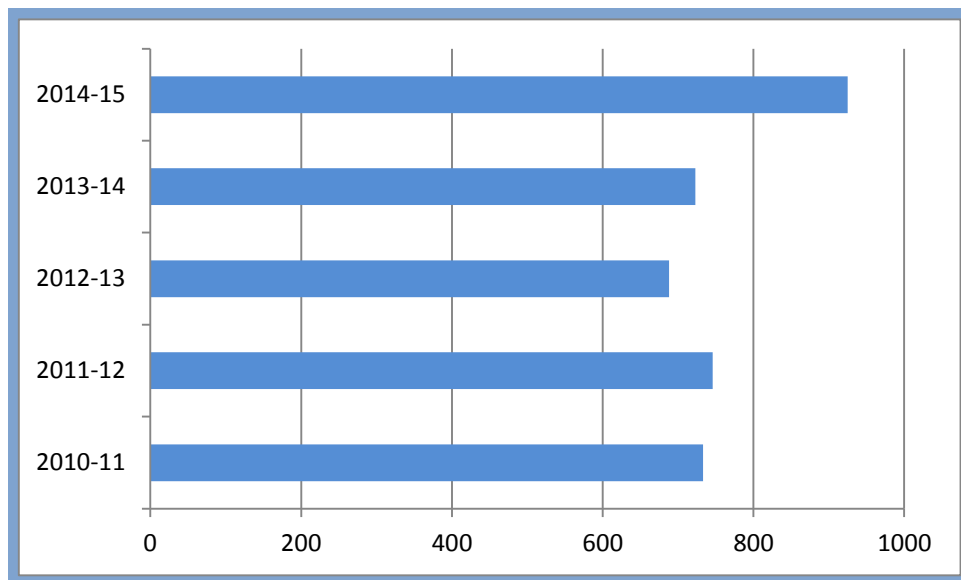
The total number of individual students who accessed the services of the Academic Skills Center (ASC) **increased from 723 in AY 2013-14 to 925 in AY 2014-15, a 28% increase**. As the pie chart shows, one-on-one and small group tutoring continues to be the Center's main focus; 375 of the 925 individuals came for tutoring. The Classroom Work category (31%) includes those students enrolled in the self-paced mathematics and English Composition Plus classes where the embedded tutors provided support. The category also includes students in all sections of General Biology 121 and economics (Micro and Macro) in which the Director of the ASC and the Information Literacy librarian co-conducted research and paper writing workshops each semester. Eighty-one makeup exams were proctored on Saturdays, a slight decrease from last year. The number of students who used e-tutoring this year also declined, but the total number of sessions of e-tutoring increased, which indicates it was a useful option for those who relied on online tutoring for assistance. The calculator lending library remained popular this year with 93 students taking advantage of the service. 157 individuals signed in to use the computers and/or the Quiet Room for study, test-taking, or group work.



Notes:

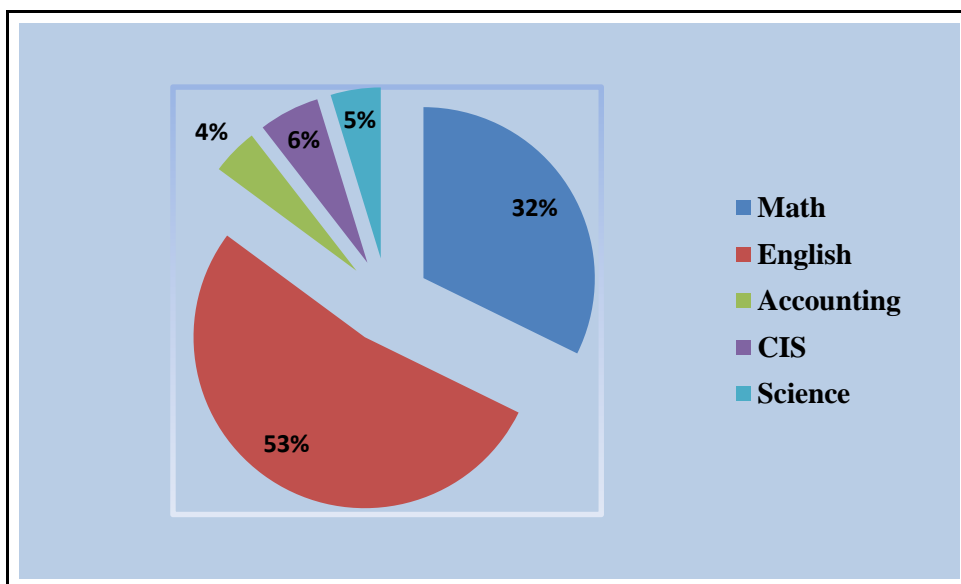
- The information literacy/reference librarian continued to schedule time in the ASC on nearly a weekly basis to be available for research-related questions.
- Students whose accommodations called for a distraction-free testing-taking environment used the Quiet Room several times a month. Instructors contacted the Director of the ASC to arrange for the testing ahead of time.
- One writing tutor provided 5 hours of online tutoring each week from his home. His work and an annual fee of \$3000 entitled Asnuntuck students to 300 sessions of online tutoring through the Connecticut Distance Learning Consortium for the year.

II. A COMPARISON OF THE NUMBER OF STUDENTS SERVED OVER THE PAST 5 YEARS



III. BREAKDOWN OF TUTORING BY SUBJECT

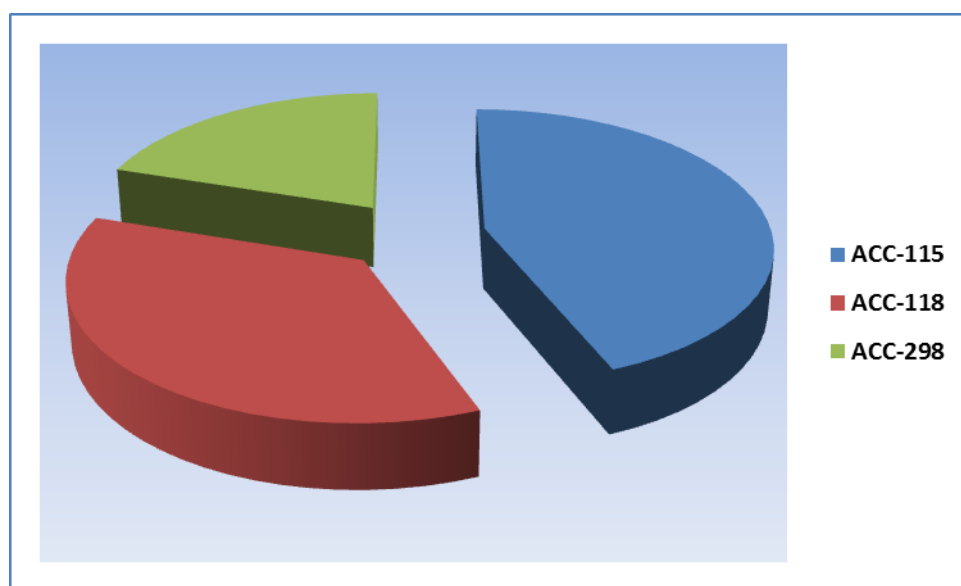
The following chart shows usage by subject area. The percentages were derived by dividing the number of tutees per subject by the total number of tutees, 395. As always, many students came for assistance in multiple subjects. The English category includes all writing support across the curriculum.



IV. DETAILED SUMMARY OF TUTORING ACTIVITY BY SUBJECT

The hours of tutoring offered in each subject per week, the number of sessions and hours of tutoring over the entire year, and the grades earned in each course within each subject area are detailed in the charts below.

ACCOUNTING - 11 and 7.5 hours of accounting tutoring were offered each week in Fall 2014 and Spring 2015 respectively. As the chart shows, the majority of the tutors' time was devoted to students who requested assistance with financial accounting followed by managerial and Accounting Quickbooks.

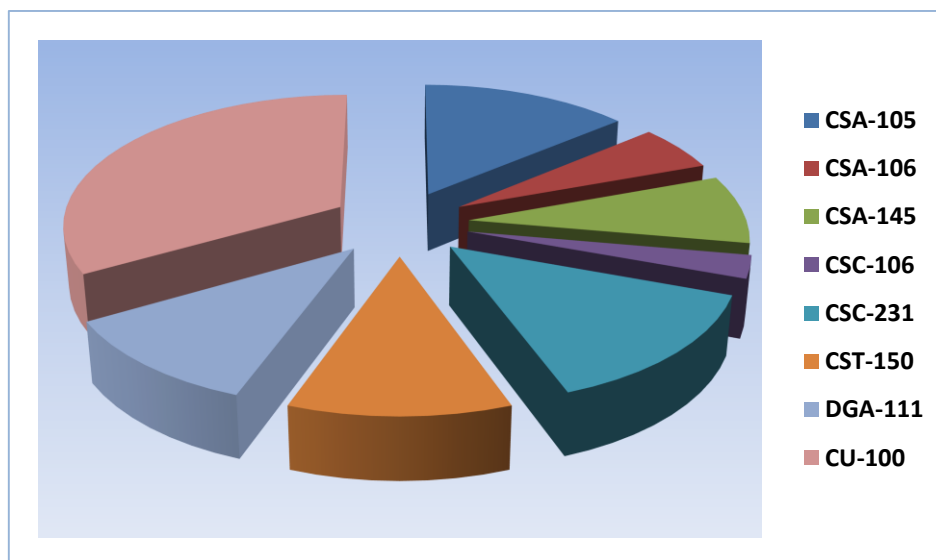


ACCOUNTING TUTORING BY COURSE AND GRADES EARNED

Class	No. of tutees	Total hrs. of tutoring	A to A-	B+ to B-	C+ to C-	D+ to D-	F	I	N	W
ACC 115	11	28.3	3	3	2	1	1			1
ACC 118	9	32.5	3	3	1	1		1		
ACC 298	5	4.2	2	1	1		1			
Total	25	65	8	7	4	2	2	1		1

Note: The numbers of tutees and hours of tutoring may not accurately reflect the work that was done by the accounting tutors. One accounting tutor who met with several students on a regular basis during her seven hours of tutoring during Fall 2014 failed to keep a written or electronic record of her tutees and the hours she spent with them. The tutor is no longer employed at ACC.

INFORMATION SYSTEMS TECHNOLOGY - 12 hours of CIS tutoring were offered each week in Fall 2014 and 9.5 in Spring 2015. Two CIS tutors also tutored accounting. The tutors assisted with my.CommNet and BlackBoard Learn questions, computer applications, computer graphics, and computer science and technology courses. In general, the CIS tutors continued to be the 'go-to' people when any computer-related questions arose in the ASC. Consequently, they often worked with students who were not enrolled in computer classes but needed help either using a computer or using computer software to create a class project. In the pie chart below, CU 100* designates those students who asked for help with computer functions, BlackBoard assistance, the creation of PowerPoint presentations, etc.

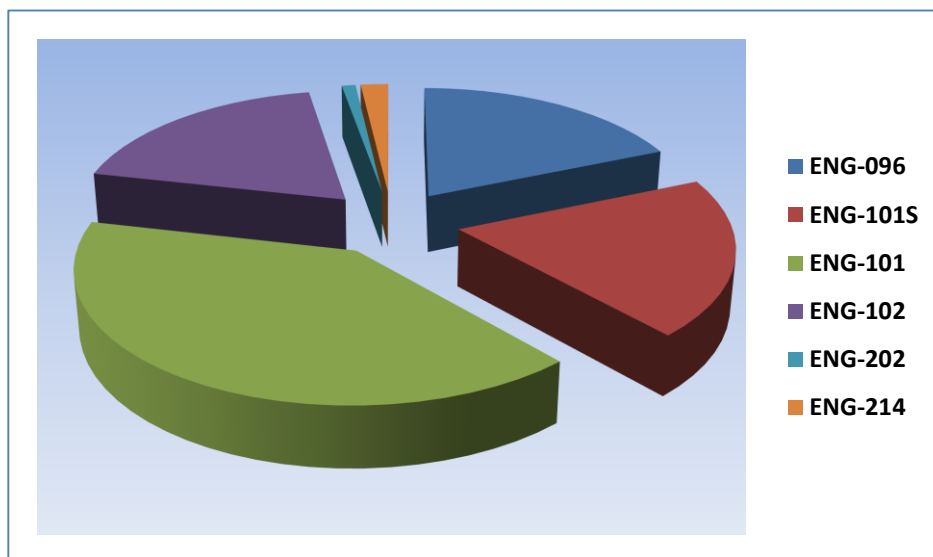


CIS TUTORING BY COURSE AND GRADES EARNED

Course	No. of tutees	Total hrs. of tutoring	A to A-	B+ to B-	C+ to C-	D+ to D-	F	N	W
CSA 105	5	19.3	2	1	1				1
CSA 135	2	5		1			1		
CSA 145	3	12.75		2		1			
CSC 106	1	1	1						
CSC 231	5	15.75	4	1					
CST 150	3	19	1	1					1
DGA 111	4	27.6	2			1			1
CU 100*	12	10.5							
Total	34 (1 duplicate)	185.15	10	7	1	2	1		3

Note: The same tutor who failed to keep a written or electronic record of her accounting tutees and the time she spent with them, also tutored students enrolled in CIS courses. Therefore, the chart may not fully reveal the work that was done.

ENGLISH – Approximately 37 hours and 39 hours of English/writing tutoring were offered each week in the ASC during the fall and spring semesters respectively. The following chart reveals that the writing tutors supported students enrolled in courses across the English curriculum with over 40% of their time devoted to ENG 101 students. As noted earlier, the writing tutors also worked with students in First Year Experience, history, science, sociology, psychology, economics, political science and other classes. In addition, seventeen students received assistance with cover letters, resumes, college applications, and/or scholarship essays from the writing tutors.



ENGLISH TUTORING BY COURSE AND GRADES EARNED

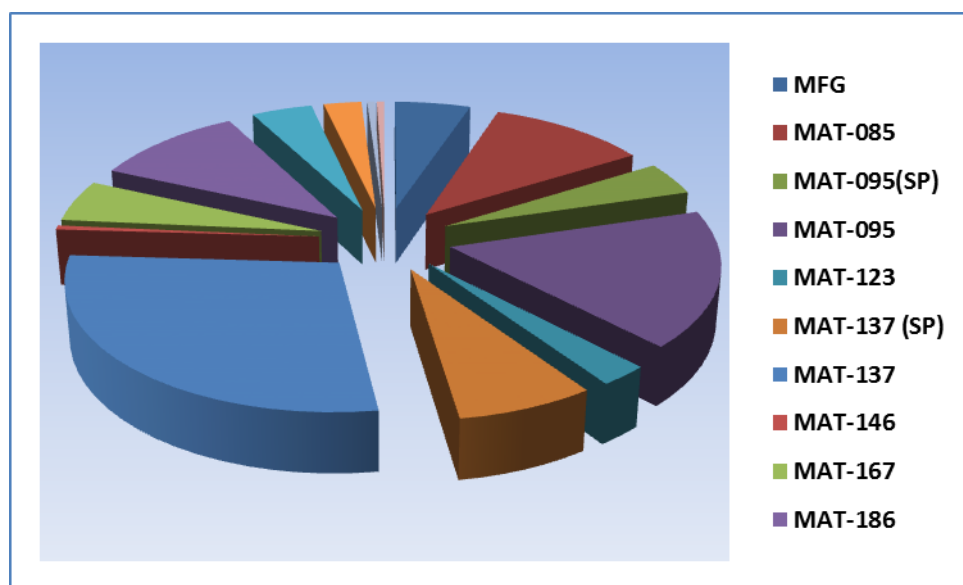
Course	No. of tutees	Total hrs. of tutoring	A to A-	B+ to B-	C+ to C-	D+ to D-	F	N	W
ENG 096	20	49.7	5	10	3		1		1
ENG 101S	21	98	9	9	2			1	
ENG 101	43	108.5	18	16	5		3		1
ENG 102	20	50.9	6	9	3	1	1		
ENG 202	1	3.4	1						
ENG 214	2	6	2						
	107								

WRITING TUTORING BY MOST SUPPORTED COURSES AND GRADES EARNED

Course	No. of tutees	Total hrs. of tutoring	A to A-	B+ to B-	C+ to C-	D+ to D-	F	N	W
HIS 101	4	4.65	2	2					
HIS 102	1	.5	1						
HIS 201	20	40.6	12	1	2		3		2
HIS 202	10	9	5	3	1				1
HIS 224	1	1.8	1						
	36								
HDEV 101	35	37	19	9	2	2			1
	35								
BIO 111	19	50.9	6	9	2	1			
BIO 121	22	28	13	4	3	1			1
BIO 180	1	3.25		1					
BIO 211	1	.6		1					
BIO 235	3	4	1	1					1
CHE 121	2	1.5	2						
CHE 122	1	1	1						
	49								
BBG 101	1	1.5		1					
BMG 202	5	6.9	3		2				
ECN 101	4	4	3	1					
ECN 102	1	1.4		1					
	11								
PHL 101	2	2.7	1	1					
PHL 111	4	8	2	1	1				
	6								
POL 103	1	1.5	1						
POL 111	2	5.8	1						1
POL 112	1	.5	1						
	4								
PSY 111	19	23.21	7	9	1		1		1
PSY 112	6	8.3	5	1					
PSY 203	1	1.5		1					
PSY 245	1	1.5		1					
	27								
SOC 101	3	7	1	1		1			
SOC 190	12	34.9	9	2	1				
	15								
COM 101	1	4.35		1					
COM 173	10	28.25	5	5					
COM 241	1	.25			1				
	12								

MATH - 48 and 45 hours of math tutoring were offered in the fall and the spring respectively.

As the following pie chart shows, the math tutors worked with students enrolled in courses across the curriculum from pre-algebra through Calculus II; however, they spent the most time (28%) with MAT 137 students followed by MAT 095 (17%) and MAT 085 and MAT 186 (10%) students.

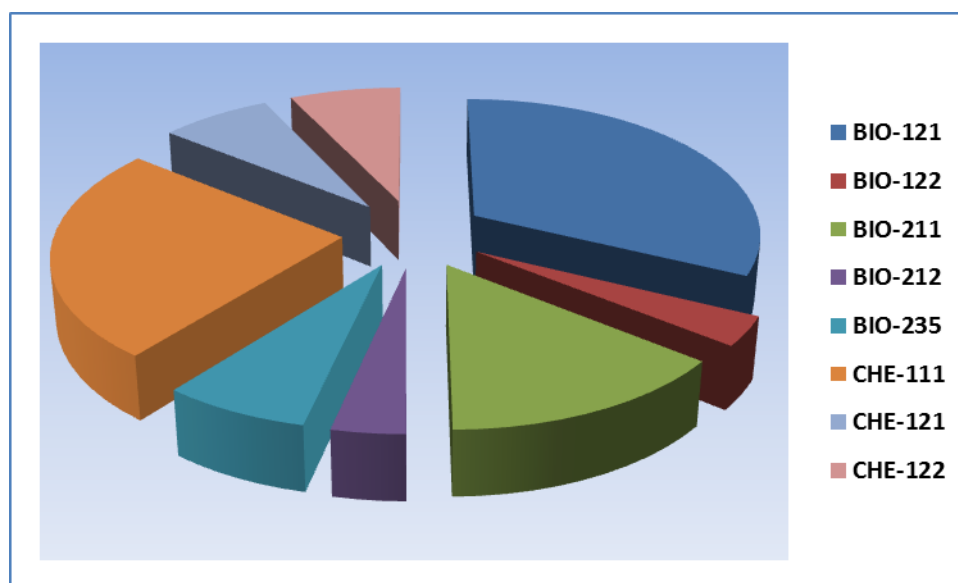


MATH TUTORING BY COURSE AND GRADES EARNED

Course	No. of tutees	Total hrs. of tutoring	A to A-	B+ to B-	C+ to C-	D+ to D-	F	?	N	M	W	I
Manufacturing Math	10	29.8	1	1	4			4				
MAT 085	21	119.7		3	2	1	5			6	4	
MAT 095 (SP)	8	56.4	2	2			1			3		
MAT 095	33	115.7	8	5	8	5	4		1	1	1	
MAT 123	5	27.8	2	2	1							
MAT 137 (SP)	14	78	8	1	1	1	2				1	
MAT 137	54	218.9	12	8	15	5	12				2	
MAT 146	1	.5					1					
MAT 167	10	41.7	3	3	2		2					
MAT 186	20	144.6	7	3	5	1					4	
MAT 198	8	100		1	2	3	2					
MAT 254	5	24.2		1	1						3	
MAT 256	1	9.6			1							
MAT 299	1	2.25	1									
Total	191	969.15	44	30	42	16	29	4	1	10	15	0

Note: Of the 191 math students, 19 came for tutoring both semesters.

SCIENCE- 9 hours of tutoring in the full range of biology courses and chemistry were offered each week during both semesters.



SCIENCE TUTORING BY COURSE AND GRADES EARNED

Course	No. of tutees	Total hrs. of tutoring	A to A-	B+ to B-	C+ to C-	D+ to D-	F	N	W
BIO-121	9	23.85	6	2			1		
BIO-122	1	6.25			1				
BIO-211	4	14.75	1	1	2				
BIO-212	1	.75			1				
BIO-235	2	1.5			1				1
CHE-111	7	30.25	2	5					
CHE-121	2	13.85	2						
CHE-122	2	11.25	1	1					
Total	28	102.45	12	9	5		1		1

IV. REPRESENTATION OF THE ASC ON CAMPUS AND BEYOND

- Served on the following committees: Retention Sub-Committee (co-chair), Promotion Committee, Curriculum and Standards, and the statewide Retention Council
- Collaborated with Student Services personnel in tracking probation students both semesters: co-conducted mandatory one-time workshops, monitored the students' performance in the classroom, and met with students as needed.
- Participated in the Guided Pathways Summit at Gateway Community College on February 13, 2015
- Attended the College Reading & Learning Association Northeast Chapter Spring Conference at Fitchburg State University on March 13, 2015.
- Presented an informational session about Probation Interventions at the All-College Meeting in April, 2015 with fellow mentors, Rosemary Fiedler and Karen Dardanelli.

V. DIRECTOR'S COMMENTS

In general, the students who came for tutoring earned passing grades or better in the subject. As always, it's difficult to say unequivocally that tutoring made the difference between success and failure because factors such as academic preparation, motivation, hours of employment, and family obligations definitely impact students' achievement. To further cloud the issue, some of the individuals who came for tutoring only once or twice earned excellent grades whereas others, particularly in math, who were tutored as much as 5+ hours a week barely passed, withdrew, or failed their course. On closer examination, most of those unsuccessful students were nontraditional-aged and had either been away from school a long time or were underprepared. A policy will be instituted in AY 2015-16 whereby tutors will bring students who are not making expected progress despite hours of tutoring to the attention of the Director or the instructor so that an alternate educational plan can be developed.

The fact that many individuals sought assistance at the ASC both semesters – and in more than one subject - seems to speak to a different measure of the value of tutoring, which is retention. This effect is most apparent when students who were 'regulars' at the ASC even during their last semester at Asnuntuck walk across the stage to receive their diploma at graduation. In some cases, the graduates had utilized the Academic Skills Center every semester they were enrolled at the college.

Prior to the availability of Predictive Analytics, the connection between tutoring and retention has been based on intuition and assumptions. I've had brief conversations with Gennaro DeAngelis about using the software to determine whether tutoring does, in fact, have a role in retention. This summer I forwarded not only the summaries of courses in each subject, hours of tutoring, and grades earned, but also the same information about each individual tutored in each subject. Gennaro plans to meet with Tim St. James and Jill Rushbrook to discuss incorporating tutoring as a predictive factor in retaining students at Asnuntuck.

VI. QUALITATIVE ASSESSMENT OF SERVICES

In the past, I've sent an e-mail to students who used the Academic Skills Center during the previous year, requesting that they link to a satisfaction survey on Survey Monkey. The response rate has been disappointing. This year hard copies of the anonymous survey have been available near the sign-in table throughout both semesters. Students have completed the surveys and returned them to a locked collection box on the wall. The responses are recorded in red below.

ACADEMIC SKILLS CENTER *Student Survey* Fall 2014

1. Please check all Academic Skills Center services you've used this semester:

<i>Calculator Rental</i>	<i>3</i>
<i>Computer Use</i>	<i>11</i>
<i>E-tutoring</i>	<i>3</i>
<i>In-class Workshops</i>	<i>0</i>
<i>Make-up Testing</i>	<i>2</i>
<i>Quiet Study</i>	<i>7</i>
<i>Research/MLA and/or APA help</i>	<i>7</i>
<i>Tutoring</i>	<i>13</i>
<i>Other (specify)</i>	<i>Printing, Quickbooks, peaceful environment</i>

2. How did you find out about the Academic Skills Center?

Instructor referral 7

Counselor 2

Orientation 1

On my own 6

Student/friend 7

Class visit by ASC staff member 3

Academic Skills Center tutor in class 3

Other (please explain)

3. Rate your satisfaction with the tutoring experience according to the following scale. Circle your choice:

5 – excellent 14 4 - very good 2 3 – good 2 – fair 1 - poor N/A - had no interaction with staff member

Comments: 1) It really helped with all of my homework, etc. 2) Magnificent 3) Very supportive 4) Andre is very helpful. 5) Learned some things about citation that I didn't know before. 6) I have found it to be extremely helpful when I have gotten into jams. 7) A really focused, friendly environment. 8) All of the tutors that I worked with were very knowledgeable and nice. I love you all!! xoxo

4. The computers and other equipment met my needs. Circle your choice:

Strongly agree 10 Agree 6 Disagree Strongly disagree Not applicable

Comments: It was good, took long time to access computer. Helpful!

5. The physical environment of the ASC was conducive to study. Circle your choice:

Strongly agree 12 Agree 3 Disagree 1 Strongly disagree Not applicable

Comments: 1) a little loud 2) Excellent! 3) This is my preferred place to study on campus. 4) I found everyone to be helpful + pleasant.

6. The ASC's hours met my needs. Circle your choice:

Strongly agree 6 Agree 7 Disagree 3 Strongly disagree Not applicable

Comments: 1) I would have liked more bio and English time. 2) English on Saturdays needed 3) Extend hours on weekday 4) They have met my needs.

7. In general, how often did you visit the A.S.C. or use e-tutoring?

One time only 2

1-2 times per month 2

1-2 times per week 7

2-5 times per week 5

Other _____

8. To what degree do you think your final course grade will improve due to tutoring?

a) 1+ letter grade 9 b) 1 letter grade 4 (1 undecided) c) 1/2 letter grade 1 (1 undecided) d) no change

9. I am more satisfied with my college experience having been involved with tutoring/ Academic Skills Center.

a) Strongly agree *13* b) Agree *2* c) Disagree d) Strongly Disagree

10. Would you recommend the Academic Skills Center to a friend?

Yes *16 Totally!* No

11. Please add any suggestions or comments concerning the A.S.C. We are very interested in hearing your suggestions and comments so that we can improve our services in the future.

- 1) We need more bio and English tutoring time.*
- 2) Have recommended Skills Center to classmates.*
- 3) Staff very nice and helpful.*
- 4) It was a pleasant +positive experience + I found it to be very helpful.*
- 5) I have work (sic) with almost all writing tutor (sic) for my papers. All were wonderful.*
Cathy, Anne, + Jennifer – very nice.

Thank you for taking the time to complete this anonymous survey and returning it to the collection box.

Appendix D-9

ACC Library Annual Report

Library

Summary Report
2013 - 2014

Prepared by:

The Staff

January 2015

Table of Contents

Introduction.....	1
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Reference Statistics.....	6
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Criminal Justice Abstracts With Full Text.....	8
ProQuest.....	9
Psychological and Behavioral Sciences Collection.....	10
Library Satisfaction Survey.....	11-13

2013 – 2014 Overview

The 2013 – 2014 academic year brought many changes to the Library and Media Services departments. Some highlights were:

Staffing

A staffing restructure moved Ben Durant, Media Specialist/Webmaster, from the Library to the Information Technology department.

The Information Literacy Librarian position was filled by Angelina Hinojosa, who had been working at ACC as a librarian on a full-time temporary basis.

Tom Vesci, Director of Media Services and Station Manager for WACC 107.7 FM, was appointed a Project Manager for the College. To off-set this time commitment, all day-to-day Media Services responsibilities were shifted to the Information Technology department.

Resources

The Connecticut State Library obtained a State-wide contract for Ebsco's Academic Search Premier, which removed the expenditure from the Library's budget. As a result, the Literary Reference Center Plus and the Social Work Reference Center databases were purchased.

The VHS collection was weeded and many tapes were discarded. Items with recent circulation were retained, as well as those that are currently unavailable in DVD. This project will continue.

Physical Space

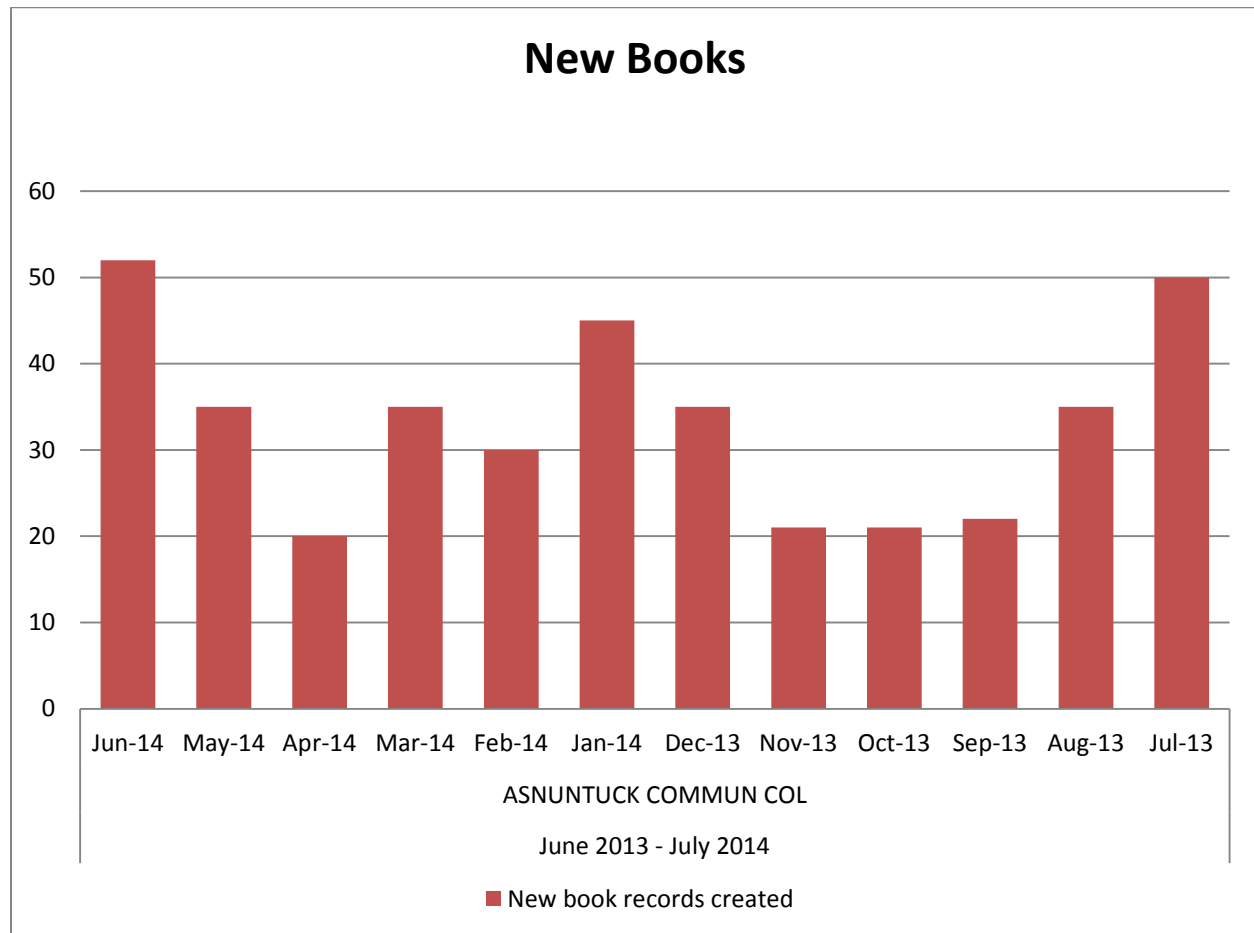
The Sherry Gelbwasser Memorial Reading Room, located in her old office space, was dedicated in April 2014. In celebration of her memory, the Student Art Club painted a mural on all four walls, the Foundation purchased a commemorative plaque, and Manufacturing Technology created the plaque on the door. The room is used for quiet and group study, as well as a Children's Reading Room/Early Childhood Education/Library collaborative reading area.

The Homework Center was relocated to the Library. Several single study carrels were removed to accommodate the 14 new computers. With the addition of the Homework Lab, closing was extended from 8:30 p.m. to 9:00 p.m. during the week. In addition, Saturday hours, 9:00 a.m. to 3:00 p.m., were added.

To further enhance the Library's aesthetics, nearly a dozen framed posters of plays performed at Asnuntuck by Asnuntuck students were placed around the Library.

For the second consecutive year the Library was the location for the large scale collaborative reproduction drawing that was created by the Drawing I class.

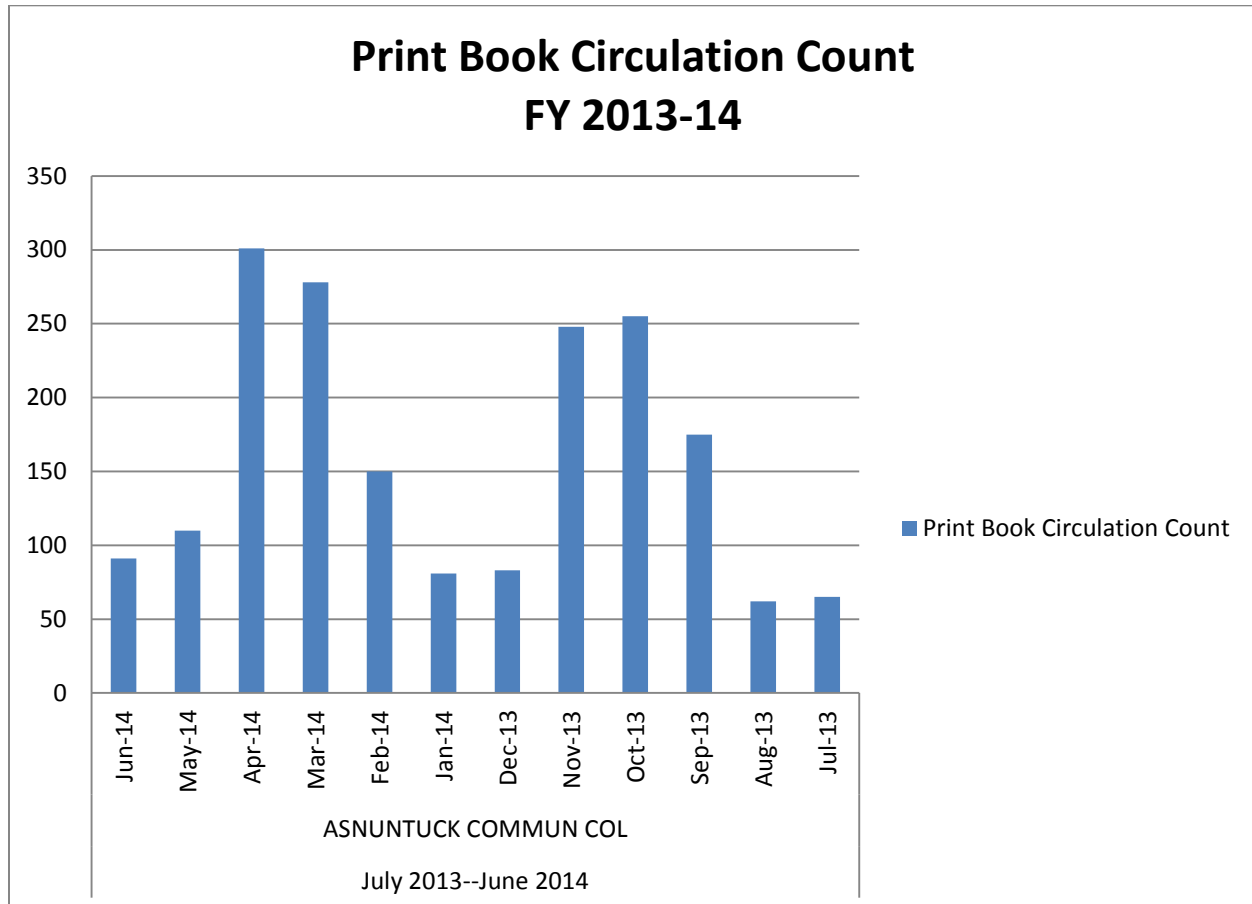
New Book Records Created FY 2013-2014



Library staff review professional literature, respond to faculty, staff, and student recommendations, and rely on personal knowledge to build a well-rounded collection to suit the needs of the Asnuntuck Community College community.

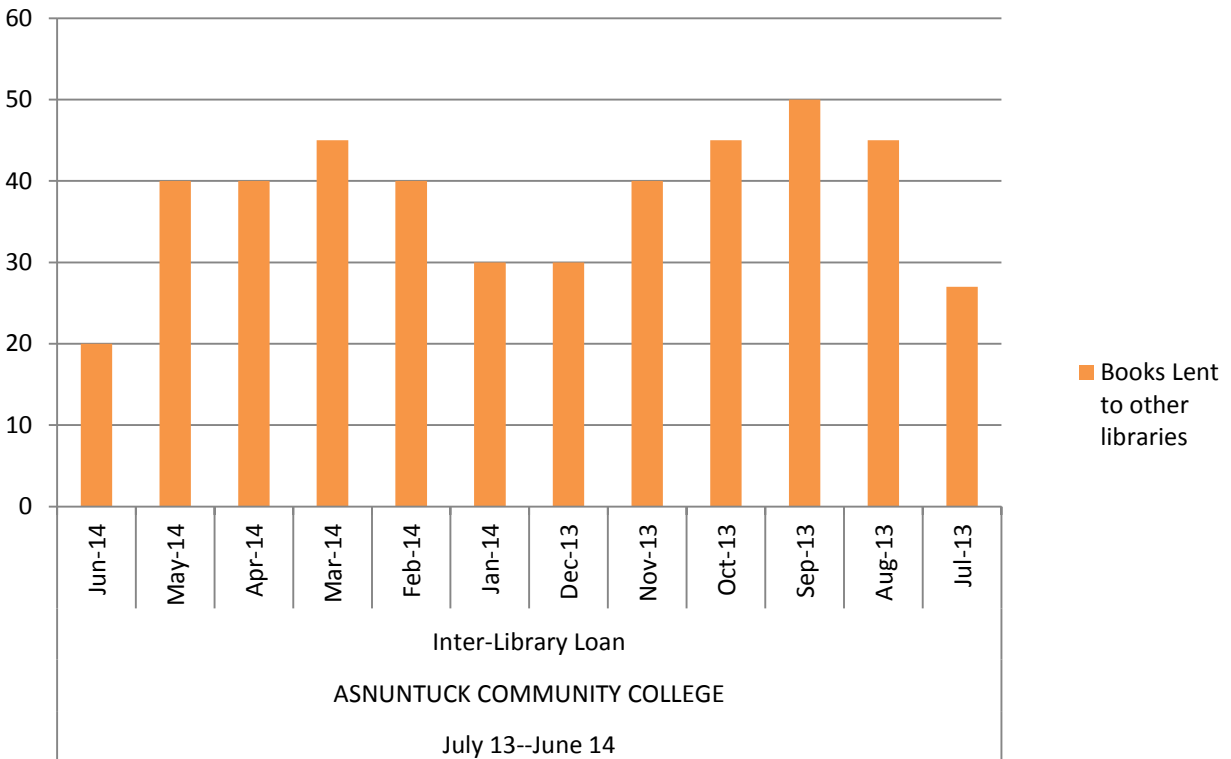
In FY2013 – 2014, there were 401 new books added to the collection.

Circulation of Printed Materials FY2012 - 2013

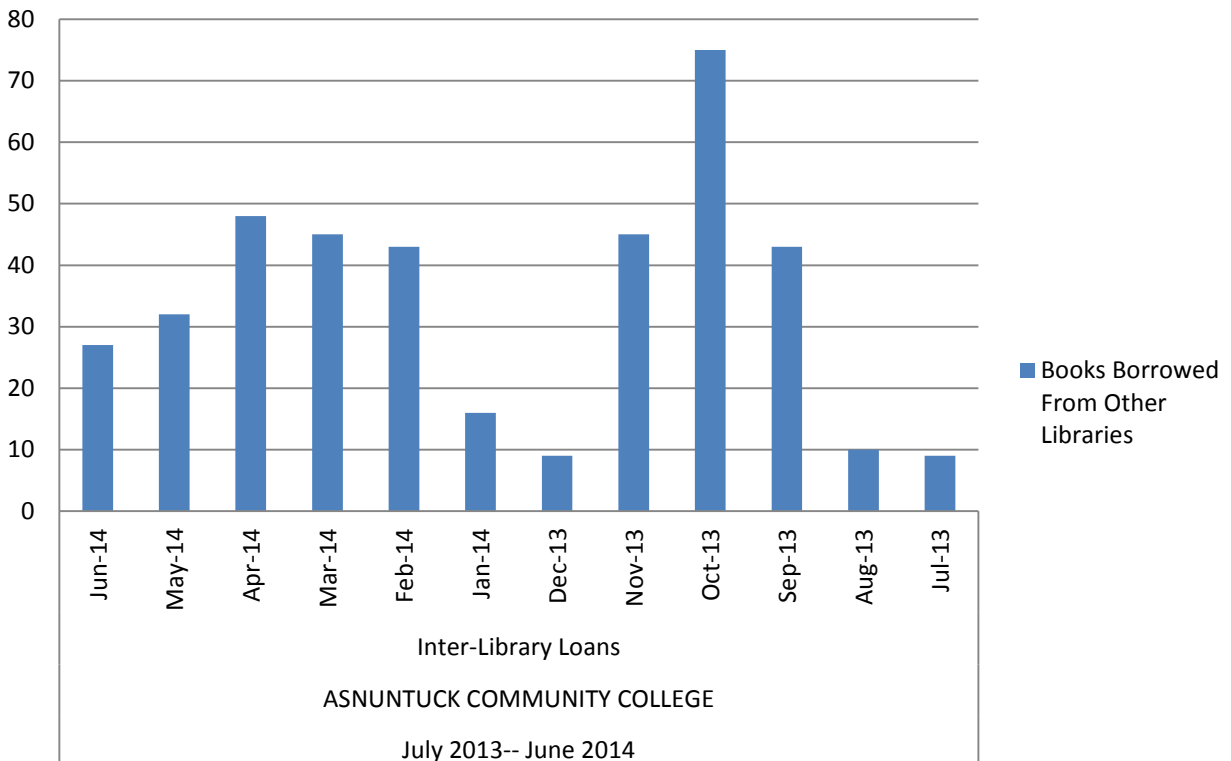


As expected, circulation is highest mid-semester during the spring and the fall.

Books Lent to Other Libraries

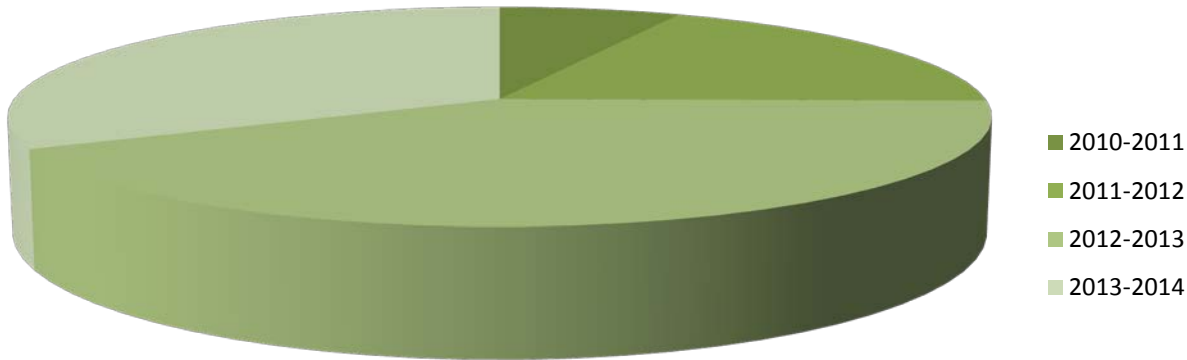


Books Borrowed from other Libraries

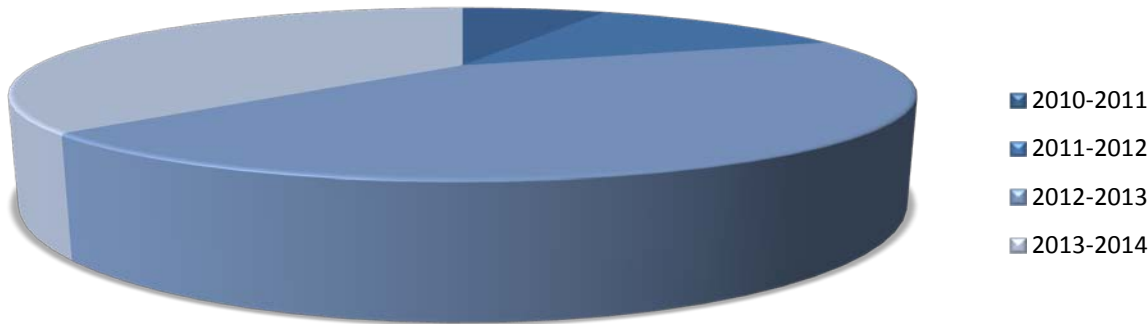


Information Literacy

Number of Classes

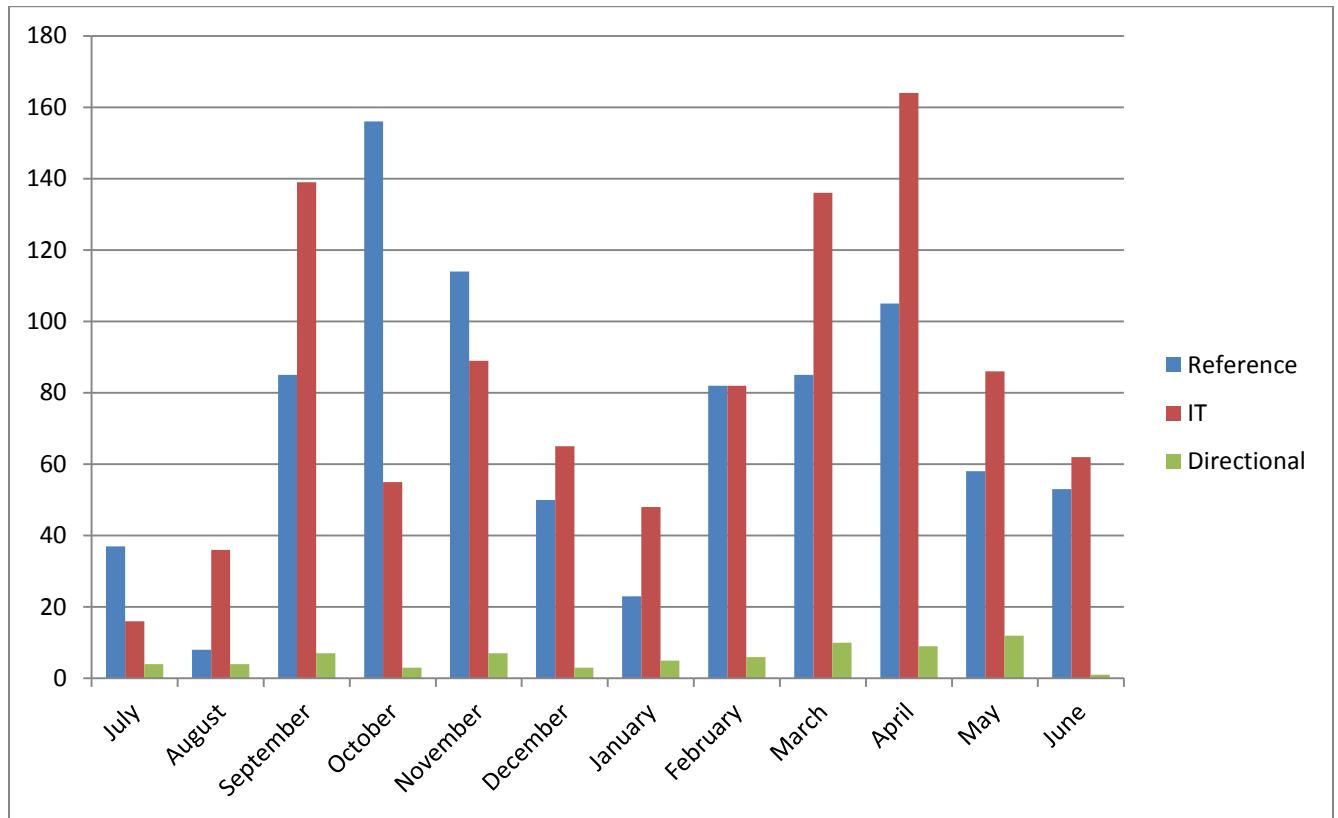


Number of Students



2013-2014: Information Literacy Sessions	
Number of Classes	37
Number of Students	875

Reference Statistics FY 2013 - 2014



	July	August	September	October	November	December
Reference	37	8	85	156	114	50
IT	16	36	139	55	89	65
Directional	4	4	7	3	7	3

	January	February	March	April	May	June	TOTALS
Reference	23	82	85	105	58	53	856
IT	48	82	136	164	86	62	978
Directional	5	6	10	9	12	1	71

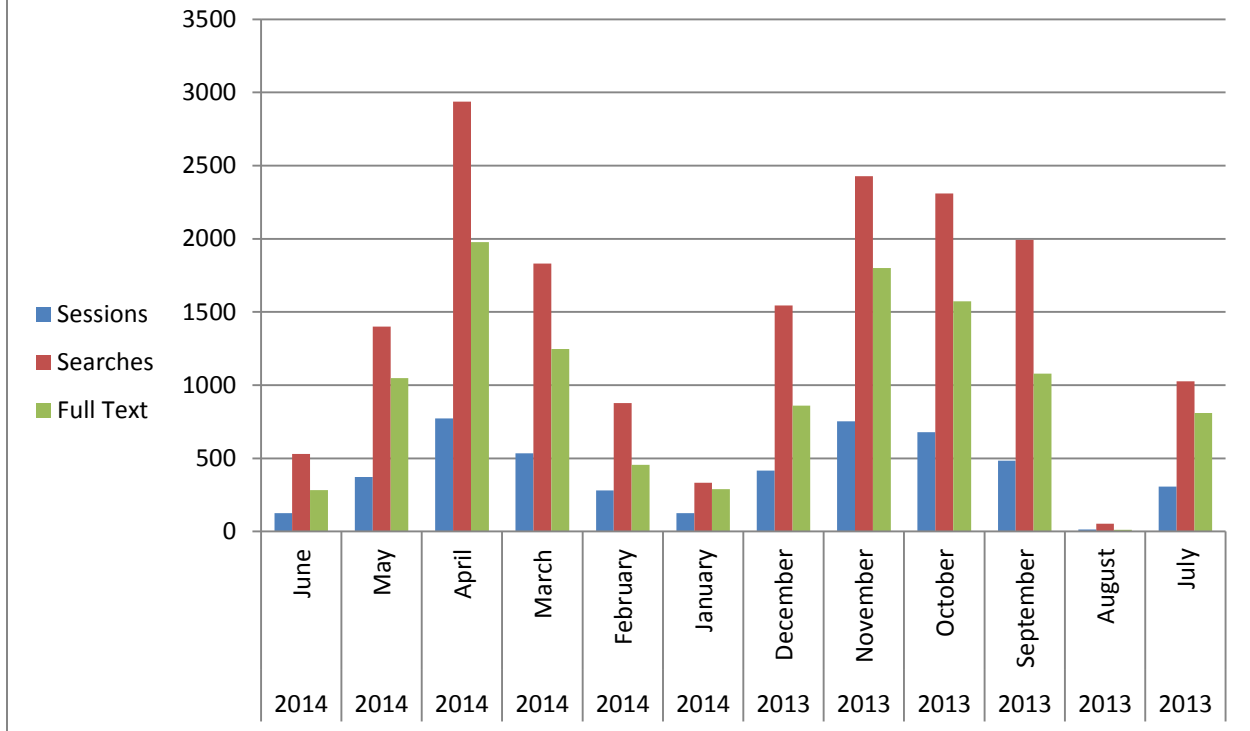
Definitions:

Reference: Questions involving professional knowledge of a resource, such as the catalog, database or Internet. Research assistance, evaluation of sources, resource retrieval, etc, are also included.

IT: Assistance with technology, such as printers, log-ins, etc.

Directional: Location questions.

**Databases
Academic Search Premier
FY 2013 - 2014 Chart**



	FY2013	FY2014	% increase
Sessions	3922	4865	47%
Searches	16069	17625	47.8%
Full text	8715	11436	69.2%

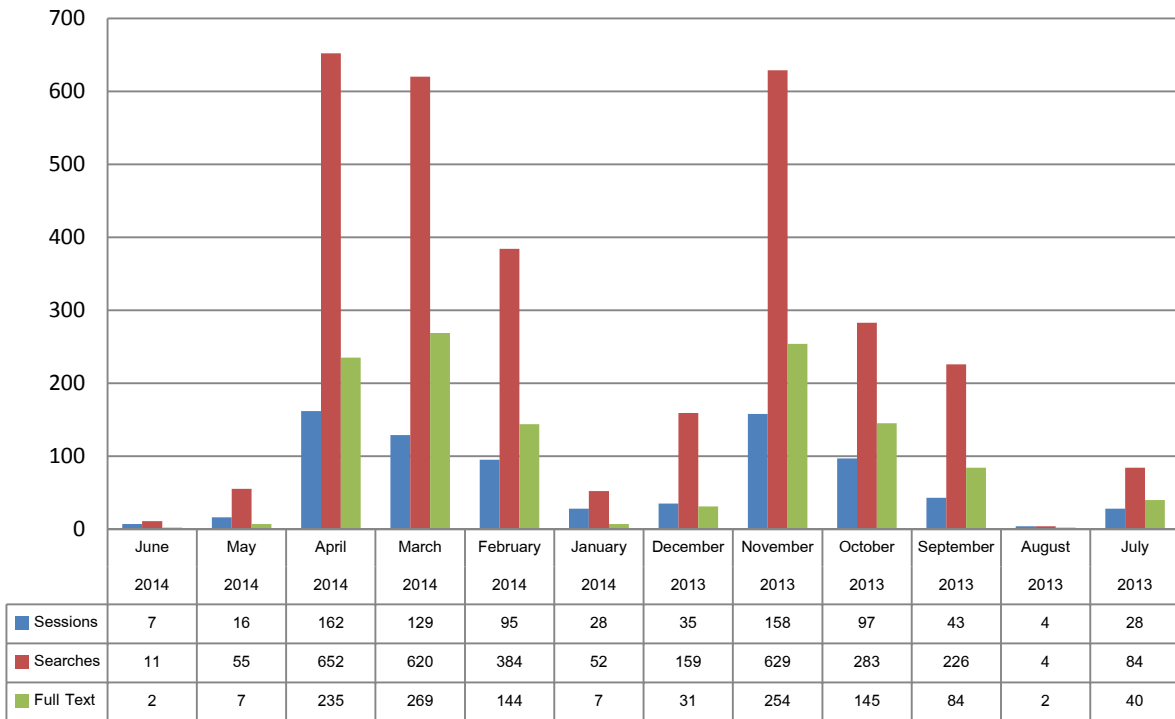
Definitions:

Session: The number of times a person accessed Academic Search Premier.

Search: The number of times a person entered terminology in the search box and executed the search.

Full Text: The number of times a person clicked on the title of an article to view the full article.

Databases
Criminal Justice Abstracts with Full Text
FY 2013-14

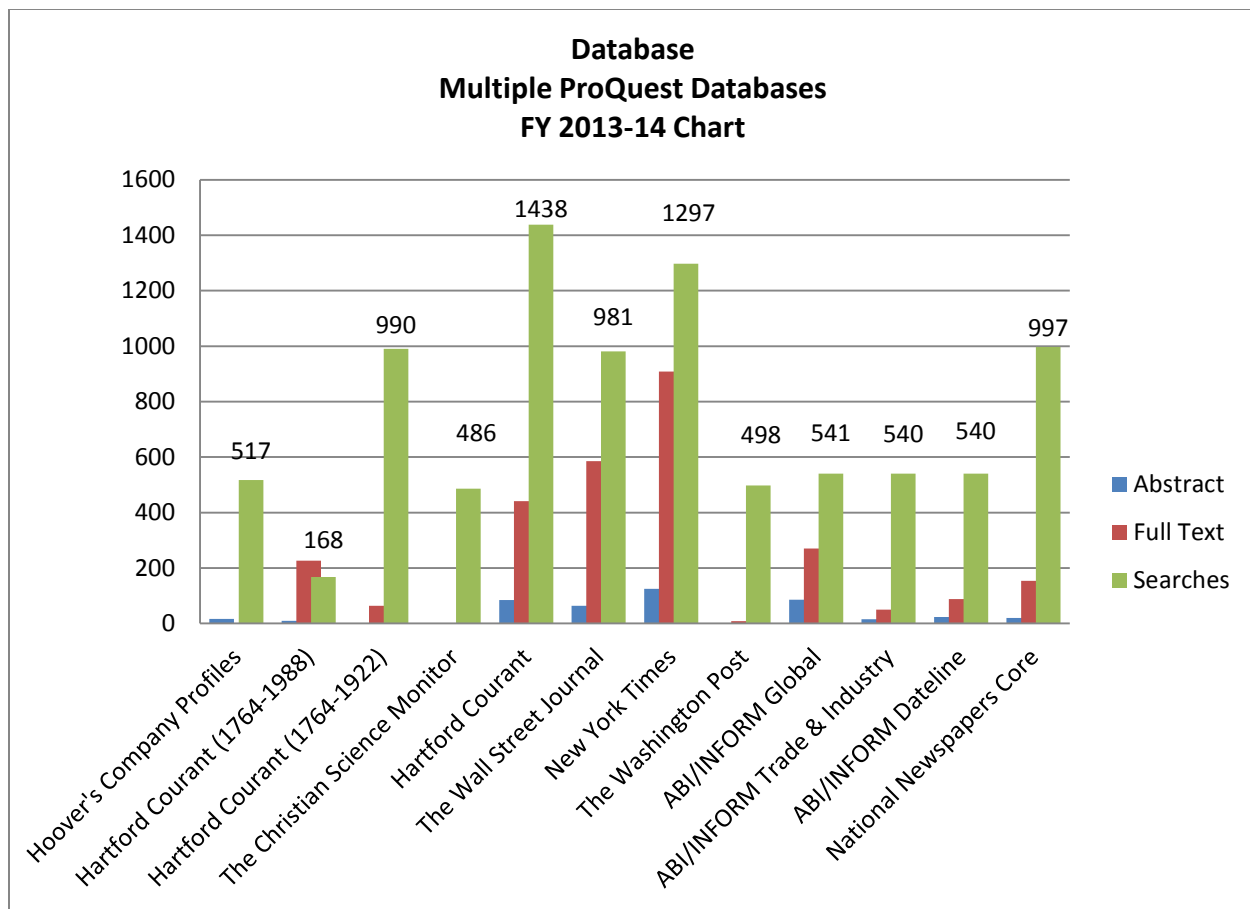


Definitions:

Session: The number of times a person accessed Academic Search Premier.

Search: The number of times a person entered terminology in the search box and executed the search.

Full Text: The number of times a person clicked on the title of an article to view the full article.



	FY2013	FY2014	%increase
Searches	5377	8993	67%
Full text	2625	2799	7%

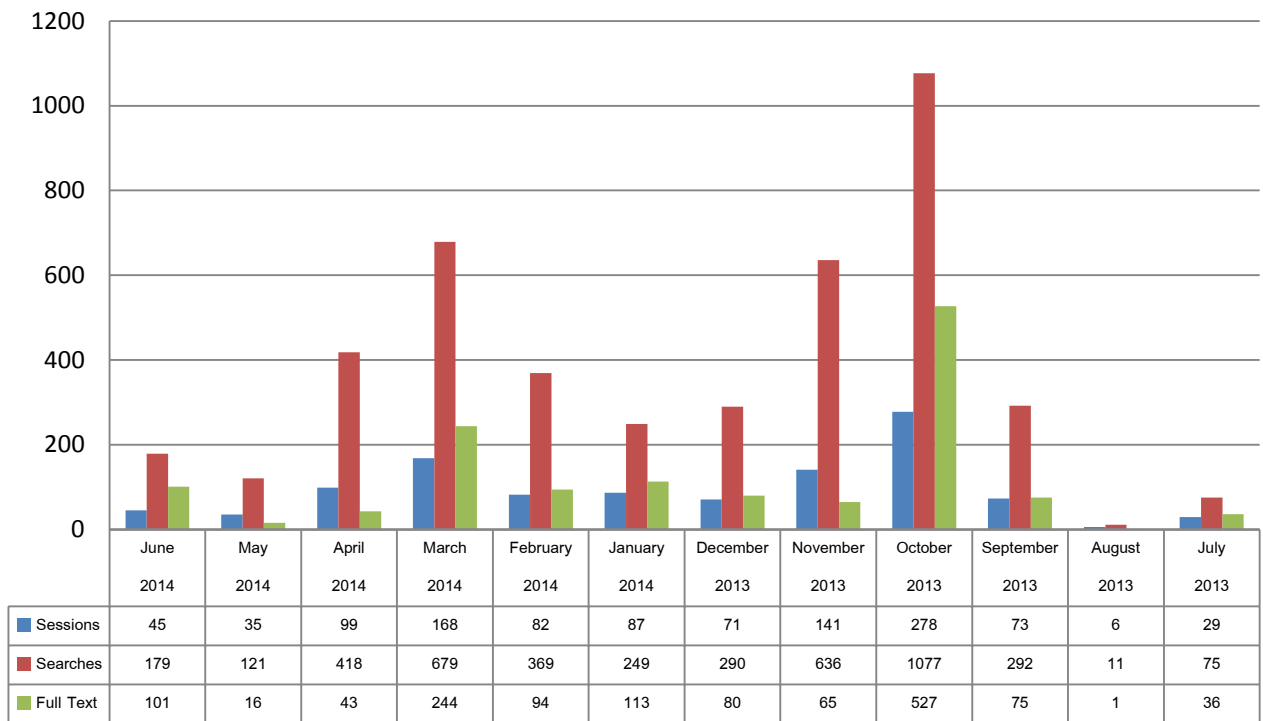
Definitions:

Search: The number of times a person entered terminology in the search box and executed the search.

Full text: The number of times a person clicked on the title of an article to view the Full text.

Abstract: The number of times a person clicked on the title of an article to view the abstract

Databases Psychology and Behavioral Sciences Collection FY2013-2014 Chart



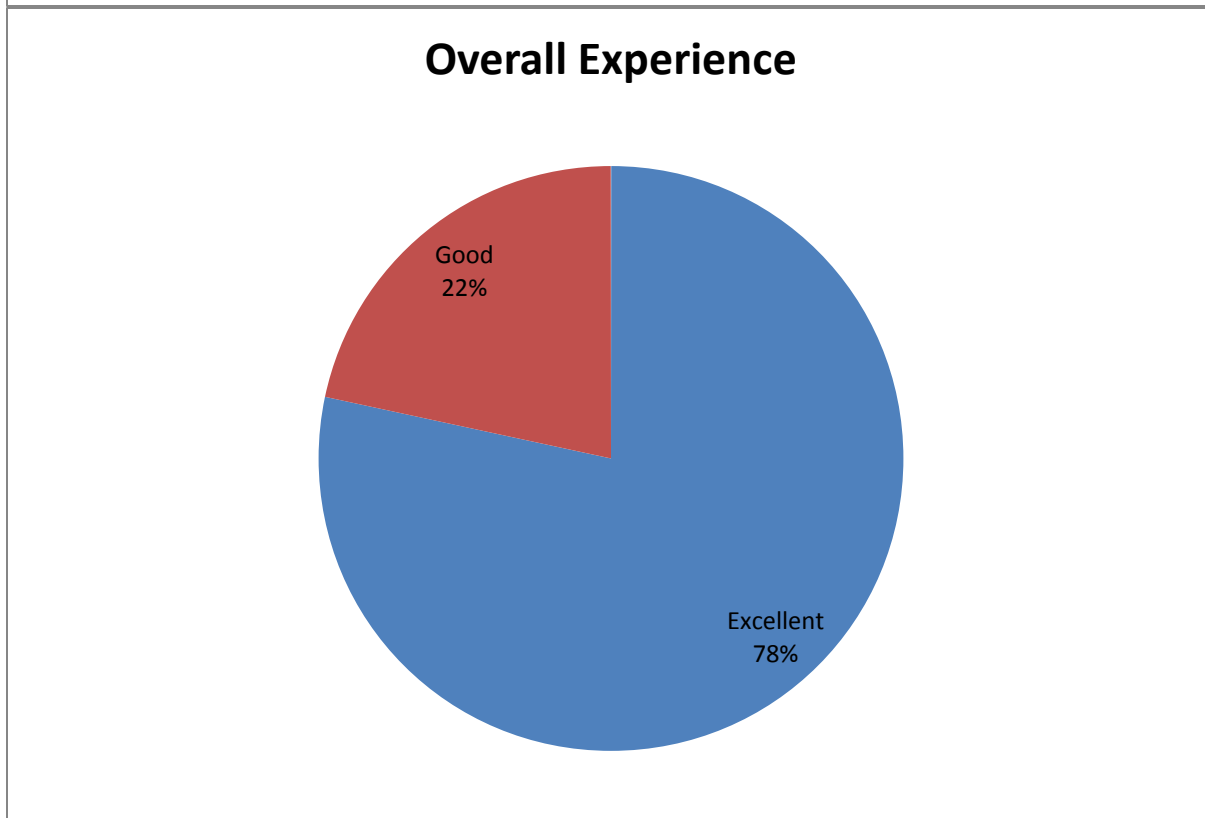
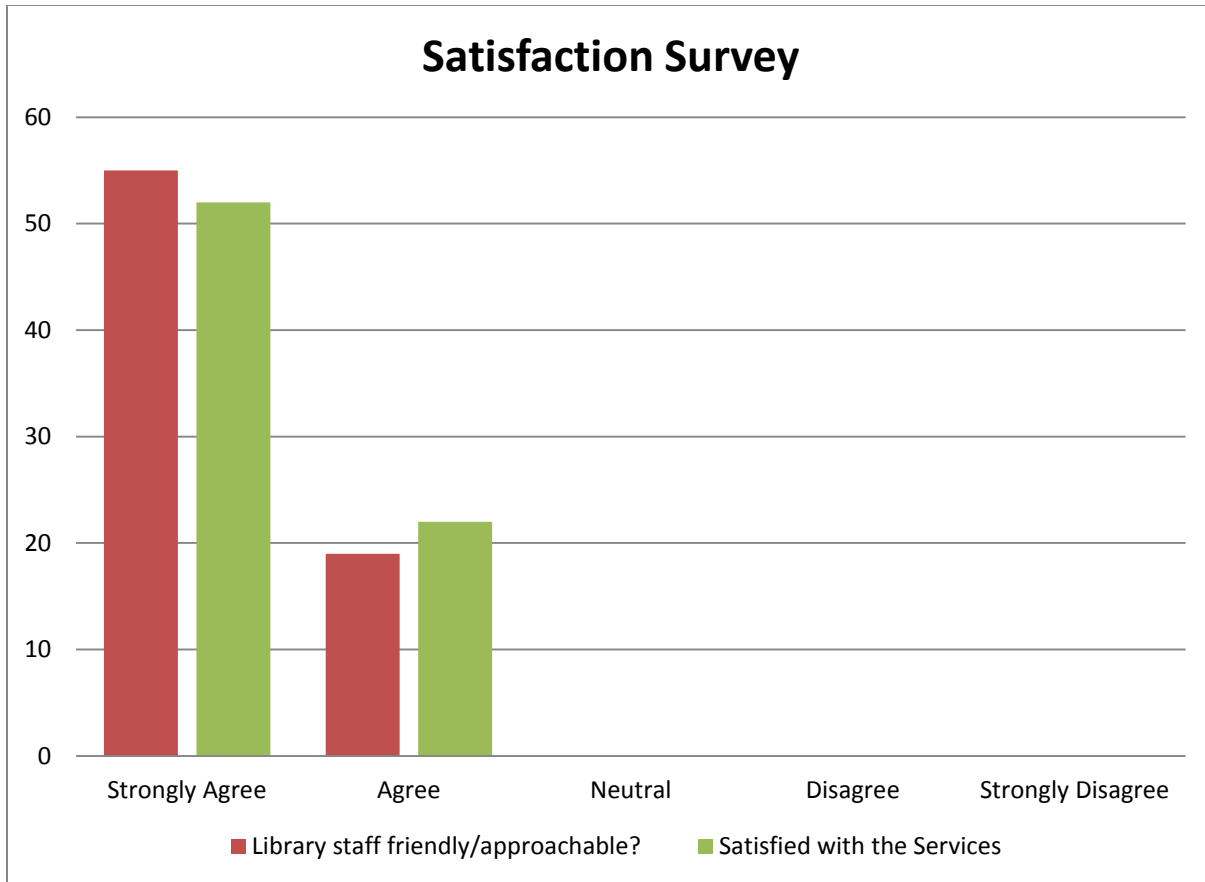
Definitions:

Session: The number of times a person accessed Academic Search Premier.

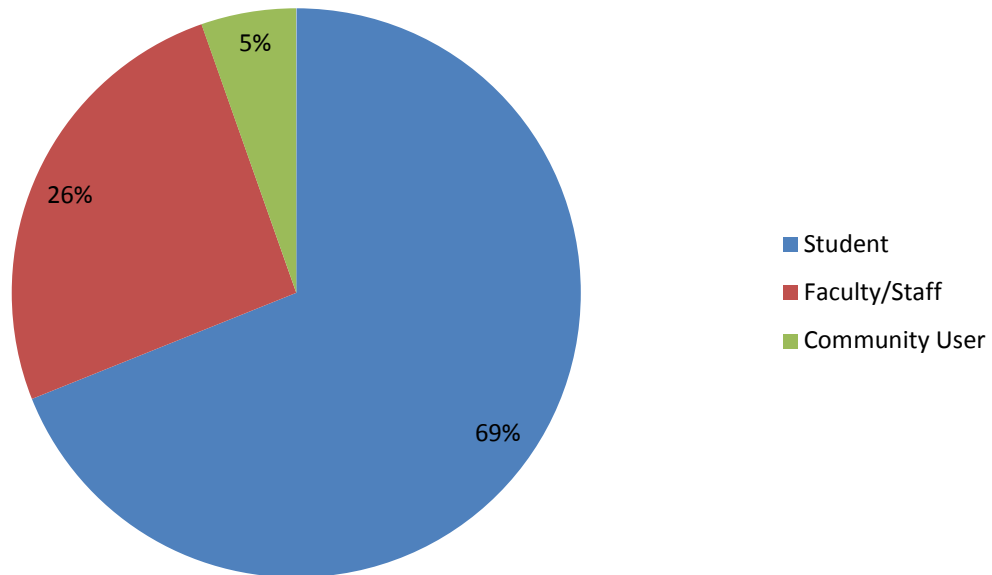
Search: The number of times a person entered terminology in the search box and executed the search.

Full Text: The number of times a person clicked on the title of an article to view the full article.

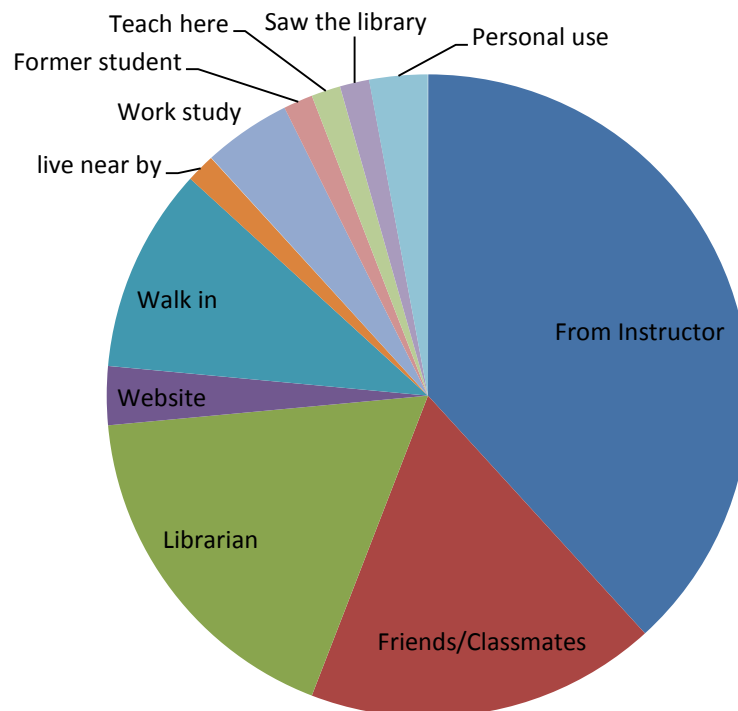
Fall 2013 Library Survey
Asnuntuck Community College



People who participated the survey

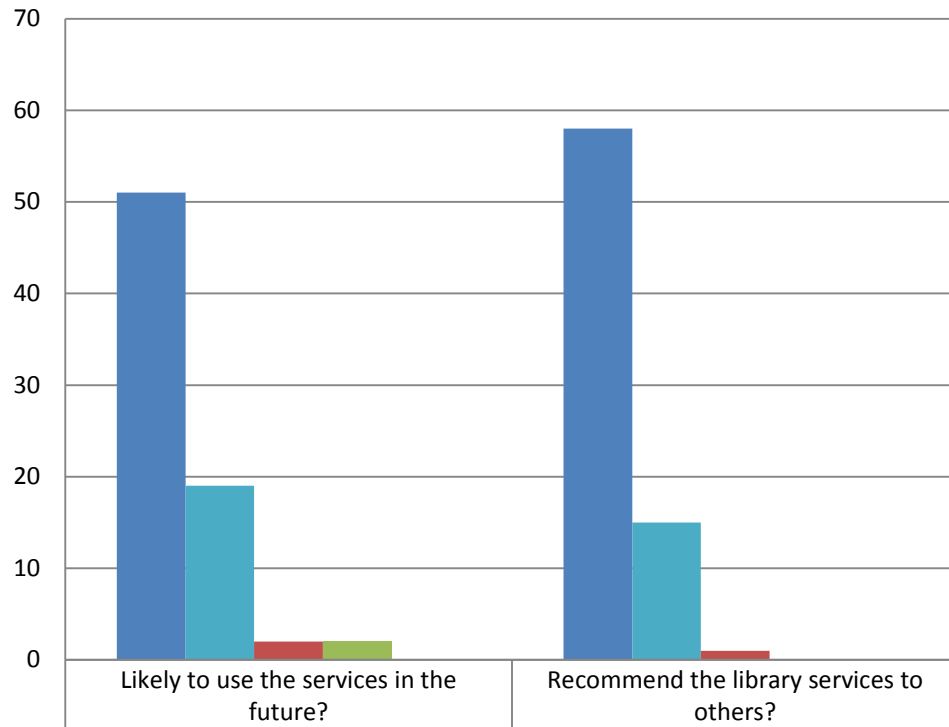


How did you hear about the library



Fall 2013 Library Survey
Asnuntuck Community College

How Likely to Use the Library Services



Very Likely	51	58
Likely	19	15
Neutral	2	1
Somewhat Likely	2	0
Not Likely	0	0

Appendix D-10

College Career Pathways Dual Enrollment Program

NEASC Standards and Asnuntuck Community College's College Career Pathways Dual Enrollment Program

1. Asnuntuck Community College's College Career Pathways (CCP) dual enrollment program ensures that high school students are able to have access to the affordable and nurturing environment that all Asnuntuck Community College students have access to. The program's offerings and resources mirror those offered to Asnuntuck Community College students. Being given the opportunity to earn college credits through College Career Pathways dual enrollment program, high school students are able to work toward a two and/or four year degree before they graduate. This program provides students with transfer opportunities, and through its programming and curriculum, CCP also offers participants career preparation. Support services and resources are also available to CCP students. Asnuntuck's CCP partnerships, with business and community leaders, are evident in the programming offered to CCP students. Each year students are invited to programming on campus where these stakeholders are present.

2. Asnuntuck Community College has a College Career Pathways (CCP) Coordinator in place to oversee the college's CCP dual enrollment program. The Dean of Student Services and Dean of Academic Affairs work collaboratively with the Coordinator to ensure that faculty at the college, along with teachers and representatives from the 11 high schools understand the plans and policies established by Asnuntuck Community College for this program. Coordinators, for each of the approved disciplines, ensure that class visits to each approved teacher is put in place and that these visits are conducted by the coordinator and/or their designee. Upon completion of the visit the faculty member from Asnuntuck Community College completes a form outlining the conversations the teacher and faculty member had, how they witnessed that the curriculum being taught at Asnuntuck Community College was being delivered in the high school classroom and what recommendations the faculty member had for the high school teacher.

Annual discipline specific professional development sessions are developed by the Asnuntuck Community College faculty members. Teachers, from each of the high schools are required to attend one of these sessions. Curriculum for each approved course is reviewed biennially by Asnuntuck Community College's faculty to ensure that the same content and rigor is being taught in the high school classrooms. Students applying for math and/or science courses are required to submit ACT, SAT or Accuplacer scores to the college to show Asnuntuck Community College that they have the same scores ACC students would be required to have when enrolling in the approved courses.

3. The Dean of Academic Affairs and the Dean of Student Services will work collaboratively on this program with the CCP Coordinator. The Dean of Academics will take the lead on oversight with the CCP Coordinator being responsible for the operations of the program. The CCP

Coordinator will work closely with discipline coordinators for CCP approved classes to help facilitate required curriculum reviews, classroom visits and professional development sessions. Faculty representatives and high school teachers and representatives will also be invited and informed about state and national dual enrollment opportunities to ensure that stakeholders are kept abreast of policies and procedures. Liaisons for the high schools will be invited to meetings every two months at Asnuntuck Community College for the purpose of planning programming and grants and to be kept informed of information that students and families need to know about the program.

4. Asnuntuck faculty members overseeing College Career Pathways high school classes offer yearly professional development. CCP high school teachers are required to attend these sessions. New CCP teachers are required to attend a new teacher orientation. Visits to each of the high schools' classrooms and a review the course curriculum each year, is conducted by ACC's faculty. This oversight ensures that learning outcomes at the high school match Asnuntuck's.

5. High School teacher resumes who are teaching CCP approved classes are reviewed by discipline specific faculty at Asnuntuck Community College. The same criterion that is used to hire adjunct faculty for each specific discipline is utilized when reviewing the high school teachers' applications and resumes. Program coordinators determine whether they or their designee will oversee the course and high school teacher reviews. Asnuntuck Community College's faculty, utilize their additional responsibility hours as compensation for the work required to administer and oversee their discipline area.

6. Students are recruited by the high school. Asnuntuck Community College works closely with high schools. They work collaboratively developing correspondence to be shared with students and their families to inform them about the program. Students, applying for credit for disciplines requiring a math placement score, must provide to their high school, who in turn provides to Asnuntuck Community College score results from ACT, SAT or Accuplacer. Asnuntuck Community College provides free opportunities for students to take the Accuplacer test, including on-site at the high school, multiple Saturdays and other Accuplacer testing days at Asnuntuck Community College. The college works with area high schools to develop marketing pieces that can be adapted to each high school to inform students and their families about testing options. Asnuntuck Community College accepts applications from students the summer or winter before they begin their course. Add/Drop dates are designed to be the equivalent of what would be allowed for Asnuntuck Community College's college students. Students will be given their student ID number as soon as their registration is completed and they will have access to Asnuntuck Community College's services.

7. Students will be given a student ID upon admission. This ID will allow students full access to resources available to students. Asnuntuck Community College's library staff will be available to offer assistance to students and teachers so that they are comfortable and familiar with the library and college's information resources available to them. Teachers at the high schools will be given a banner number so they too will be given access to the college's resources.

8. CCP courses will be offered at the individual high school sites. Resources will be provided by the high schools. If it is a newly approved CCP course Asnuntuck Community College may pay for textbooks or software needed.

9. Students and high schools are not charged a fee to participate in the program. If a course is newly approved the college may pay for textbooks and/or software needed for the course. The college will pay the College Career Pathways Coordinator's salary. In-kind services will come from the college's Business Office and Admissions Office. Academics will allow faculty working with the CCP program to use their additional responsibility hours for the program. Asnuntuck Community College will also pay the expenses associated with Accuplacer testing for students needing scores for math and/or science placement.

10. Information is provided on Asnuntuck Community College's webpage and in the program of studies catalog explaining that high school students will be eligible to apply for up to 13 credits for various approved College Career Pathways courses. High Schools will distribute to students the list of approved courses, the testing score requirements and applications to students for Asnuntuck and College Career Pathways. Information provided by Asnuntuck Community College includes the disclaimer that informs students that is up to each individual institution on whether they want to accept the Asnuntuck Community College credit.

11. High Schools are informed and invited to attend state and national conferences. Annual mandatory professional development is offered at Asnuntuck Community College in their specific discipline. Asnuntuck Community College will be sponsoring registration and expenses for a high school teacher to attend the National Alliance of Concurrent Enrollment National Conference with an Asnuntuck Community College business teacher and the college's College Career Pathways Coordinator. Teachers at the high school are given a copy of the report created by Asnuntuck Community College's faculty following their visit to the classroom. Both parties review and sign the report.

Appendix E

Electronic Workroom Documents

NEASC Electronic Workroom - Index of Resources and Documents

Standard One: Mission & Purposes

History
CT Board of Regents Public Act No.11-48
CT Board of Regents By-Laws
CSCU Mission Statement
ACC Mission
College Catalog
CT Public Act 12-40 College Readiness & Completion
Early College and College Career Pathways

Standard Two: Planning & Evaluation

ACC Strategic Plans
(2014-2015, 2014 Bridge Plan, and
2008-2012)
Campus Planning
Transform 2020
Sample Annual Reports
ACC Foundation
Institutional Effectiveness Survey
Community College Survey of Student Engagement (CCSSE)
Survey of Entering Student Engagement (SENSE)
CT Public Act 12-31 Transfer and Articulation Program (TAP) and Gen Ed. Core Competencies
CT Public Act 12-40 College Readiness and Completion · ACC Report
Program Advisory Board Members (Career Prep and Advanced Manufacturing)

Standard Three: Organization and Governance

CT Board of Regents and ConnSCU Executive Staff
CT Board of Regents Policy Manual
College Organizational Chart
ACC Governance System Charter
ACC College Council Charter, agendas, and minutes
College Committees: Diversity, Extended Cabinet, Student Senate

Standard Four: The Academic Program

CT Board of Regents 5-Year Program Review Policy
ACC Program Review 5-Year Schedule
2014-2017 Program Review Calendar
Sample Program Reviews
Transfer and Articulation Policy (TAP)
Student Course Evaluations
Spring 2015 Credit Course Schedule and Spring 2015 Non-Credit Course Schedule
Sample Syllabi
Assessment of Student Learning
College Catalog 2015 -2016
Student Handbook

Advising & Transfer
Policy on Acceptance of Credit at Connecticut Community Colleges
Academic Skills Center
Academic Support Services (Academic Skills Center, Library)
Early College and College Career Pathways
Program Advisory Board Members 2014-2015
Director of Education Technology
Credit Hour Definition
NEASC Substantive Change Request

Standard Five: Faculty

List of Faculty by Department (full and part-time)
Academic Affairs Organization Chart
Collective Bargaining Agreement (4C's)
Policies for promotion, sabbatical, and tenure
CT Community Colleges Faculty Development Review Plan
Additional Responsibilities Template and Sample Activities
Academic Advising
Student Course Evaluation Forms
ACC Foundation Grants & Projects
Instructional Excellence
Center for Teaching
Professional Development Days

Standard Six: Students

Student Factbook (demographics, enrollment, transfer and retention rates)
Sample Right to Know
Cooperative Child Care
New Student Orientation Booklet
Academic Advising & Transfer Services
Academic Skills Center
Academic Skills Center Student Satisfaction Survey
eTutoring (free)
Probation Mentors
Student Senate Constitution
Student Clubs and Activities
Disabilities Services
Adaptive Technology
Veteran's Oasis and Veteran's Services
Phi Theta Kappa
Adult Basic Education
Major and Career Exploration
Early College and College Career Pathways
FERPA Guidelines
Records Retention Schedule
Student Fees
Reverse Transfer

Standard Seven: Library and Information Resources

Library Mission Statement
Library Annual Report 2013-2014
Adaptive Technology
List of Library Collections
Library Services
Writing and Research Skills
Online Library Book Search
Library Staff
Library Survey
Educational Technology/Distance Learning

Standard Eight: Physical and Technological Resources

Campus Planning
Website Redesign
IT Staff
Maintenance Department
Information Technology Services and Policies
HelpDesk

Standard Nine: Financial Resources

Financial Statement with Supplementary Information
ACC Budget FY 2016 Presentation to Board of Regents
Financial Aid Information
Foundation Report
Foundation Members
Foundation Scholarships
Foundation Mini Grant Program

Standard Ten: Public Disclosure

College Catalog
College FactBook
Program Brochures
Website
Social Media Posting Policy
Continuing Education/Workforce Development Catalogs
College Costs
Campus Security Policy and Crime Statistics

Standard Eleven: Integrity

CT Public Act 92-126
Non-discrimination Statement
Standards of Integrity for Students
Ethical Standards for Employees
Integrity in Employee Relations
Affirmative Action Plan
Diversity Committee
Communication of Policies & Required Training
4C's Collective Bargaining Unit Contract

Administrative & Residual Unit Contract (P5)

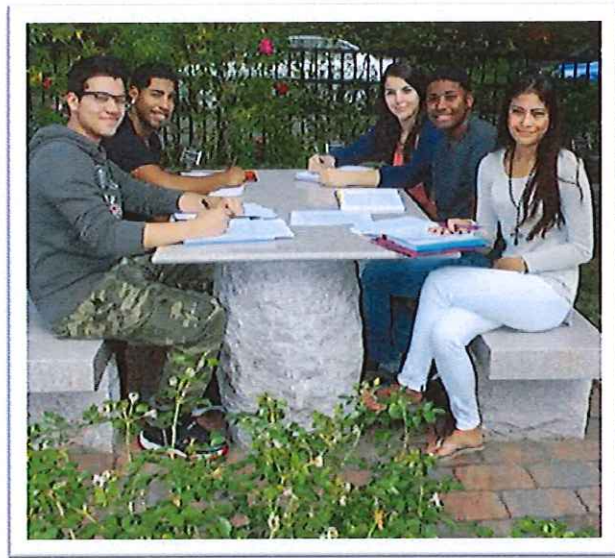
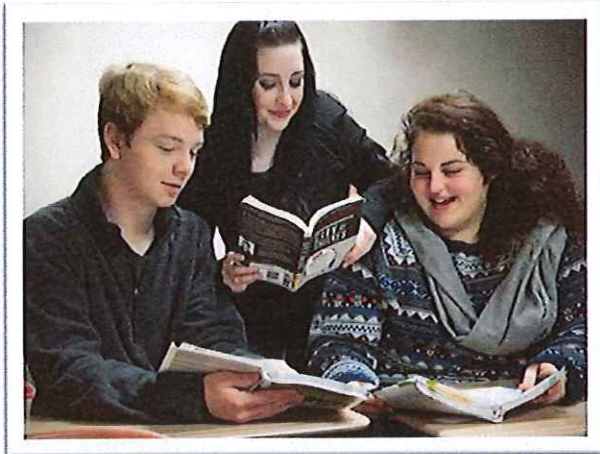
AFSCME Administrative Clerical, Maintenance, & Service Bargaining Unit

Maintenance & Service Unit (NP2) Contract

Appendix F

2014 Financial Statements

**Connecticut Community Colleges
Financial Statements
With Supplementary Combining Information
June 30, 2014 and 2013**



**Members of the Board of Regents for Higher
Education (between 7/1/13 – 6/27/14)**

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

Current Regents as of 6/27/14 (3 vacancies)

Nicholas M. Donofrio, Chairman
Yvette Meléndez, Vice Chair
Richard J. Balducci
Eugene L. Bell (CCC Student) term #1 March 3/21/13 – 9/30/13; term #2 10/11/13 - Present
Naomi K. Cohen
Lawrence J. DeNardis
Matt Fleury
Sarah E. Greco (CSU Student) 10/11/13 – Present
Merle W. Harris
Craig Lappen
JoAnn H. Price – 12/13/13 – Present
Elease Wright – appointed 6/27/14

Ex-Officio, Non-voting members

Stephen Adair – Chair of the Faculty Advisory Committee – 1/1/14 - Present
Jewel Mullen – Commissioner of the CT Department of Public Health
Stefan Pryor – Commissioner of the State Board of Education
Sharon Palmer – Commissioner of the CT Department of Labor
Catherine Smith – Commissioner of the CT Department of Economic and Community Development

Former Board members (who served between 7/1/13 – 6/30/14)

Lewis J. Robinson, Jr., Chair – resigned effective 8/1/2013
Tom Failla – Chair of the Faculty Advisory Committee – 10/1/13 to 12/31/13
Gary F. Holloway resigned effective 3/28/14
René Lerer – resigned effective 4/28/14
Michael E. Pollard – resigned effective 12/20/13

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
James Lombella, President (Effective 5/30/2014,
Interim 7/1/2013)

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

Gateway Community College
20 Church Street
New Haven, CT 06510
Dr. Dorsey L. Kendrick, President

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Ms. Anita Gliniecki, President (Retired)
Elizabeth Roop, Interim President (Effective
9/1/2014)

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

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Anna Wasescha, President

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

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

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

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Dr. Robert Miller, Interim President (July 2013)
Dr. Carmen Cid, Interim President (Aug 2013
to June 2014)
Dr. Carlee Drummer, President (Effective
7/1/2014)

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Dr. Grace S. Jones, President (Retired)
Dr. Mary Ellen Jukoski (Effective 7/1/2014)

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

System Office, Connecticut State Colleges & Universities
39 & 61 Woodland Street
Hartford, CT 06105
Dr. Gregory W. Gray, President

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Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013



Introduction

The Management's Discussion and Analysis provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "System") and its component units for the fiscal year ended June 30, 2014, along with comparative information for the fiscal year ended June 30, 2013. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section. The discussion immediately following reflects the System as it existed during fiscal year 2014.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The new Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for Community-Technical Colleges".

The Connecticut Community Colleges is a state-wide system of twelve regional community colleges. During the fall 2013 semester, approximately 56,976 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 32,882. During fiscal year 2014 28,331 students also took a variety of non-credit skill-building programs. The CCC's offer two-year associate degrees and transfer programs, short-term certificates, and individual coursework in both credit and non-credit programs, often through partnerships with business and industry.

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

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

The Connecticut Community Colleges serve an important role in the State's economy, providing convenient, accessible and flexible access to higher education for many of the State's "non-traditional" students, students age 22 or older. Open admission to all individuals who have a high school degree or equivalency, an emphasis on low student tuition and fees, and a policy goal of making financial aid available to meet the direct costs of attendance for students who demonstrate financial need, help to ensure access to all students regardless of income.

Using the Financial Statements

CCC's financial report includes the following financial statements: the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, a comparative analysis of fiscal year 2014 full financial statements and footnotes with fiscal year 2013 is also presented, both for the CCC *primary institution*, as well as for the twelve college foundations *component unit* information, and for the two

Connecticut Community Colleges

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magnet high schools *component unit* information at Manchester (MCC) and Quinebaug Valley (QVCC) Community Colleges.

Each of the college Foundations is a legally separate, tax-exempt non-profit organization separate from college control. These Foundations, established in accordance with Connecticut General Statutes section 4-37e to provide funding for scholarships or other direct student financial aid, and for programs, services or activities at the associated college, are component units included within the System financial statements based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"), regarding criteria for affiliated organizations. The financial information of the college Foundations is discretely presented and identified in the "component unit" column of the various system-wide and college financial statements. The magnet high schools are also legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"). The Great Path Academy (GPA) at MCC and Quinebaug Middle College (QMC) at QVCC meet the criteria for inclusion as component units in the financial statements of CCC and are discretely presented and identified in a single column on the face of the CCC financial statements of net position.

Financial Highlights

The Connecticut Community Colleges had total assets of \$856.5 million, liabilities of \$92.7 million, and a total net position balance of \$763.8 million at June 30, 2014. Of this amount, \$13.3 million is classified as unrestricted net assets, a \$1.8 million decrease from 2013, following a \$13.1 million decrease in 2013 from 2012.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were \$213.1 million, a 0.7% increase over the previous year. Operating expenses were \$514.6 million, an increase of 5.3% over the previous year, resulting in an operating loss of \$301.5 million during the year ended June 30, 2014. Net non-operating revenues and other changes were \$283.1 million, up 2.0% from the previous year, reflecting a \$28.4 million decrease in bond appropriations and a \$35.5 million increase in general fund appropriations. Overall the CCC's experienced a net decrease in net position of \$18.4 million during fiscal year 2014.

Cash and cash equivalents were \$167.3 million at June 30, 2014, including \$61.5 million of cash equivalents in the form of State bond appropriations administered by the CCC's, and \$28.4 million of State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. DAS-administered cash equivalents (bond appropriations) decreased from \$41.5 million at June 30, 2013 to \$28.4 million at June 30, 2014, reflecting expenditures of \$11.2 million, new bond appropriations of \$2.1 million and \$1.2 million in transfers between DAS and the colleges and other adjustments. Total current assets were \$205.0 million at June 30, 2014. The ratio of unrestricted current assets of \$98.8 million to unrestricted current liabilities of \$47.3 million is 2.1:1 in 2014, the same as in 2013. The current ratio reflects a financial position sufficient to provide short-term liquidity. However, as the State continues to address budget shortfalls over the next few years, management will continue to carefully monitor liquidity metrics. Non-current liabilities increased by 3.2%, to a total of \$38.0 million at June 30, 2014. This significant liability includes \$37.9 million for the long-term portion of the accrued value of benefits earned by employees which must be paid out when they retire or otherwise terminate service in the future (net of the estimated amounts to be paid out in the upcoming year). This large and essentially unfunded accrued compensated absence ("ACA") liability continues to represent a long-term obligation on the System's financial flexibility.

Statement of Net Position

The Statement of Net Position presents the overall financial position of the system at the end of the fiscal year, and includes all assets and liabilities of the Connecticut Community Colleges, including capital assets net of depreciation. The change in Net Position is one indicator of whether the overall financial condition of CCC has improved or worsened during the year.

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013



Condensed Statement of Net Position

June 30, 2014, 2013 and 2012

(in thousands)

	2014	2013	2012	% Change	
				current yr	prior yr
ASSETS					
Current assets	\$ 204,953	\$ 217,041	\$ 229,587	-5.6%	-5.5%
Non-current assets	651,596	658,276	650,499	-1.0%	1.2%
Total assets	856,549	875,317	880,086	-2.1%	-0.5%
LIABILITIES					
Current liabilities	54,692	56,255	61,324	-2.8%	-8.3%
Non-current liabilities	38,042	36,861	37,060	3.2%	-0.5%
Total liabilities	92,734	93,116	98,384	-0.4%	-5.4%
NET POSITION					
Invested in capital assets - net of related debt	651,431	657,917	649,998	-1.0%	1.2%
Restricted nonexpendable	20	20	20	0.0%	0.0%
Restricted expendable	99,035	109,089	103,366	-9.2%	5.5%
Unrestricted	13,329	15,175	28,318	-12.2%	-46.4%
Total net position	763,815	782,201	781,702	-2.4%	0.1%
Total liabilities and net position	\$ 856,549	\$ 875,317	\$ 880,086	-2.1%	-0.5%

Total assets were \$856.5 million at the end of the 2014 fiscal year, down from \$875.3 million at the end of fiscal year 2013 and down from \$880.1 million at the end of fiscal year 2012.

Current assets consist of cash and cash equivalents and accounts receivable. Current assets were \$205.0 million at the end of fiscal year 2014. The \$12.1 million net decline in current assets from the previous year is largely attributable to a \$13.1 million decrease in the cash equivalents of CCC bond funds administered by DAS. Accounts receivables totaled \$37.5 million at the end of fiscal year 2014. This reflects a \$3.3 million increase from the \$34.2 million of accounts receivable at the end of fiscal year 2013. The increase was primarily attributable to a \$3.0 million increase in the General Fund payroll accrual. Investment of cash is handled by the State of Connecticut Treasurer's Office, which invests cash balances in a Short Term Investment Fund ("STIF") on behalf of State agencies. The CCC's do not carry any other separate investments.

Non-current assets decreased 1.0% from \$658.3 million at June 30, 2013, to \$651.6 million at June 30, 2014, following an increase from \$650.5 million in fiscal year 2012. Net capital assets decreased by 1.0% from \$657.9 million to \$651.4 million at June 30, 2014. At June 30, 2014, capital assets in service totaled \$905.3 million, offset by \$266 million in accumulated depreciation; this compared with \$884.1 million and \$247.8 million, respectively, at the end of fiscal year 2013. Buildings and building improvements increased by \$17.5 million. Tunxis renovations to their "300" Building and completion of a fifty-seven thousand square foot addition to their "600" Building added \$15.8 million. Renovations to Manchester's parking lot, bathroom renovations to accommodate the disabled, plus a fire code and sprinkler upgrade to their Lowe building added \$4.7 million. Gateway's transfer of their Long Wharf facility to Southern Connecticut State University reduced capital assets by \$3.8 million.

Current liabilities consist primarily of accrued payroll and related benefits, unearned revenue, and accounts payable. Total liabilities were \$92.7 million at the end of fiscal year 2014, a decrease from \$93.1 million at the end of fiscal year 2013. Employee salary and fringe benefits payable of \$31.0 million and unapplied payments of \$10.8 million, primarily collected in advance for late-summer and fall 2014 academic terms. Additional current liabilities include deferred revenues of \$2.7 million for restricted grant activities to be performed, vendor accounts payable of \$4.7 million, agency fund liabilities of \$1.3

Connecticut Community Colleges

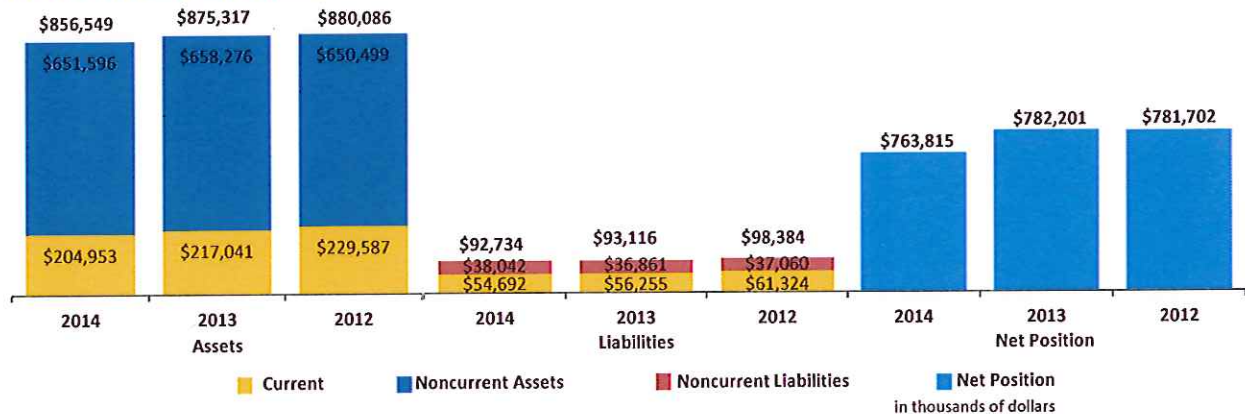
Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013

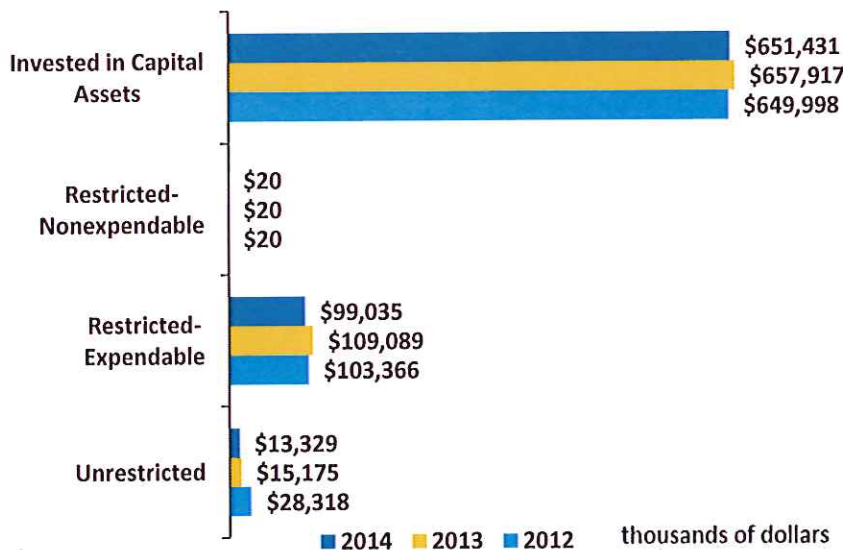


million, and \$3.5 million for the estimated value of accrued compensated absences (sick and vacation time benefits) that will be paid within the coming year to employees who terminate or retire, as well as \$0.3 million of retainage on facility projects. *Non-current liabilities* consist almost exclusively of long-term accrued compensated absences (“ACA”) – \$37.9 million net of \$3.5 million of current liabilities – to be paid out to terminating employees over time in the future beyond one year. The total ACA liability of \$41.4 million (long-term and current) represents approximately 42.0% of the existing *unrestricted* current assets that are available to pay for these previously earned employee benefits, and causes the reported unrestricted net position balance to be significantly reduced. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net position.

THE CCC'S FINANCIAL POSITION



THE CCC'S NET POSITION



The total net position balance includes \$651.4 million *Invested in Capital Assets* net of related debt and depreciation. The Connecticut Community Colleges do not carry any capital debt, as property acquisitions, facility construction and major renovations are financed by capital appropriations made to one or more of the CCC's. Bonding and debt repayment are the responsibility of the State of Connecticut and are not reflected in the CCC financial statements. The Connecticut Community Colleges continue to implement a long-range capital plan to provide for new and renovated campus facilities necessary to meet academic program needs.

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013



The \$22.3 million in new bond fund appropriations in fiscal year 2014 included \$9.0 million for capital equipment, \$5.0 million for System technology initiative, \$5.6 million for System administered projects and repairs and \$2.1 million for DAS administered projects.

The CCC's have a minimal level of *Restricted-Nonexpendable* net position as the colleges do not generally carry any permanent endowment as a direct activity. *Restricted-Expendable* net position represent primarily bond fund appropriation balances at June 30, 2014 (\$59.4 million in funds managed by the CCC's and \$28.4 million for projects managed by DAS), funds held in restricted accounts pending distribution under the terms of the Board's collective bargaining agreement with its professional unions (\$10.6 million), loan fund balances (\$0.1 million), as well as private gifts and donations, mostly for scholarships, whose revenues have been recognized but not yet expended. Changes in restricted-expendable net position are related primarily to the change in bond fund appropriation revenues and expenses in connection with various facility projects.

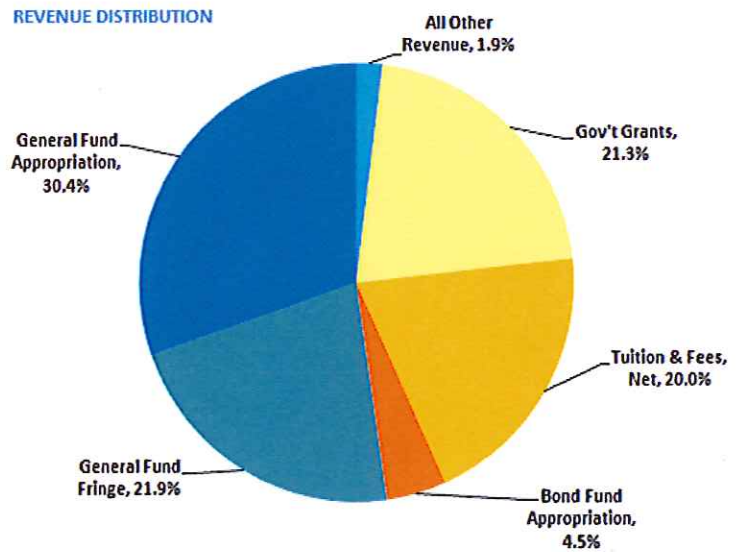
Unrestricted net position ("UNP") decreased by \$1.8 million to \$13.3 million during fiscal year 2014, following a decrease of \$13.1 million in 2013 and \$10.9 million decrease in 2012. The declines in recent years follow a period of cash usage exceeding cash provided by operating and non-operating sources. This is primarily a result of declining resources received from the State during the recent recession. The table below illustrates the fluctuations in aggregate CCC UNP over the past several years:

<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>
\$6.5	\$4.1	\$7.2	\$10.2	\$16.2	\$29.8	\$32.8	\$24.2	\$37.9	\$39.2	\$28.3	\$15.2	\$13.3

Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position presents CCC's results of operations, as well as the non-operating revenues and expenses. Total *operating revenues* for fiscal year 2014 were \$213.1 million after the reduction for scholarship allowances as required by GASB 35, up 0.7% from \$211.5 million in fiscal year 2013, and \$214.7 million in fiscal year 2012. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis, but are offset by student financial aid and waivers resulting in net tuition and fee revenue of \$99.4 million after scholarship allowances. This differs from budgetary practices, which recognize revenue on a gross basis without offset for scholarship allowances. On a gross basis, fiscal year 2014 tuition revenues increased 2.4% from the previous year, to \$177.5 million, following a 2.0% increase from 2012 to 2013. These revenues reflect a FTE credit enrollment decrease of 1.6% in fiscal year 2014 and an increase of 0.6% in fiscal year 2013. Extension fee revenues increased from \$23.1 million in fiscal year 2013 to \$24.6 million in fiscal year 2014. Credit extension increased 7.2% while the non-credit extension increased 5.6%. Other fee revenues (gross) totaled \$25.0 million at June 30, 2014.

REVENUE DISTRIBUTION



Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013



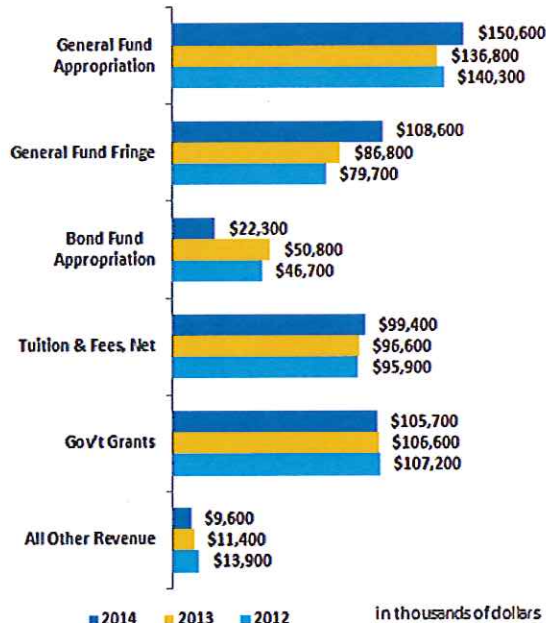
Condensed Statement of Revenues, Expenses and Changes in Net Position June 30, 2014, 2013 and 2012 (in thousands)

	2014	2013	2012	% Change	
				current yr	prior yr
OPERATING REVENUES					
Tuition and fees	\$ 177,470	\$ 173,297	\$ 169,881	2.4%	2.0%
Less: Scholarship discounts and allowances	(78,025)	(76,661)	(73,964)	1.8%	3.6%
Net tuition and fees	99,445	96,636	95,917	2.9%	0.7%
Grants & indirect cost recoveries	105,693	106,621	107,170	-0.9%	-0.5%
Additional operating revenues	7,924	8,221	11,654	-3.6%	-29.5%
Total operating revenues	213,062	211,478	214,741	0.7%	-1.5%
OPERATING EXPENSES	514,565	488,496	478,044	5.3%	2.2%
Operating loss	(301,503)	(277,018)	(263,303)	8.8%	5.2%
NON-OPERATING REVENUES (EXPENSES)					
State appropriations - general fund *	259,155	223,621	219,976	15.9%	1.7%
State appropriations - bond fund **	22,319	50,768	46,728	-56.0%	8.6%
Other non-operating revenues (expenses), net	1,643	3,128	2,231	-47.5%	40.2%
Total non-operating revenues	283,117	277,517	268,935	2.0%	3.2%
NET POSITION					
Change in net position	(18,386)	499	5,632	-3784.6%	-91.1%
Net position, beginning of year	782,201	781,702	776,070	0.1%	0.7%
Net position, end of year	\$ 763,815	\$ 782,201	\$ 781,702	-2.4%	0.1%

* Including fringe benefits

** Including agency and DCS administered

REVENUE SUMMARY



Government grant revenues are comprised primarily of student financial aid programs including the Federal Pell and Supplemental Education Opportunity Grant ("SEOG") programs, and the State of Connecticut Aid to Public College Students ("CAPCS") grants. Other government grants include funding for various program-related activities. Government grant revenues at June 30, 2014 were \$105.7 million; federal dollars were up \$5.8 million and state dollars were down \$6.7 million from the previous fiscal year. \$4.0 million of the reduction in state grant funds represents a decrease in the Governor's Scholarship program and \$2.5 million is the result of the State moving the Connecticut Charts-A-Course (CCAC) program from the CCC's to a new agency titled CT Office of Early Childhood, effective July 1, 2013. CCAC's focus was to raise the level of education through certification of those working in child care and early learning centers.

Other revenues totaled \$9.6 million in 2014, down from \$11.3 million in fiscal year 2013. Other revenues include sales or commission revenues from college- or vendor-operated cafeterias, bookstores, and daycare centers, early childhood education, food services, and private gifts and grants. The change in other revenues was primarily caused by a decrease in private gifts and grants.

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

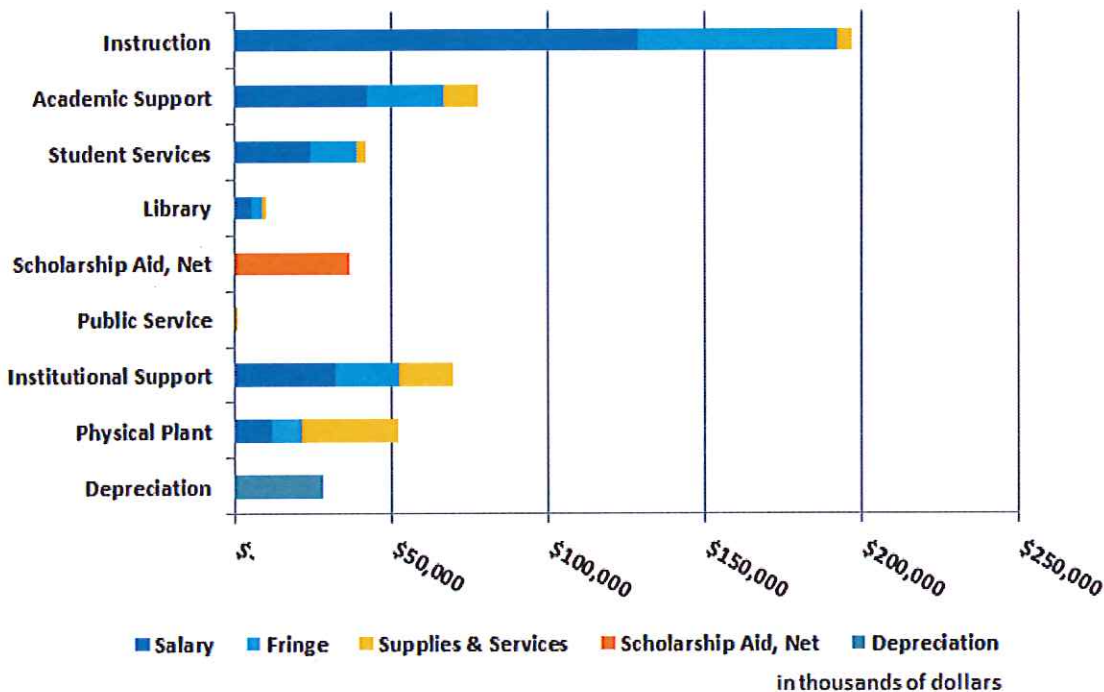
June 30, 2014 and 2013



Total *operating expenses* for fiscal year 2014 were \$514.6 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense increase of 5.3% from \$488.5 million in fiscal year 2013, compared with an increase of 2.2% from \$478.0 million in fiscal year 2012. The \$26.1 million increase in fiscal year 2014 consists primarily of increases in fringe, salaries and depreciation of \$19.1, \$9.4 and \$1.0 million respectively, offset by decreases in net scholarship aid of \$3.7 million. \$17.1 million of the increase in fringe costs is due to the increased rates for retirement set and applied by the state.

Operating expenses included \$382.0 million for salary and wages and related fringe benefits, or 74.2% of total operating expense. In addition, operating expense included \$36.4 million in net scholarship aid expense refunded to students, \$28.4 million in depreciation expense and \$67.7 million for all other service and supply costs. Service and supply costs include \$11.3 million in non-capital telecommunications and information technology-related services and supplies; premises and property-related expenses including utilities, security, maintenance and repairs, custodial and grounds, and other related costs totaling \$26.4 million; and all other non-personnel costs of operating the colleges.

FISCAL YEAR 14 EXPENSE by Program and Account Type



The Connecticut Community Colleges recorded an operating loss of \$301.5 million during the year ended June 30, 2014. In major part, this results from the fact that the State general fund appropriation and related fringe benefits, as well as State bond fund appropriations are classified as *non-operating revenues* under GASB 35, although the expenditure of these resources on personnel, non-capital equipment and depreciation are considered to be an operating expense. Other non-operating activity includes private gifts and donations, investment income earned on cash balances invested by the State treasurer's office, and non-mandatory transfers between individual colleges and the System Office. The State general fund appropriation for salaries increased by 10.0% and the associated revenues to cover fringe benefit costs increased by 25.1%, to \$150.5 million and \$108.6 million, respectively. Bond fund appropriation revenues decreased from \$50.8 million in 2013 to \$22.3 million in 2014. When the full value of the general fund appropriation and fringe benefits, capital appropriations, and other non-operating revenue and expense is taken into account, the System recorded a total 2014 net decrease in net position of \$18.4 million compared with \$0.5 million increase in 2013.

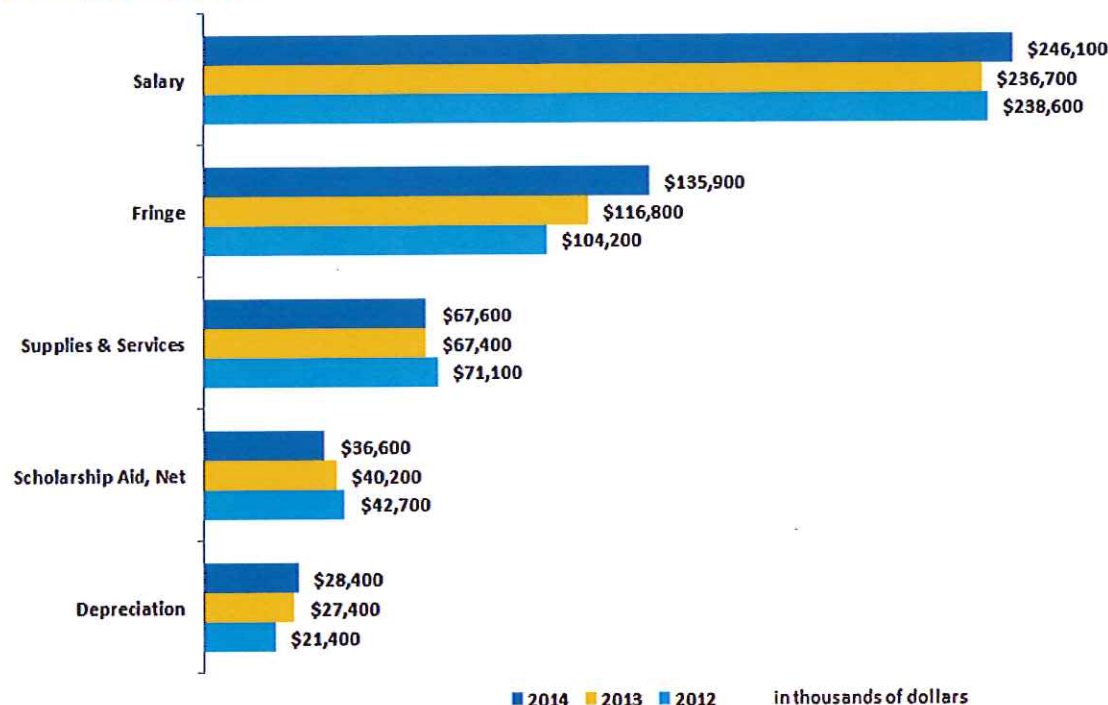
Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013



EXPENSE BY ACCOUNT TYPE



Statement of Cash Flows

The statement of cash flows presents the significant sources and uses of cash. Major sources of *operating activity* cash inflows include receipts of student tuition and fees (\$96.5 million, up 1.5% from 2013) and receipts from government grants and contracts (\$104.5 million, down 1.0% from 2013). Cash is also received from private grants and contracts, miscellaneous auxiliary and educational sales, and other activities. The largest operating cash outflows include salaries paid to employees (\$240.3 million, up 2.0% from 2013), fringe benefits paid on behalf of employees (\$133.1 million, up 17.4% from 2013), vendor payments (\$77.2 million, down 4.5% from 2013) and payments to students (\$40.0 million, down 7.7% from 2013) including financial aid grants and loans (above the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. Net cash used by operating activities declined 6.9% during fiscal year 2014 and 1.6% during fiscal year 2013.

The largest inflow of cash related to *non-capital financing* is State appropriations (\$257.6 million), including general fund appropriations for salaries and related fringe benefits, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. Other non-capital financing cash inflows include private gift receipts of \$1.6 million and Federal Family Education Loan Program (FFELP) receipts of \$10.8 million.

Capital financing cash flows result primarily from the receipt or reallocation of capital appropriations and from cash outlays made to purchase capital assets either by the CCC's directly, or by DAS on the System's behalf. During fiscal year 2014, capital financing net cash inflows of \$20.5 million reflected the receipt of bond appropriations of \$2.1 million of which went to college facility projects administered by DAS, and \$18.4 million for repairs and maintenance, capital equipment and system technology initiatives at the colleges. Cash provided by *investing activities* represents interest income earned on operating fund cash balances invested by the State treasurer on behalf of the System, and distributed quarterly. Cash inflows from the STIF fell from \$153 thousand in fiscal year 2013 to \$113 thousand in fiscal year 2014.

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013



Statement of Cash Flows June 30, 2014, 2013 and 2012 (in thousands)

	2014	2013	2012	% Change	
				current yr	prior yr
CASH PROVIDED (USED) BY					
Operating activities	\$ (280,327)	\$ (262,185)	\$ (257,974)	-6.9%	-1.6%
Investing activities	113	153	191	-26.1%	-19.9%
Capital & related financing activities	(5,211)	6,111	(47,976)	-185.3%	112.7%
Non-Capital financing activities	270,058	239,287	238,189	12.9%	0.5%
Net change in cash and cash equivalents	(15,367)	(16,634)	(67,570)	7.6%	75.4%
CASH AND CASH EQUIVALENTS					
Cash and cash equivalents, beginning of year	182,636	199,270	266,840	-8.3%	-25.3%
Cash and cash equivalents, end of year	\$ 167,269	\$ 182,636	\$ 199,270	8.4%	-8.3%

Economic Outlook

The Connecticut Community Colleges will confront significant challenges and opportunities in the years ahead. The factors that will have the greatest financial impact on the CCC are projected flattening and declining high school graduates and the current fiscal condition of the state of Connecticut, which continues to lag behind the nation in its recovery from the recent recession and projects significant budget deficits in the next biennial budget cycle.

State general fund appropriations in 2014 of \$259.2 million are up 15.9% over 2013, which were higher than 2012 by 1.7%. Recently it was announced that State revenues will not meet FY15 projections. It is not currently known what impact this will have on the CCC's appropriations but, CCC management will manage expenditures to remain within available resources.

Full time equivalent headcount for the CCCs is slightly lower in 2014 than 2013 as indicated in the table below:

Fall Headcount Enrollment and Full Time Equivalent						
Year Ended 30-Jun	Undergraduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2014	56,976	-2.2%	56,976	-2.2%	32,882	-1.6%
2013	58,228	1.9%	58,228	1.9%	33,410 *	0.6%
2012	57,152	-1.0%	57,152	-1.0%	33,200 *	-2.0%
2011	57,749	5.9%	57,749	5.9%	33,862 *	5.8%
2010	54,523	8.0%	54,523	8.0%	32,001 *	9.6%

* Prior year numbers have changed slightly from what was reported on this same schedule in the fiscal year 2013 financials. The difference represents two definitions offered by IPEDS, the Integrated Post-Secondary Education Data System. This is the primary source for post secondary institutions in the United States. This year the numbers are calculated using the Instructional Activity definition.

Although the past two years have seen declining full time equivalent students, the five year trend in enrollment is encouraging. CCC continues to attract non-traditional students and as discussed below, strategic initiatives are underway to expand the potential student population.

Looking forward, management is working towards strategic initiatives to improve and enhance operations of the CCC and entire system. The Board had previously engaged consulting support to review current enrollment management policies and practices with the goal of formulating new strategies to increase recruitment and retention of students.

Since its official formation in January, 2012, the Board of Regents has initiated a number of actions to employ best practices at the state universities and community colleges. "Excel CT", the strategic plan for the state universities, community colleges, and Charter Oak State College, was launched in FY 2014. Transform CSCU will improve the student experience by uniting the 17 CSCU institutions as one interdependent system, strengthen online learning capacity, and better aligning coursework with the strongest industry growth sectors. As a multi-year, multi-phase initiative, Transform CSCU will:

- Develop a long-term tuition plan to help students better plan for the cost of college.
- Improve student retention rates and increase enrollment through new initiatives like Go Back to Get Ahead which targets residents seeking to complete degrees and outreach to returning military to evaluate experiential learning for academic credit.
- Build high-tech smart classrooms to facilitate learning.
- Streamline core administrative functions establish a common academic calendar and a single application, create opportunity for system-wide course registration and degree pathway management.
- Improve system-wide credit transfer and course articulation to reduce time to degree completion and keep tuition costs in check.
- Expand early college programs to all the community colleges to reduce remediation, decrease degree completion time to save tuition dollars, and connect with students who might not consider college.
- Align workforce development mission with the strongest industry growth sectors as identified by the State Department of Economic and Community Development and Department of Labor.
- Strengthen teacher training programs and provide ongoing supports for new teachers.
- Expand advanced manufacturing programs at Housatonic, Naugatuck Valley, Asnuntuck, and Quinebaug Valley Community Colleges to increase student capacity and incumbent worker training programs.
- Build strong partnerships with business and industry to give students access to internships, externships, and a strong career network.
- Develop a system-wide academic/facilities master plan to strategically map out program expansion.
- Address deferred maintenance at all 17 institutions.

Management is strongly committed to advocating for forward-thinking, long-term shifts in University and system operations. The primary focus of these strategies is to provide better services and experiences to students. Late in FY14 the Board of Regents hired the Boston Consulting Group (BCG) to support development of an integrated strategic plan, Transform CSCU 2020. BCG analyses and support covered six different organizational clusters of initiatives including; Workforce of Tomorrow, Transparency and Policies, Revenue Management, Organizational Efficiency and Effectiveness, Information Technology and Facilities. These initiatives are being considered in conjunction with proposals to highlight the academic specialties of each state University through program expansion and quality increases. There continues to be ongoing stakeholder engagement and the completed report is currently expected to be presented to the Board of Regents in the spring of 2015.

Additional Information

This financial report is designed to provide a general overview of CCC's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to Erika Steiner, Chief Financial Officer, Board of Regents for Higher Education, Connecticut State Colleges and Universities (860-493-0251). College-specific questions may also be directed to the Dean of Administration at each individual college.



Independent Auditor's Report

To the Board of Regents
of the Connecticut Community Colleges

We have audited the accompanying financial statements of the primary institution (an enterprise fund of the State of Connecticut), and the aggregate discretely presented component units (the aggregate of the Magnet High Schools and the Foundations) comprising the Connecticut Community Colleges (the "System"), as of June 30, 2014 and 2013 and for the years then ended, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions on the financial statements based on our audits. We did not audit the financial statements of the Foundations, which statements reflect total assets of \$52.2 million and \$48.9 million and total net assets of \$49.8 million and \$46.4 million as of June 30, 2014 and 2013, respectively, and total revenues, capital gains and losses and other support of \$9.6 million and \$9.9 million for the years then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

Opinion

In our opinions, based on our audits and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the primary institution and the aggregate discretely presented component units of the Connecticut Community Colleges at June 30, 2014 and 2013, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

The accompanying Management's Discussion and Analysis on pages 1 through 10 are required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial

statements in an appropriate operational, economic, or historical context. We and the other auditors have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Emphasis of a Matter

As discussed in note 1, the financial statements of the System, an institution of higher education of the State of Connecticut, are intended to present the financial position, the changes in financial position and cash flows of only that portion of the business-type activities of the State that is attributable to the transactions of the System. They do not purport to, and do not, present fairly the financial position of the State of Connecticut as of June 30, 2014 and 2013, the changes in its financial position, or, where applicable, its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matter

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplementary information included on pages 32 through 41 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves and other additional procedures, in accordance with auditing standards generally accepted in the United States of America by us. In our opinion, the supplementary information, based on our audit, are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

PriceWaterhouseCoopers LLP

Hartford, Connecticut
December 23, 2014

Connecticut Community Colleges
Statements of Net Position
June 30, 2014 and 2013



	Primary Institution (in thousands)		Component Unit Magnet High Schools (in thousands)	
	2014	2013	2014	2013
Assets				
Current assets				
Cash and cash equivalents	\$ 167,269	\$ 182,636	\$ 3,080	\$ 13,470
Accounts receivable, due from the State	26,220	24,144	28	28
Accounts receivable other, net	11,301	10,058	61	10
Prepaid expenses	163	203	-	-
Total current assets	<u>204,953</u>	<u>217,041</u>	<u>3,169</u>	<u>13,508</u>
Non-current assets				
Capital assets, net	651,431	657,917	48,639	40,689
Student loans, net	165	359	-	-
Total non-current assets	<u>651,596</u>	<u>658,276</u>	<u>48,639</u>	<u>40,689</u>
Total assets	<u>\$ 856,549</u>	<u>\$ 875,317</u>	<u>\$ 51,808</u>	<u>\$ 54,197</u>
Liabilities				
Current liabilities				
Accounts payable	\$ 4,729	\$ 6,026	\$ 118	\$ 119
Accrued expenses - salary and fringe benefits	31,033	27,773	38	41
Accrued compensated absences - current portion	3,496	3,871	2	2
Deferred revenue	2,652	3,563	-	45
Unapplied payments	10,779	12,073	-	-
Retainage	275	1,382	-	-
Agency and loan fund liabilities	1,290	1,274	-	-
Other liabilities	438	293	-	-
Total current liabilities	<u>54,692</u>	<u>56,255</u>	<u>158</u>	<u>207</u>
Non-current liabilities				
Accrued compensated absences - long term portion	37,894	36,668	49	47
Other long-term liabilities	148	193	-	-
Total non-current liabilities	<u>38,042</u>	<u>36,861</u>	<u>49</u>	<u>47</u>
Total liabilities	<u>92,734</u>	<u>93,116</u>	<u>207</u>	<u>254</u>
Net position				
Invested in capital assets, net of related debt	651,431	657,917	48,639	40,689
Restricted				
Nonexpendable	20	20	-	-
Expendable	99,035	109,089	3,149	13,344
Unrestricted	13,329	15,175	(187)	(90)
Total net position	<u>763,815</u>	<u>782,201</u>	<u>51,601</u>	<u>53,943</u>
Total liabilities and net position	<u>\$ 856,549</u>	<u>\$ 875,317</u>	<u>\$ 51,808</u>	<u>\$ 54,197</u>

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

Connecticut Community Colleges
Statements of Net Assets – Component Unit
June 30, 2014 and 2013



	Component Unit	
	Foundations	
	(in thousands)	
	2014	2013
		(Restated)
Assets		
Cash and cash equivalents	\$ 7,873	\$ 6,666
Accounts receivable, net	78	25
Contributions receivable, net	1,544	2,407
Grants receivable	333	332
Other receivables	432	505
Prepaid expenses and other assets	559	593
Investments	41,336	38,318
Total assets	<u>\$ 52,155</u>	<u>\$ 48,846</u>
Liabilities		
Accounts payable and accrued expenses	\$ 416	\$ 359
Annuities payable	165	174
Scholarships payable	40	5
Other liabilities	1,768	1,931
Total liabilities	<u>2,389</u>	<u>2,469</u>
Net Assets		
Unrestricted	2,891	2,334
Temporarily restricted	18,199	15,950
Permanently restricted	28,676	28,093
Total net assets	<u>49,766</u>	<u>46,377</u>
Total liabilities and net assets	<u>\$ 52,155</u>	<u>\$ 48,846</u>

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

Connecticut Community Colleges

Statements of Revenues, Expenses and Changes in Net Position

Years Ended June 30, 2014 and 2013



	Primary Institution (in thousands)		Component Unit Magnet High Schools (in thousands)	
	2014	2013	2014	2013
Operating revenue				
Student tuition and fees	\$ 177,470	\$ 173,297	\$ -	\$ -
Less: Scholarship discounts and allowances	(78,025)	(76,661)	-	-
Net tuition and fees	99,445	96,636	-	-
Federal grants and contracts	96,855	91,086	4,150	4,351
State and local grants and contracts	8,838	15,535	107	95
Private grants and contracts	2,126	2,817	-	-
Sales and services of educational departments	615	551	-	-
Other operating revenues	5,183	4,853	1,152	911
Total operating revenues	213,062	211,478	5,409	5,357
Operating expenses				
Instruction	197,089	181,318	4,610	3,384
Public service	867	850	-	-
Academic support	77,600	72,886	442	472
Library	10,244	9,911	96	72
Student services	41,826	39,771	433	408
Scholarship aid, net	36,555	40,149	-	-
Institutional support	69,823	63,868	1,039	1,062
Physical plant	52,118	52,307	569	554
Depreciation	28,443	27,436	1,250	979
Total operating expenses	514,565	488,496	8,439	6,931
Operating loss	(301,503)	(277,018)	(3,030)	(1,574)
Nonoperating revenues				
State appropriations - general fund	259,155	223,621	691	625
State appropriations - bond funds	22,319	50,768	-	-
Private gifts	1,410	2,515	-	-
Interest income	119	145	-	-
Other non-operating revenues, net	114	468	(3)	-
Net non-operating revenue	283,117	277,517	688	625
Change in net position	(18,386)	499	(2,342)	(949)
Net position at beginning of year	782,201	781,702	53,943	54,892
Net position at end of year	\$ 763,815	\$ 782,201	\$ 51,601	\$ 53,943

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

Connecticut Community Colleges
Statements of Revenues, Expenses and
Changes in Net Assets – Component Unit
Years Ended June 30, 2014 and 2013



	Component Unit Foundations (in thousands)	
	2014	2013 (Restated)
Revenue, capital gains and losses and other support		
Gifts and grants	\$ 3,676	\$ 5,625
Gifts in kind	4	7
Events and activities	953	957
Dividends and interest income	748	535
Net realized and unrealized gain/(loss) on investments	4,253	2,741
Total revenue, capital gains and losses and other support	9,634	9,865
Expenses		
Fundraising events	463	590
Campus facilities, projects and equipment	350	725
Grants	262	160
Museum	72	85
Program services	1,600	1,728
Scholarships, awards, and financial aid	2,090	1,817
Management and general	904	845
College advancement	504	1,327
Total expenses	6,245	7,277
Change in net assets	3,389	2,588
Net assets		
Net assets at beginning of year	46,377	43,789
Net assets at end of year	\$ 49,766	\$ 46,377

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

Connecticut Community Colleges

Statements of Cash Flows

June 30, 2014 and 2013



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

	Primary Institution (in thousands)	
	2014	2013
Cash flows from operating activities		
Student tuition and fees	\$ 96,526	\$ 95,142
Government grants and contracts	104,487	105,580
Private grants and contracts	2,352	2,587
Sales and services of educational departments	592	537
Payments to employees	(240,342)	(235,753)
Payments for fringe benefits	(133,122)	(113,394)
Payments to students	(39,952)	(43,291)
Payments to vendors	(77,169)	(80,784)
Payments by Department of Construction Services	(322)	(520)
Other receipts, net	6,623	7,711
Net cash used in operating activities	<u>(280,327)</u>	<u>(262,185)</u>
Cash flows from investing activities		
Interest income	113	153
Net cash provided by investing activities	<u>113</u>	<u>153</u>
Cash flows from capital and related financing activities		
State appropriations	20,474	47,472
Payments by Department of Construction Services	(13,295)	(28,187)
Purchase of capital assets	(12,390)	(13,174)
Net cash (used in) provided by capital and related financing activities	<u>(5,211)</u>	<u>6,111</u>
Cash flows from noncapital financing activities		
State appropriations	257,576	226,192
Private gifts	1,637	1,644
Federal Family Education Loan program ("FFELP")	10,845	11,451
Net cash provided by noncapital financing activities	<u>270,058</u>	<u>239,287</u>
Net change in cash and cash equivalents	(15,367)	(16,634)
Cash and cash equivalents at beginning of year	<u>182,636</u>	<u>199,270</u>
Cash and cash equivalents at end of year	<u>\$ 167,269</u>	<u>\$ 182,636</u>
Reconciliation of operating loss to net cash used in operating activities:		
Operating loss	\$ (301,503)	\$ (277,018)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation expense	28,443	27,436
Loss on disposal of capital assets, net	1,665	621
Operating Application of FFELP Receipts	(10,845)	(11,451)
Changes in operating assets and liabilities:		
Accounts receivable, net	(1,042)	(3,226)
Prepaid expenses and other assets	40	2
Accrued compensation and other	4,297	1,863
Accounts payable	(2,293)	(696)
Deferred revenue	911	284
Net cash used in operating activities	<u>\$ (280,327)</u>	<u>\$ (262,185)</u>

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

Connecticut Community Colleges

Notes to Financial Statements

June 30, 2014 and 2013



1. Organization and Operations

The Connecticut Community Colleges (collectively referred to as “CCC” or the “System”) are a state wide system of twelve regional community colleges, serving more than half of the undergraduates in public higher education in the State of Connecticut (the “State”). The CCC’s offer two-year associate degrees and transfer programs, short-term certificates and individual coursework in both credit and noncredit programs, often through partnerships with business and industry. The System has a combined enrollment of approximately 57,000 credit full-time equivalent students and 28,000 additional noncredit students at its twelve colleges. The primary institution that make up the financial statements include the CCC System Office (“SO”) and the following regional community colleges: Asnuntuck Community College (“Asnuntuck”), Capital Community College (“Capital”), Gateway Community College (“Gateway”), Housatonic Community College (“Housatonic”), Manchester Community College (“Manchester”), Middlesex Community College (“Middlesex”), Naugatuck Valley Community College (“Naugatuck”), Northwestern Connecticut Community College (“Northwestern”), Norwalk Community College (“Norwalk”), Quinebaug Valley Community College (“Quinebaug”), Three Rivers Community College (“Three Rivers”), and Tunxis Community College (“Tunxis”).

2. Reporting of Component Units

Government Accounting Standards Board (“GASB”) Statement No. 39, *Determining Whether Certain Organizations Are Component Units* (“GASB 39”) and as amended GASB 61, *The Financial Reporting Entity*, requires several legally separate, tax-exempt, affiliated college foundations (collectively referred to as the “Foundations”) to be considered component units of CCC and presented discretely in CCC’s financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the colleges in support of their programs. Although the colleges do not control the timing or amount of receipts from the Foundations, the majority of resources, or income thereon, that the Foundations hold and invest are restricted to the activities of the colleges by the donors. Because these restricted resources held by the Foundations can only be used by, or for the benefit of, the colleges, the Foundations are considered component units of the colleges.

The financial information of the college Foundations is discretely presented and identified in the “component unit” column of the various system-wide and college financial statements. Because under Connecticut statutes each Foundation may establish its own accounting (fiscal) year as any twelve month period, not all twelve Foundations have a fiscal year-end which coincides with the CCC June 30 year-end. Some Foundations have fiscal years which end at December 31. GASB 39 allows component unit information to be up to eleven months older than that of the CCC primary institution, therefore the component unit information reflects Foundation statements from each Foundation’s most recent fiscal year, ended either December 31, 2013 or June 30, 2014.

All Foundation financial statement information is based on separately audited financial statements. Those financial statements are audited by other accounting firms and are presented under standards promulgated by the Financial Accounting Standards Board (“FASB”) rather than GASB. Under pre-existing Connecticut statutory and CCC Board policy requirements, various Foundation information including the audited Foundation financial statements, is reviewed at a high level by

the college president and the college chief financial official, and forwarded to the CCC System Office annually for transmittal to the State Auditors of Public Accounts. CCC management relies upon individual college and Foundation compliance with these requirements, and the independently audited Foundation financial statements, to ensure that information presented in the component unit section of the CCC financial statements is materially correct.

The Foundations are private non-profit organizations that report under FASB standards, including ASC 958-205 *Presentation of Financial Statements*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundations' financial information in CCC's financial reporting entity for these differences. However, in some cases line items have been combined to reflect common terminology across all twelve college foundations. In addition, all other footnotes herein relate solely to the primary institution, the CCC's, excluding the respective component unit foundations.

CCC has responsibility for Great Path Academy ("GPA") and Quinebaug Valley Middle College High School ("QMC"), (together, "magnet high schools") which are inter-district magnet high schools located on the Manchester Community College and Quinebaug Valley Community College campuses, respectively. Magnet high schools are discretely presented and identified in a single column as component units on the face of CCC's statements of net position and statements of revenues, expenses and changes in net position. CCC does not consider magnet high schools to be part of the primary institution, because they are legally separate entities from CCC and they are separately managed and accounted for.

An out of period adjustment was recorded and reflected in the 2014 discretely presented component unit financial statements of the Magnet High Schools to increase assets by approximately \$135,000, reduce liabilities by \$24,000, and increase revenue by approximately \$111,000 to correct for an error which related to grants and related costs as of June 30, 2013. The System has concluded that these adjustments are immaterial to the current and prior period financial statements.

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

Complete financial statements for the Foundations can be obtained from the Finance Department at the Connecticut State Colleges and Universities System Office at 39 Woodland St. Hartford, CT 06105 or by phone at (860)723-0000.

3. Significant Accounting Policies

Basis of Presentation

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

charged to external parties for goods or services.

CCC implemented GASB Statement No. 63, *Financial Reporting of Deferred Outflow of Resources, Deferred Inflows of Resources, and Net Position* ("GASB 63"), effective June 30, 2013. CCC also implemented GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities* ("GASB 65") effective June 30, 2013.

As a result of implementation, CCC did not identify any significant deferred outflows of resources or deferred inflows of resources at June 30, 2013.

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

Invested in Capital Assets, Net of Related Debt

Capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding principal balances of debt and other obligations, if applicable, attributable to the acquisition, construction or improvement of those assets. As of June 30, 2014 and 2013, the CCC's do not carry any debt as all bonding is handled by the State.

Restricted – Nonexpendable

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

Restricted – Expendable

Net position subject to externally-imposed constraints imposed by grantors, contributors or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. Restricted expendable net position include capital appropriation balances, funds held in accordance with legally adopted collective bargaining agreements, unexpended balances in non-exchange grants, and institutional capital contribution balances in the Federal National Direct Student Loan and Nursing Loan programs. The balance of expendable net position restricted by enabling legislation at June 30, 2014 and June 30, 2013 are \$99,035,141 and \$109,089,252 respectively.

Unrestricted

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

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

The magnet high schools apply the same four net position categories as described above.

Cash and Cash Equivalents

Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at market value, is held on behalf of CCC by the State Treasurer and has original maturities of three months or less (see Note 4). Interest income is recognized on the accrual basis. The largest inflow of cash related to non-capital financing is State appropriations, including general fund appropriations for salaries of \$150,541,309 and \$136,808,291 for fiscal year 2014 and 2013 respectively, and related fringe benefit of \$108,613,328 and \$86,813,061 for fiscal year 2014 and fiscal year 2013 respectively, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The CCC's do not receive cash from the State in support of the general fund appropriation. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement. Fringe benefit payments are made by the State Comptroller on behalf of the CCC's, and information regarding the associated fringe benefit expense is provided to the System with each biweekly payroll. This is treated as a cash equivalent on the statements of cash flows.

Capital Assets

Capital assets of the primary institutions and the magnet high schools are stated at historical cost or, in the case of donated property, at the fair value at the date of gift. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life. Useful lives assigned to assets are identified in the following table:

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

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

Accrued Compensated Absences (ACA)

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

Deferred Revenue

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

Unapplied Payments

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

Operating Activities

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

Student Tuition and Fee Revenue

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

Private Gifts and Contributions

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

Income Taxes

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

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates. Significant estimates include the accrual for employee compensated absences, collectability of accounts and loans receivable and the useful lives of property and equipment.

Subsequent Events

In accordance with generally accepted accounting principles, CCC evaluated subsequent events for the period after June 30, 2014 and through December 23, 2014, the date the financial statements were issued, and determined that there have been no subsequent events that would require recognition in the financial statements or disclosures in the notes of the financial statements.

4. Cash and Cash Equivalents

Cash and cash equivalents consists of the following at June 30, 2014 and 2013 (in thousands):

	2014	2013
Cash	\$ 77,414	\$ 79,111
Cash equivalents	89,855	103,525
Cash and cash equivalents total	<u>\$ 167,269</u>	<u>\$ 182,636</u>

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

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed 5.0% of the STIF's net assets at the time of execution.

CCC has assessed the Credit Risk and the Concentration of Credit Risk of its Cash and Cash Equivalents as follows:

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

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of

Connecticut Community Colleges
Notes to Financial Statements
June 30, 2014 and 2013



investments with one issuer exceeds 5 percent or more of the total value of investments. 100% of CCC's total cash and cash equivalents are invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to the CCC which are backed by cash held by the State as of June 30, 2014.

5. Accounts Receivable

Accounts receivable consist of the following at June 30, 2014 and 2013 (in thousands):

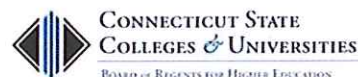
	2014	2013
Tuition	\$ 3,948	\$ 2,464
College services fees	327	254
Student activity fees	19	15
Extension fees	1,048	1,104
Payment plans and returned checks	953	1,722
Other student fees	<u>200</u>	<u>172</u>
Subtotal	6,495	5,731
Less: Allowance for doubtful accounts	<u>(2,343)</u>	<u>(1,942)</u>
Subtotal student tuition and fee receivables, net	<u>4,152</u>	<u>3,789</u>
Third party contracts	783	492
Government grants and contacts	4,642	3,560
STIF	32	25
Other receivables	<u>2,502</u>	<u>2,749</u>
Subtotal	7,959	6,826
Less: Allowance for doubtful accounts	<u>(810)</u>	<u>(557)</u>
Subtotal other receivables, net	<u>7,149</u>	<u>6,269</u>
Total accounts receivable, net	<u>\$ 11,301</u>	<u>\$ 10,058</u>

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

Connecticut Community Colleges

Notes to Financial Statements

June 30, 2014 and 2013



6. Capital Assets

Capital assets for the Primary Institutions consist of the following at June 30, 2014 and 2013 (in thousands):

	Balance at June 30, 2013	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2014
Land and land/site improvements	\$ 22,737	\$ -	\$ (908)	\$ 3,387	\$ 25,216
Infrastructure	516	-	-	-	516
Building and building improvements	777,754	777	(4,227)	20,987	795,291
Furnishings and equipment	74,475	7,339	(5,586)	-	76,228
Library books	8,173	425	(988)	-	7,610
Software	439	-	-	-	439
	<u>884,094</u>	<u>8,541</u>	<u>(11,709)</u>	<u>24,374</u>	<u>905,300</u>
Less: Accumulated depreciation	<u>(247,773)</u>	<u>(28,443)</u>	<u>10,218</u>	<u>-</u>	<u>(265,998)</u>
	<u>636,321</u>	<u>(19,902)</u>	<u>(1,491)</u>	<u>24,374</u>	<u>639,302</u>
Construction-in-progress	<u>21,596</u>	<u>15,189</u>	<u>(282)</u>	<u>(24,374)</u>	<u>12,129</u>
Capital assets, net	<u>\$ 657,917</u>	<u>\$ (4,713)</u>	<u>\$ (1,773)</u>	<u>\$ -</u>	<u>\$ 651,431</u>

	Balance at June 30, 2012	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2013
Land and land/site improvements	\$ 22,737	\$ -	\$ -	\$ -	\$ 22,737
Infrastructure	516	-	-	-	516
Building and building improvements	592,125	1,872	-	183,757	777,754
Furnishings and equipment	66,566	8,943	(1,839)	805	74,475
Library books	8,558	535	(920)	-	8,173
Software	439	-	-	-	439
	<u>690,941</u>	<u>11,350</u>	<u>(2,759)</u>	<u>184,562</u>	<u>884,094</u>
Less: Accumulated depreciation	<u>(222,748)</u>	<u>(27,436)</u>	<u>2,411</u>	<u>-</u>	<u>(247,773)</u>
	<u>468,193</u>	<u>(16,086)</u>	<u>(348)</u>	<u>184,562</u>	<u>636,321</u>
Construction-in-progress	<u>181,805</u>	<u>24,818</u>	<u>(465)</u>	<u>(184,562)</u>	<u>21,596</u>
Capital assets, net	<u>\$ 649,998</u>	<u>\$ 8,732</u>	<u>\$ (813)</u>	<u>\$ -</u>	<u>\$ 657,917</u>

Depreciation expense was \$28,442,638 and \$27,436,390 for the years ended June 30, 2014 and 2013, respectively.

Connecticut Community Colleges
Notes to Financial Statements
June 30, 2014 and 2013



Capital assets for the Magnet Schools consist of the following at June 30, 2014 and 2013 (in thousands):

	Balance at June 30, 2013	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2014
Building and building improvements	\$ 31,106	\$ -	\$ -	\$ 20,682	\$ 51,788
Furnishings and equipment	1,367	285	(25)	-	1,627
	<u>32,473</u>	<u>285</u>	<u>(25)</u>	<u>20,682</u>	<u>53,415</u>
Less: Accumulated depreciation	(3,642)	(1,250)	11	-	(4,881)
	<u>28,831</u>	<u>(965)</u>	<u>(14)</u>	<u>20,682</u>	<u>48,534</u>
Construction-in-progress	11,858	8,929	-	(20,682)	105
Capital assets, net	<u>\$ 40,689</u>	<u>\$ 7,964</u>	<u>\$ (14)</u>	<u>\$ -</u>	<u>\$ 48,639</u>

	Balance at June 30, 2012	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2013
Building and building improvements	\$ 31,106	\$ -	\$ -		\$ 31,106
Furnishings and equipment	1,130	12	-	225	1,367
	<u>32,236</u>	<u>12</u>	<u>-</u>	<u>225</u>	<u>32,473</u>
Less: Accumulated depreciation	(2,662)	(980)	-	-	(3,642)
	<u>29,574</u>	<u>(968)</u>	<u>-</u>	<u>225</u>	<u>28,831</u>
Construction-in-progress	2,468	9,651	(36)	(225)	11,858
Capital assets, net	<u>\$ 32,042</u>	<u>\$ 8,683</u>	<u>\$ (36)</u>	<u>\$ -</u>	<u>\$ 40,689</u>

Magnet School depreciation expense was \$1,250,204 and \$979,306 for the years ended June 30, 2014 and 2013, respectively.

7. Student Loans

Student loans consist of the following at June 30, 2014 and 2013 (in thousands):

	2014	2013
Student loans receivable	\$ 165	\$ 369
Less: Allowance for doubtful loans	<u>-</u>	<u>(10)</u>
	<u>\$ 165</u>	<u>\$ 359</u>

Connecticut Community Colleges

Notes to Financial Statements

June 30, 2014 and 2013



The outstanding loans were granted as part of the Federal National Direct Student Loan and Nursing Loan programs. The allowance is equal to the total outstanding loans at year-end multiplied by the current year COHORT default rate. The COHORT default rate for each college is calculated individually for borrowers who entered repayment during fiscal years 2011, 2012 and 2013 as follows: (Total number of such borrowers with loans in default at fiscal year-end 2012, 2013 and 2014, i.e. a year later, respectively) *divided by* (Total number of such borrowers who entered repayment during fiscal years 2011, 2012 and 2013, respectively).

8. Accrued Compensated Absences

Accrued compensated absences consist of the following at June 30, 2014 and 2013 (in thousands):

	2014	2013
Accrued vacation	\$ 16,475	\$ 15,905
Accrued sick leave	16,487	16,260
Other accrued fringe benefits	8,428	8,374
Total accrued compensated absences	41,390	40,539
Less: current portion	(3,496)	(3,871)
Accrued compensated absences - non-current portion	\$ 37,894	\$ 36,668

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

Balance as of June 30, 2012	\$ 40,159
Increases in 2013	3,210
Payouts in 2013	(2,830)
Balance as of June 30, 2013	40,539
Increases in 2014	4,076
Payouts in 2014	(3,225)
Balance as of June 30, 2013	\$ 41,390

These accruals represent amounts earned by all eligible employees through the end of the fiscal year. These accrued compensated absences ("ACA") will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of ACA, is normally estimated to be approximately 5.0% of the total liability and is reflected as a current liability. Delayed payouts for a small number of early retirees temporarily increased the overall current liability from 5.0% to 8.4% at June 30, 2014 and from 5.0% to 9.5% at June 30, 2013.

9. Pollution Remediation Obligations

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

At June 30, 2014 and June 30, 2013, no pollution remediation obligations existed.

10. Bonds Payable

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

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

11. Retirement and Other Post Employment Benefits

Plan Description

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

Tier III or the Hybrid Plan are the 2 primary SERS plan options available to CCC employees first hired into state service on or after July 1, 2011 (some employees are eligible to elect the Teachers Retirement System – TRS). Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, Tier III, or TRS depending on several factors. CCC makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut. The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and the State Employee Bargaining Agent Coalition ("SEBAC"), provides a new



retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a five percent employer match and four percent interest in lieu of a defined benefit.

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

Funding Policy

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

Tier I Plan B regular and Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively. The State is required to contribute at an actuarially determined rate, which may be reduced by an act of the State legislature. Administrative costs of the plan are funded by the State.

Other Post Employment Benefits

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

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post retirement health care and life insurance benefits.

12. Unrestricted Net Position

Substantially all unrestricted net position are internally designated for unliquidated encumbrances, contingency reserves, academic, program and other initiatives, and capital programs. Unrestricted

net position was \$13,328,768 and \$15,174,651 at June 30, 2014 and 2013, respectively. Of these amounts, \$3,111,437 and \$3,626,987 respectively, represented CCC's unliquidated encumbrances.

13. Operating Leases

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

2015	1,359,595
2016	1,359,595
2017	1,247,419
2018	970,200
2019 to 2032	970,200 per year

The commitments above include a lease agreement entered into on July 1, 2012 by Gateway Community College with the City of New Haven for parking in the Temple Street Parking Garage for approximately \$958,000 a year for 20 years. Rental and lease expense was \$3,437,355 and \$3,811,892 for the years ended June 30, 2014 and 2013, respectively.

14. Commitments and Contingencies

CCC is subject to other legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position, changes in net assets or cash flows of CCC.

15. Adjustment of Component Units – Foundations

Certain prior year balances in the foundation component units statements of net assets and statements of revenues, expenses and changes in net assets as reported by the foundations and audited by other auditors were restated.

16. Operating Expenses by Function

Operating expenses by functional classification for the years ended June 30, 2014 and 2013 are summarized as follows (in thousands):

	Year Ended June 30, 2014					
	Salaries and <u>Wages</u>	Fringe <u>Benefits</u>	Supplies and <u>Services</u>	Scholarship <u>Aid</u>	<u>Depreciation</u>	<u>Total</u>
Instruction	\$ 128,877	\$ 63,425	\$ 4,787	\$ -	\$ -	\$ 197,089
Public service	202	124	541	-	-	867
Academic support-other	42,582	24,502	10,516	-	-	77,600
Academic support-library	5,847	3,225	1,172	-	-	10,244
Student services	24,409	14,753	2,664	-	-	41,826
Scholarship aid	-	-	-	36,555	-	36,555
Institutional support	32,413	20,154	17,256	-	-	69,823
Physical plant	11,702	9,812	30,604	-	-	52,118
Depreciation	-	-	-	-	28,443	28,443
Total operating expenses	<u>\$ 246,032</u>	<u>\$ 135,995</u>	<u>\$ 67,540</u>	<u>\$ 36,555</u>	<u>\$ 28,443</u>	<u>\$ 514,565</u>

	Year Ended June 30, 2013					
	Salaries and <u>Wages</u>	Fringe <u>Benefits</u>	Supplies and <u>Services</u>	Scholarship <u>Aid</u>	<u>Depreciation</u>	<u>Total</u>
Instruction	\$ 122,385	\$ 53,323	\$ 5,610	\$ -	\$ -	\$ 181,318
Public service	422	126	302	-	-	850
Academic support-other	40,803	21,249	10,834	-	-	72,886
Academic support-library	5,786	2,916	1,209	-	-	9,911
Student services	23,768	13,152	2,851	-	-	39,771
Scholarship aid	-	-	-	40,149	-	40,149
Institutional support	32,091	17,259	14,518	-	-	63,868
Physical plant	11,417	8,827	32,063	-	-	52,307
Depreciation	-	-	-	-	27,436	27,436
Total operating expenses	<u>\$ 236,672</u>	<u>\$ 116,852</u>	<u>\$ 67,387</u>	<u>\$ 40,149</u>	<u>\$ 27,436</u>	<u>\$ 488,496</u>

SUPPLEMENTARY SCHEDULES

Connecticut Community Colleges
Combining Statement of Net Position
June 30, 2014
(in thousands)



	Primary Institution														
	Ansonia Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Norwalk Valley Community College	Northeastern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total	
Assets															
Current assets															
Cash and cash equivalents	\$ 4,955	\$ 13,751	\$ 5,200	\$ 19,726	\$ 10,593	\$ 4,295	\$ 13,235	\$ 4,658	\$ 11,682	\$ 12,324	\$ 11,953	\$ 8,635	\$ 45,262	\$ 167,269	
Accounts receivable, due from the State	1,038	2,014	3,689	2,220	3,185	1,392	3,242	1,130	2,806	1,016	2,236	2,129	723	26,220	
Accounts receivable other, net	281	1,490	2,063	442	1,444	916	1,525	129	956	292	661	606	496	11,301	
Prepaid expenses	11	2	4	59	12	31	21	4	3	8	1	2	5	163	
Total current assets	6,285	17,257	10,956	22,447	15,234	6,634	18,023	5,921	15,447	13,640	14,851	11,372	47,486	204,953	
Non-current assets															
Capital assets, net	8,297	47,367	181,532	77,704	65,176	7,674	49,754	24,095	44,881	11,365	77,682	48,453	7,451	651,431	
Student loans, net	1	-	4	(8)	-	(1)	14	1	-	-	75	79	-	165	
Total non-current assets	8,298	47,367	181,536	77,696	65,176	7,673	49,768	24,096	44,881	11,365	77,757	48,532	7,451	651,596	
Total assets	14,583	64,624	191,892	100,143	80,410	14,307	67,791	30,017	60,328	25,005	92,608	59,904	54,937	856,549	
Liabilities															
Current liabilities															
Accounts payable	103	178	302	298	226	131	158	124	523	65	120	257	2,244	4,729	
Accrued expenses-salary and fringe benefits	1,158	2,567	3,948	2,624	3,708	1,792	3,731	1,137	3,517	1,086	2,564	2,524	677	31,033	
Accrued compensated absences-current portion	137	261	336	280	336	188	427	146	328	166	339	313	239	3,496	
Deferred revenue	17	492	180	47	122	141	225	45	242	95	170	165	711	2,652	
Unapplied payments	351	232	1,562	718	1,970	619	1,640	233	1,459	221	577	1,195	2	10,779	
Retainage	-	-	-	-	42	-	-	-	-	-	-	-	233	275	
Agency and loan fund liabilities	42	39	63	81	144	96	319	56	196	45	168	41	-	1,290	
Other liabilities	2	3	126	25	80	78	60	5	12	2	22	22	1	438	
Total current liabilities	1,810	3,772	6,517	4,073	6,628	3,045	6,560	1,746	6,277	1,680	3,960	4,517	4,107	54,692	
Non-current liabilities															
Accrued compensated absences-long term portion	1,487	3,032	4,234	2,845	3,559	2,041	4,399	1,540	4,259	1,563	2,970	2,968	2,596	37,894	
Other long-term liabilities	-	-	-	-	-	-	(27)	-	-	-	76	99	-	148	
Total non-current liabilities	1,487	3,032	4,234	2,845	3,559	2,041	4,372	1,540	4,259	1,563	3,046	3,067	2,596	38,042	
Total liabilities	3,297	6,804	10,751	6,919	10,187	5,086	10,932	3,286	10,536	3,243	7,006	7,584	6,703	92,734	
Net position															
Invested in capital assets, net of related debt	8,296	47,367	181,532	77,705	65,176	7,673	49,755	24,095	44,881	11,365	77,682	48,453	7,451	651,431	
Restricted	-	-	-	20	-	-	-	-	-	-	-	-	-	20	
Nonexpendable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expendable	2,272	7,432	4,133	8,273	4,205	2,062	6,252	1,665	5,346	7,314	4,402	6,687	38,992	99,035	
Unrestricted	718	3,621	(4,524)	7,226	442	(514)	852	971	(435)	3,683	3,518	(2,820)	1,791	13,329	
Total net position	11,286	57,800	181,141	93,224	69,823	9,221	56,857	26,731	49,792	21,762	85,602	52,320	48,234	763,815	
Total liabilities and net position	\$ 14,583	\$ 64,624	\$ 191,892	\$ 100,143	\$ 80,410	\$ 14,307	\$ 67,791	\$ 30,017	\$ 60,328	\$ 25,005	\$ 92,608	\$ 59,904	\$ 54,937	\$ 856,549	

Connecticut Community Colleges
Combining Statement of Net Position
June 30, 2013
(in thousands)



	Primary Institution													System Office	Combined Total
	Ansonia Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Texas Community College			
Assets															
Current assets															
Cash and cash equivalents	\$ 6,986	\$ 13,496	\$ 8,248	\$ 20,135	\$ 12,874	\$ 5,878	\$ 17,448	\$ 5,018	\$ 12,337	\$ 11,766	\$ 12,409	\$ 11,010	\$ 45,031	\$ 182,636	
Accounts receivable, due from the State	919	1,718	2,560	1,942	2,977	1,237	3,106	991	2,605	986	2,118	2,062	523	24,144	
Accounts receivable other, net	276	1,363	2,166	494	1,415	338	1,459	205	628	227	609	530	318	10,658	
Prepaid expenses	9	5	14	67	18	28	31	3	5	17	1	4	1	203	
Total current assets	8,199	16,582	13,388	22,638	17,284	7,481	22,074	6,217	15,575	12,996	15,137	13,606	45,873	217,041	
Non-current assets															
Capital assets, net	6,180	49,209	187,593	79,180	63,257	6,754	48,948	24,337	45,360	11,431	79,076	48,767	6,825	657,917	
Student loans, net	(1)	1	(2)	5	32	(3)	150	-	-	-	80	97	-	359	
Total non-current assets	6,179	49,210	187,591	79,185	63,289	6,751	49,098	24,337	45,360	11,431	79,156	48,864	6,825	658,276	
Total assets	14,369	65,792	200,979	101,823	80,573	14,232	71,172	30,554	61,935	24,427	94,293	62,470	52,698	875,317	
Liabilities															
Current liabilities															
Accounts payable	69	197	379	271	184	125	1,828	83	447	67	235	205	1,936	6,026	
Accrued expenses-salary and fringe benefits	990	2,078	3,754	2,259	3,368	1,304	3,505	1,098	3,271	1,025	2,317	2,353	501	27,773	
Accrued compensated absences-current portion	152	282	356	314	358	209	500	160	342	188	393	355	242	3,871	
Deferred revenue	44	500	170	86	367	133	181	60	435	142	97	57	1,271	3,563	
Unapplied payments	433	326	1,645	845	2,033	679	1,910	301	1,426	261	865	1,349	-	12,073	
Retainage	-	-	-	15	98	-	198	-	-	-	-	918	153	1,382	
Agency and loan fund liabilities	54	32	21	62	124	119	318	58	191	44	181	70	-	1,274	
Other liabilities	6	3	70	16	45	48	51	9	18	6	(4)	24	-	293	
Total current liabilities	1,748	3,438	6,395	3,908	6,588	2,617	8,491	1,679	6,130	1,733	4,684	5,341	4,103	56,255	
Non-current liabilities															
Accrued compensated absences-long term portion	1,459	2,857	3,974	2,833	3,892	2,005	4,393	1,485	3,991	1,553	3,052	3,069	2,105	36,668	
Other long-term liabilities	-	(26)	(34)	-	(34)	(5)	110	-	-	-	76	106	-	193	
Total non-current liabilities	1,459	2,831	3,940	2,833	3,858	2,000	4,503	1,485	3,991	1,553	3,128	3,175	2,105	36,861	
Total liabilities	3,207	6,269	10,335	6,741	10,446	4,617	12,994	3,164	10,121	3,286	7,812	8,516	6,208	93,116	
Net position															
Invested in capital assets, net of related debt	6,180	49,209	187,593	79,180	63,257	6,754	48,948	24,337	45,360	11,431	79,076	48,767	6,825	657,917	
Restricted				20	-	-	-	-	-	-	-	-	-	20	
Nonexpendable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expendable	4,254	7,719	5,441	8,756	6,652	1,958	8,397	2,290	6,352	7,112	4,762	6,992	38,434	109,089	
Unrestricted	728	2,595	(2,399)	7,126	218	903	832	763	(895)	2,598	3,243	(1,894)	1,261	15,175	
Total net position	11,162	59,523	190,644	95,082	70,127	9,615	58,178	27,390	51,814	21,141	87,081	53,954	46,490	782,201	
Total liabilities and net position	\$ 14,369	\$ 65,792	\$ 200,979	\$ 101,823	\$ 80,573	\$ 14,232	\$ 71,172	\$ 30,554	\$ 61,935	\$ 24,427	\$ 94,293	\$ 62,470	\$ 52,698	\$ 875,317	

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2014
(in thousands)



	Primary Institution													System Office	Combined Total
	Armsbuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	MACTEC Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quineburg Valley Community College	Three Rivers Community College	Tunxis Community College			
Operating revenues															
Student tuition and fees	\$ 6,173	\$ 12,968	\$ 24,964	\$ 17,070	\$ 23,575	\$ 9,477	\$ 22,532	\$ 4,215	\$ 22,365	\$ 5,666	\$ 13,809	\$ 14,720	\$ 35	\$	\$ 177,470
Less: Scholarship discounts and allowances	(2,325)	(8,435)	(11,838)	(8,947)	(9,247)	(3,735)	(9,279)	(1,763)	(7,637)	(3,666)	(6,578)	(3,072)	-		(78,025)
Net tuition and fees	3,848	4,483	13,106	8,123	14,328	5,719	13,253	2,452	14,633	2,580	7,231	9,648	35		99,445
Federal grants and contracts	2,700	9,703	14,532	10,613	10,590	4,708	12,575	2,275	11,570	3,168	7,159	5,782	1,090		96,855
State and local grants and contracts	159	674	1,376	943	1,063	283	1,282	213	728	914	623	450	120		8,838
Private grants and contracts	35	294	166	95	90	39	117	31	842	167	241	71	(3)		2,126
Sales and services of educational departments	4	23	18	171	11	2	72	-	197	-	-	127	-		615
Other operating revenues	151	602	1,048	438	629	215	550	92	370	135	564	317	52		5,183
Total operating revenues	6,938	15,809	30,245	20,383	26,711	10,966	27,849	5,063	28,635	6,904	15,818	16,423	1,295		213,962
Operating expenses															
Instruction	7,640	16,814	28,175	16,154	24,390	13,118	25,658	6,105	22,916	6,709	16,856	15,554	-		197,089
Public service	1	1	32	-	2	9	602	171	17	15	6	11	-		867
Academic support	3,315	5,288	8,630	6,458	7,885	4,863	10,658	2,710	9,021	3,525	5,047	6,571	3,629		77,600
Library	409	794	1,128	1,001	1,109	672	923	664	975	637	655	1,277	-		10,244
Student services	2,272	3,221	4,852	3,353	4,778	2,649	4,618	2,314	5,017	1,726	3,991	3,545	89		41,826
Scholarship aid, net	1,248	3,336	5,539	4,650	4,278	1,588	4,325	839	3,855	1,257	2,996	2,537	107		26,555
Institutional support	2,533	4,672	5,571	4,168	6,351	3,721	5,662	2,624	5,843	2,117	3,868	4,162	18,521		69,823
Physical plant	1,578	3,840	10,044	4,914	5,888	1,972	6,854	1,892	5,717	1,469	3,152	3,293	1,493		52,118
Depreciation	546	2,097	5,854	2,854	3,012	761	3,407	1,118	1,926	597	2,873	1,739	1,629		28,443
Total operating expenses	19,542	40,063	69,555	43,552	57,703	25,753	62,717	18,437	55,287	18,052	39,444	38,692	25,458		514,565
Operating loss	(12,604)	(24,194)	(39,609)	(23,169)	(30,992)	(14,787)	(34,868)	(13,374)	(26,652)	(11,148)	(23,626)	(22,269)	(24,173)		(301,503)
Nonoperating revenues (expenses)															
State appropriations - general fund	11,199	19,549	29,219	20,719	31,324	12,874	32,036	11,580	26,390	19,594	20,453	20,211	13,016		259,155
State appropriations - bond funds	845	655	1,211	1,040	1,387	649	3,043	355	1,167	575	928	889	9,574		22,119
Private gifts	77	25	51	-	49	81	15	116	633	154	202	3	-		1,410
Interest income	4	9	4	18	12	5	11	5	10	8	12	5	15		119
Other non-operating revenues (expenses), net	-	-	1	2	2	-	1	-	5	-	1	102	-		114
Net non-operating revenues	12,125	20,238	30,477	21,779	32,774	13,609	35,106	12,697	28,205	11,335	21,596	21,210	22,606		283,117
Net income (loss) before other changes	(519)	(3,956)	(9,132)	(1,390)	1,782	(1,178)	238	(1,317)	1,553	187	(2,030)	(1,059)	(1,567)		(18,386)
Other changes															
Capital and other additions (deductions)	1,370	181	-	75	1,120	912	193	-	-	242	555	500	(5,138)		-
Interagency transfers	(727)	2,072	(371)	(543)	(3,209)	(128)	(1,759)	658	(3,575)	152	46	(1,077)	8,449		-
Total other changes	643	2,253	(371)	(468)	(2,089)	784	(1,557)	658	(3,575)	434	551	(577)	3,311		-
Change in net position	124	(1,703)	(9,503)	(1,838)	(304)	(394)	(1,319)	(659)	(2,022)	621	(1,479)	(1,634)	1,744		(18,386)
Net position at beginning of year	11,162	59,523	190,644	95,082	70,127	9,615	58,178	27,390	51,814	21,141	87,081	53,954	46,490		782,201
Net position at end of year	\$ 11,286	\$ 57,820	\$ 181,141	\$ 93,244	\$ 69,823	\$ 9,221	\$ 56,859	\$ 26,731	\$ 49,792	\$ 21,762	\$ 85,602	\$ 52,320	\$ 48,234		\$ 763,815

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2013
(in thousands)



	Primary Institution															
	Ansonia Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quineburg Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total		
Operating revenues																
Student tuition and fees	\$ 5,618	\$ 13,250	\$ 22,519	\$ 17,435	\$ 22,702	\$ 9,137	\$ 22,150	\$ 4,143	\$ 21,714	\$ 5,996	\$ 13,908	\$ 14,696	\$ 29	\$ 173,297		
Less: Scholarship discounts and allowances	(2,235)	(8,739)	(11,254)	(9,282)	(8,776)	(3,523)	(8,760)	(1,754)	(7,723)	(3,159)	(6,464)	(4,972)	-	(76,661)		
Net tuition and fees	3,383	4,491	11,265	8,153	13,926	5,614	13,390	2,389	13,991	2,837	7,444	9,724	29	96,636		
Federal grants and contracts	2,367	9,857	13,550	10,694	10,557	3,880	11,943	2,282	8,853	3,314	7,245	5,819	655	91,056		
State and local grants and contracts	251	1,494	1,580	1,855	1,275	620	1,628	270	941	1,025	833	698	2,612	15,535		
Private grants and contracts	31	355	287	132	71	17	82	57	1,057	95	295	51	220	2,817		
Sales and services of educational departments	-	21	16	121	11	4	59	-	203	-	-	116	-	551		
Other operating revenues	121	291	694	395	734	268	635	95	512	145	645	306	9	4,853		
Total operating revenues	6,133	16,570	27,802	21,350	26,574	10,403	27,738	5,093	25,597	7,423	16,516	16,714	3,555	211,478		
Operating expenses																
Instruction	6,530	15,585	26,101	15,069	22,113	8,556	23,523	5,599	21,767	6,867	15,384	14,224	-	181,318		
Public service	1	78	32	-	10	27	450	173	40	23	6	10	-	850		
Academic support	2,584	4,785	7,993	5,667	7,489	4,402	9,131	3,068	7,514	3,334	5,171	6,207	5,141	72,886		
Library	471	744	1,139	1,049	1,110	656	856	492	1,011	596	615	1,172	-	9,911		
Student services	1,818	3,023	4,850	3,418	5,139	2,314	4,533	1,530	4,462	1,594	3,870	3,178	30	39,771		
Scholarship aid, net	1,019	3,742	5,345	5,136	4,863	1,682	4,519	887	4,422	1,452	3,249	2,827	1,005	40,149		
Institutional support	2,447	4,559	5,672	3,527	6,395	3,325	5,068	2,316	5,441	1,893	3,715	3,889	15,621	63,868		
Physical plant	1,477	3,815	10,469	4,803	5,914	1,462	8,079	1,725	5,456	1,361	3,351	2,869	1,526	52,307		
Depreciation	483	2,116	5,932	2,952	2,856	716	3,139	1,015	1,931	608	3,007	1,417	1,244	27,436		
Total operating expenses	17,230	38,447	67,544	41,631	55,899	23,140	59,300	16,805	52,044	17,728	38,368	35,793	24,567	488,496		
Operating loss	(11,097)	(21,877)	(39,742)	(20,281)	(29,325)	(12,737)	(31,562)	(11,712)	(26,457)	(10,305)	(21,852)	(19,079)	(21,012)	(277,018)		
Nonoperating revenues (expenses)																
State appropriations - general fund	9,244	16,425	24,650	17,085	26,896	10,905	26,653	9,820	22,395	8,824	17,373	17,469	16,172	223,621		
State appropriations - bond funds	2,470	1,413	1,859	2,141	6,806	1,220	2,631	735	6,097	5,886	1,712	1,822	15,906	50,768		
Private gifts	80	-	1,229	-	-	67	26	358	657	27	65	6	-	2,515		
Interest income	4	9	6	19	12	8	13	5	12	8	13	6	30	145		
Other non-operating revenues (expenses), net	-	-	250	1	3	-	-	1	89	-	119	5	-	458		
Net non-operating revenues	11,798	17,847	28,014	19,246	33,717	12,200	29,323	10,979	29,250	14,745	19,282	19,008	32,108	277,517		
Net income (loss) before other changes	721	(4,030)	(11,728)	(1,035)	4,392	(337)	(2,239)	(733)	2,793	4,440	(2,570)	(71)	11,095	49		
Other changes																
Capital and other additions (deductions)	-	426	14	1,299	149	-	1,188	744	-	-	-	130	(3,950)	-		
Interagency transfers	641	3,082	1,816	444	(777)	103	727	945	(43)	702	483	(591)	(7,532)	-		
Total other changes	641	3,508	1,830	1,743	(628)	103	1,915	1,689	(43)	702	483	(461)	(11,482)	-		
Change in net position	1,362	(522)	(9,898)	708	3,764	(434)	(324)	956	2,750	5,142	(2,087)	(532)	(386)	499		
Net position at beginning of year	9,800	60,045	200,542	94,374	66,363	10,049	58,502	26,434	49,064	15,999	89,168	54,486	46,876	781,702		
Net position at end of year	\$ 11,162	\$ 59,523	\$ 190,644	\$ 95,082	\$ 70,127	\$ 9,615	\$ 58,178	\$ 27,390	\$ 51,814	\$ 21,141	\$ 87,081	\$ 53,954	\$ 46,490	\$ 782,201		

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2014
(in thousands)



	Primary Institution													Combined Total
	Ansonia Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Norwalk Community College	Northeastern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Towson Community College	System Office	
Cash flow from operating activities														
Student tuition and fees	\$ 3,439	\$ 4,211	\$ 12,389	\$ 7,983	\$ 13,996	\$ 5,393	\$ 12,483	\$ 2,445	\$ 15,008	\$ 2,594	\$ 6,534	\$ 9,281	\$ 546	\$ 96,526
Government grants and contracts	2,817	13,375	15,972	11,713	11,025	4,552	13,594	2,528	12,335	4,002	7,774	6,486	899	104,817
Private grants and contracts	32	320	287	135	126	27	167	34	404	118	233	54	320	2,352
Sales and services of educational departments	4	14	18	101	10	2	69	-	187	-	-	127	-	592
Payments to employees	(8,454)	(18,708)	(30,536)	(13,799)	(28,158)	(12,338)	(30,208)	(9,075)	(26,764)	(9,139)	(18,596)	(18,980)	(8,539)	(241,342)
Payments for fringe benefits	(5,557)	(13,234)	(15,978)	(13,631)	(15,562)	(5,280)	(14,022)	(5,540)	(13,666)	(4,901)	(13,806)	(11,331)	(4,101)	(133,122)
Payments to students	(1,761)	(3,672)	(5,639)	(5,653)	(4,408)	(1,558)	(4,405)	(941)	(4,054)	(1,049)	(3,856)	(2,885)	(282)	(33,562)
Payments to vendors	(2,596)	(5,563)	(11,068)	(5,207)	(5,551)	(4,532)	(8,957)	(1,782)	(3,085)	(2,346)	(4,436)	(4,732)	(13,753)	(77,169)
Payments by Department of Public Works	-	(8)	(3)	(14)	(26)	-	-	(15)	(27)	-	(46)	72	(29)	(322)
Other receipts (payments), net	212	676	1,256	312	1,208	270	829	172	811	121	721	607	(372)	6,623
Net cash used in operating activities	(12,844)	(22,671)	(33,444)	(21,471)	(28,133)	(14,634)	(33,137)	(12,133)	(24,781)	(10,655)	(22,505)	(21,301)	(22,626)	(280,327)
Cash flow from investing activities														
Interest income	4	8	4	17	12	5	11	4	10	7	11	5	15	113
Net cash provided by investing activities	4	8	4	17	12	5	11	4	10	7	11	5	15	113
Cash flow from capital and related financing activities														
State appropriations	845	655	901	1,039	1,387	650	2,653	146	422	574	928	639	9,575	20,474
Payments by Department of Public Works	(474)	(7)	(712)	(1,096)	(3,562)	(75)	(4,704)	(397)	(108)	(32)	(635)	(1,296)	-	(13,265)
Purchase of capital assets	(841)	(352)	(561)	(242)	(307)	(691)	(365)	(267)	(336)	(212)	(409)	(536)	(6,947)	(12,390)
Interagency transfer	(1,071)	196	(137)	6	125	19	319	(13)	62	59	71	8	463	-
Net cash provided by (used in) capital and related financing activities	(1,541)	402	(249)	(209)	(2,355)	(97)	(2,640)	(737)	50	389	(45)	(1,179)	3,688	(3,211)
Cash flow from noncapital financing activities														
State appropriations	11,024	13,152	20,177	20,334	30,561	12,651	32,128	11,593	25,792	10,520	20,232	20,254	12,759	257,576
Private gifts	77	13	267	-	40	101	33	112	633	157	130	2	-	1,637
Federal Family Education Loan Program (FFELP)	926	1,415	1,515	1,533	442	648	1,450	123	173	-	1,662	906	-	13,845
Interagency transfer	323	1,505	(318)	(549)	(3,246)	(257)	(2,033)	698	(3,332)	101	(4)	(1,132)	8,015	-
Net cash provided by noncapital financing activities	12,350	22,515	20,641	21,338	28,156	13,141	31,576	12,528	24,066	10,767	22,083	20,150	20,754	270,658
Net increase (decrease) in cash and cash equivalents	(2,031)	255	(3,644)	(405)	(2,281)	(1,583)	(4,213)	(360)	(655)	558	(456)	(2,375)	1,231	(15,367)
Cash and cash equivalents at beginning of year	6,986	13,496	8,248	20,135	12,874	5,878	17,448	5,818	12,337	11,756	12,409	11,010	45,031	182,636
Cash and cash equivalents at end of year	\$ 4,955	\$ 13,751	\$ 5,200	\$ 19,720	\$ 10,593	\$ 4,295	\$ 13,235	\$ 4,658	\$ 11,682	\$ 12,314	\$ 11,953	\$ 8,635	\$ 46,262	\$ 167,269

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2013
(in thousands)



	Primary Institution													Combined Total
	Assault Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Newark Community College	Quinebaug Valley Community College	Three Rivers Community College	Tusculum Community College	System Office	
Cash flows from operating activities														
Student tuition and fees	\$ 3,231	\$ 4,304	\$ 11,179	\$ 8,614	\$ 13,530	\$ 5,587	\$ 13,258	\$ 2,379	\$ 14,122	\$ 2,821	\$ 6,923	\$ 9,500	\$ 294	\$ 95,142
Government grants and contracts	2,585	11,111	15,504	12,677	11,416	4,464	13,045	2,529	9,465	4,341	8,127	6,444	3,875	105,589
Private grants and contracts	29	305	173	74	77	29	143	11	1,096	87	392	41	159	2,587
Sales and services of educational departments	-	14	16	115	11	4	59	-	203	-	-	115	-	537
Payments to employees	(8,978)	(18,449)	(29,238)	(19,120)	(27,615)	(11,609)	(20,094)	(8,994)	(25,689)	(9,559)	(18,144)	(18,334)	(10,933)	(235,753)
Payments for fringe benefits	(4,559)	(8,585)	(13,036)	(9,169)	(14,133)	(5,407)	(15,145)	(4,735)	(11,659)	(4,503)	(9,348)	(9,541)	(3,634)	(113,394)
Payments to students	(1,435)	(4,523)	(5,217)	(5,536)	(4,757)	(2,651)	(4,547)	(913)	(4,309)	(1,133)	(4,519)	(3,003)	(903)	(43,291)
Payments to vendors	(2,778)	(6,411)	(18,485)	(5,656)	(5,914)	(3,803)	(5,179)	(1,577)	(8,651)	(2,148)	(5,842)	(4,258)	(9,381)	(89,744)
Payments by Department of Public Works	-	-	(116)	-	(53)	-	(79)	(21)	(26)	-	-	-	(215)	(529)
Other receipts (payments), net	254	398	1,237	463	1,174	320	783	144	877	118	903	652	385	7,711
Net cash used in operating activities	(11,170)	(21,857)	(37,583)	(18,661)	(27,274)	(12,466)	(24,147)	(11,177)	(24,570)	(9,996)	(20,703)	(18,388)	(20,343)	(262,185)
Cash flows from investing activities														
Interest income	5	9	7	19	13	9	13	5	13	8	14	7	31	153
Net cash provided by investing activities	5	9	7	19	13	9	13	5	13	8	14	7	31	153
Cash flows from capital and related financing activities														
State appropriations	2,100	1,372	1,608	2,192	6,040	1,220	1,239	755	5,107	5,856	1,680	1,846	16,546	47,472
Payments by Department of Public Works	(435)	(10)	(13,155)	(910)	-	-	(1,595)	(1,140)	(435)	(31)	(59)	(9,660)	(1,317)	(28,187)
Purchase of capital assets	(892)	(352)	(1,657)	(56)	(1,207)	(668)	(269)	(234)	(267)	(137)	(356)	(203)	(6,722)	(13,174)
Interagency transfers	175	35	-	138	93	164	493	66	55	38	105	(523)	(849)	-
Net cash provided by (used in) capital and related financing activities	948	1,046	(13,204)	1,274	4,926	716	(171)	(357)	4,432	5,733	1,331	(8,030)	7,667	6,111
Cash flows from noncapital financing activities														
State appropriations	9,518	16,445	24,672	17,847	27,578	10,827	28,019	9,792	23,294	8,809	17,354	17,031	15,815	226,192
Private gifts	81	1	357	-	-	85	27	359	649	21	57	3	-	1,644
Federal Family Education Loan Program (FFELP)	732	1,765	1,811	1,576	479	597	1,883	98	97	-	2,351	852	-	11,451
Interagency transfers	447	2,551	1,876	306	(355)	(85)	215	851	59	656	362	(65)	(6,677)	-
Net cash provided by noncapital financing activities	10,818	21,812	27,516	18,929	27,122	11,424	30,135	11,100	24,699	9,489	20,124	17,831	9,138	239,287
Net increase (decrease) in cash and cash equivalents	601	350	(23,264)	2,161	4,787	(317)	1,839	(529)	3,974	5,234	766	(8,589)	(3,547)	(16,634)
Cash and cash equivalents at beginning of year	6,385	13,146	31,512	17,974	8,687	6,195	15,614	5,647	8,363	6,532	11,643	18,590	48,578	199,270
Cash and cash equivalents at end of year	\$ 6,986	\$ 13,496	\$ 8,248	\$ 20,135	\$ 12,874	\$ 5,878	\$ 17,444	\$ 5,618	\$ 12,337	\$ 11,766	\$ 12,409	\$ 11,010	\$ 45,031	\$ 182,636

Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
June 30, 2014
(in thousands)



	Primary Institution					
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Assets						
Current assets						
Cash & cash equivalents	\$ 76,101	\$ 1,392	\$ 61,374	\$ 28,402	\$ -	\$ 167,269
Accounts receivable-general fund	26,220	-	-	-	-	26,220
Accounts receivable-other	11,277	24	-	-	-	11,301
Prepaid expense	163	-	-	-	-	163
Total current assets	113,761	1,416	61,374	28,402	-	204,953
Non-current assets						
Land and land/site improvements	-	-	-	-	25,216	25,216
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	795,291	795,291
Furnishings and Equipment	-	-	-	-	76,228	76,228
Library books	-	-	-	-	7,610	7,610
Software	-	-	-	-	439	439
	-	-	-	-	905,300	905,300
Less: Accumulated depreciation	-	-	-	-	(265,998)	(265,998)
	-	-	-	-	639,302	639,302
Construction in progress	-	-	-	-	12,129	12,129
Capital Assets, net	-	-	-	-	651,431	651,431
Student loans, net						
Student loans receivable	-	165	-	-	-	165
Less: Allowance for doubtful loans	-	-	-	-	-	-
	-	165	-	-	-	165
Total non-current assets	-	165	-	-	651,431	651,596
Total assets	\$ 113,761	\$ 1,581	\$ 61,374	\$ 28,402	\$ 651,431	\$ 856,549
Liabilities						
Current liabilities						
Accounts payable	\$ 2,996	\$ -	\$ 1,733	\$ -	\$ -	\$ 4,729
Accrued expense - salary and fringe benefits	31,032	1	-	-	-	31,033
Accrued compensated absences-current portion	3,496	-	-	-	-	3,496
Deferred revenue	2,652	-	-	-	-	2,652
Unapplied payments	10,779	(15)	-	-	-	10,764
Retainage	-	-	233	42	-	275
Other liabilities	439	1,304	-	-	-	1,743
Total current liabilities	51,394	1,290	1,966	42	-	54,692
Non-current liabilities						
Accrued compensated absences-long term portion	37,894	-	-	-	-	37,894
Student loans	-	148	-	-	-	148
Total non-current liabilities	37,894	148	-	-	-	38,042
Total liabilities	89,288	1,438	1,966	42	-	92,734
Net position						
Invested in capital assets, net of related debt	-	-	-	-	651,431	651,431
Restricted						
Non-expendable	-	20	-	-	-	20
Expendable	11,144	123	59,408	28,360	-	99,035
Unrestricted	13,329	-	-	-	-	13,329
Total net position	24,473	143	59,408	28,360	651,431	763,815
Total liabilities and net position	\$ 113,761	\$ 1,581	\$ 61,374	\$ 28,402	\$ 651,431	\$ 856,549

Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
June 30, 2013
(in thousands)



	Primary Institution					
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Assets						
Current assets						
Cash & cash equivalents	\$ 77,757	\$ 1,354	\$ 62,033	\$ 41,492	\$ -	\$ 182,636
Accounts receivable-general fund	24,144	-	-	-	-	24,144
Accounts receivable-other	10,038	20	-	-	-	10,058
Prepaid expense	203	-	-	-	-	203
Total current assets	112,142	1,374	62,033	41,492	-	217,041
Non-current assets						
Land and land/site improvements	-	-	-	-	22,737	22,737
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	777,754	777,754
Furnishings and Equipment	-	-	-	-	74,475	74,475
Library books	-	-	-	-	8,173	8,173
Software	-	-	-	-	439	439
	-	-	-	-	884,094	884,094
Less: Accumulated depreciation	-	-	-	-	(247,773)	(247,773)
	-	-	-	-	636,321	636,321
Construction in progress	-	-	-	-	21,596	21,596
Capital Assets, net	-	-	-	-	657,917	657,917
Student loans, net						
Student loans receivable	-	369	-	-	-	369
Less: Allowance for doubtful loans	(10)	-	-	-	-	(10)
	(10)	369	-	-	-	359
Total non-current assets	(10)	369	-	-	657,917	658,276
Total assets	\$ 112,132	\$ 1,743	\$ 62,033	\$ 41,492	\$ 657,917	\$ 875,317
Liabilities						
Current liabilities						
Accounts payable	\$ 3,285	\$ -	\$ 1,091	\$ 1,650	\$ -	\$ 6,026
Accrued expense - salary and fringe benefits	27,773	2	-	-	-	27,775
Accrued compensated absences-current portion	3,871	-	-	-	-	3,871
Deferred revenue	3,563	-	-	-	-	3,563
Unapplied payments	12,073	10	-	-	-	12,083
Retainage	-	-	153	1,229	-	1,382
Other liabilities	293	1,262	-	-	-	1,555
Total current liabilities	50,858	1,274	1,244	2,879	-	56,255
Non-current liabilities						
Accrued compensated absences-long term portion	36,668	-	-	-	-	36,668
Student loans	-	193	-	-	-	193
Total non-current liabilities	36,668	193	-	-	-	36,861
Total liabilities	87,526	1,467	1,244	2,879	-	93,116
Net position						
Invested in capital assets, net of related debt	-	-	-	-	657,917	657,917
Restricted						
Non-expendable	-	20	-	-	-	20
Expendable	9,431	256	60,789	38,613	-	109,089
Unrestricted	15,175	-	-	-	-	15,175
Total net position	24,606	276	60,789	38,613	657,917	782,201
Total liabilities and net position	\$ 112,132	\$ 1,743	\$ 62,033	\$ 41,492	\$ 657,917	\$ 875,317

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and
Changes in Net Position by Fund Group
Year Ended June 30, 2014
(in thousands)



		Primary Institution				
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Operating revenues						
Tuition and Fees	\$ 177,470	\$ -	\$ -	\$ -	\$ -	\$ 177,470
Less: Scholarship discounts and allowances	(78,025)	-	-	-	-	(78,025)
Net tuition and fees	99,445	-	-	-	-	99,445
Federal grants and contracts	96,855	-	-	-	-	96,855
State and local grants and contracts	8,838	-	-	-	-	8,838
Private grants and contracts	2,126	-	-	-	-	2,126
Sales and services of educational departments	615	-	-	-	-	615
Other operating revenues	4,952	-	-	134	97	5,183
Total operating revenues	212,831	-	-	134	97	213,062
Operating expenses						
Salaries and wages	246,032	-	-	-	-	246,032
Fringe benefits	135,996	-	-	-	-	135,996
Supplies and services	54,082	-	11,216	469	1,772	67,539
Scholarship aid, net	36,428	127	-	-	-	36,555
Depreciation	-	-	-	-	28,443	28,443
Total operating expenses	472,538	127	11,216	469	30,215	514,565
Operating loss	(259,707)	(127)	(11,216)	(335)	(30,118)	(301,503)
Nonoperating revenues (expenses)						
State appropriations - general fund	259,155	-	-	-	-	259,155
State appropriations - bond funds	-	-	20,225	2,094	-	22,319
Private gifts	1,382	-	-	-	28	1,410
Interest income	119	-	-	-	-	119
Other non-operating revenues (expenses), net	13	-	-	101	-	114
Net non-operating revenues	260,669	-	20,225	2,195	28	283,117
Net income (loss) before other changes	962	(127)	9,009	1,860	(30,090)	(18,386)
Other changes						
Capital and other additions (deductions)	(1,102)	-	(11,788)	(10,714)	23,604	-
Interagency transfers	7	(6)	1,398	(1,399)	-	-
Total Other Changes	(1,095)	(6)	(10,390)	(12,113)	23,604	-
Change in net position	(133)	(133)	(1,381)	(10,253)	(6,486)	(18,386)
Net position at beginning of year	24,606	276	60,789	38,613	657,917	782,201
Net Position at end of year	\$ 24,473	\$ 143	\$ 59,408	\$ 28,360	\$ 651,431	\$ 763,815

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and
Changes in Net Position by Fund Group
Year Ended June 30, 2013
(in thousands)



		Primary Institution				
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Operating revenues						
Tuition and Fees	\$ 173,297	\$ -	\$ -	\$ -	\$ -	\$ 173,297
Less: Scholarship discounts and allowances	(76,661)	-	-	-	-	(76,661)
Net tuition and fees	96,636	-	-	-	-	96,636
Federal grants and contracts	91,086	-	-	-	-	91,086
State and local grants and contracts	15,535	-	-	-	-	15,535
Private grants and contracts	2,817	-	-	-	-	2,817
Sales and services of educational departments	551	-	-	-	-	551
Other operating revenues	4,761	-	-	-	92	4,853
Total operating revenues	211,386	-	-	-	92	211,478
Operating expenses						
Salaries and wages	236,672	-	-	-	-	236,672
Fringe benefits	116,852	-	-	-	-	116,852
Supplies and services	53,627	-	10,875	2,181	704	67,387
Scholarship aid, net	40,114	35	-	-	-	40,149
Depreciation	-	-	-	-	27,436	27,436
Total operating expenses	447,265	35	10,875	2,181	28,140	488,496
Operating loss	(235,879)	(35)	(10,875)	(2,181)	(28,048)	(277,018)
Nonoperating revenues (expenses)						
State appropriations - general fund	223,621	-	-	-	-	223,621
State appropriations - bond funds	-	-	37,084	13,684	-	50,768
Private gifts	2,491	-	-	-	24	2,515
Interest income	145	-	-	-	-	145
Other non-operating revenues (expenses), net	20	-	-	448	-	468
Net non-operating revenues	226,277	-	37,084	14,132	24	277,517
Net income (loss) before other changes	(9,602)	(35)	26,209	11,951	(28,024)	499
Other changes						
Capital and other additions (deductions)	(1,151)	-	(12,056)	(22,736)	35,943	-
Interagency transfers	(675)	(2)	2,515	(1,838)	-	-
Total Other Changes	(1,826)	(2)	(9,541)	(24,574)	35,943	-
Change in net position	(11,428)	(37)	16,668	(12,623)	7,919	499
Net position at beginning of year	36,034	313	44,121	51,236	649,998	781,702
Net Position at end of year	\$ 24,606	\$ 276	\$ 60,789	\$ 38,613	\$ 657,917	\$ 782,201

Appendix G

Auditor's Management Letter

***Connecticut State Colleges
and Universities***

**Report to Management
Year Ended June 30, 2014**





December 23, 2014

To the Board of Regents of Higher Education of the
Connecticut State Colleges and Universities

In planning and performing our audits of the combined financial statements of Connecticut Community Colleges ("CCC") and the combined financial statements of Connecticut State University System (CSUS), including the System Office and the four individual Universities, as of and for the year ended June 30, 2014, we considered CCC and CSUS's internal control with respect to financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the combined financial statements, but not for the purpose of expressing an opinion on internal control over financial reporting. Accordingly, we do not express opinions on CCC or CSUS's internal control over financial reporting.

Our consideration of internal controls over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses as defined below:

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

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

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

We noted certain matters involving internal control and its operation, and are submitting for your consideration related recommendations designed to help CCC and CSUS make improvements. We are providing you with a full detail report of all deficiencies and operational or business observations identified through the audit process. Certain of these deficiencies are considered to be significant deficiencies, which are identified below. A description of each matter is further described in the pages to follow.

We have determined that the Financial Reporting, Accounting for Debt Service Reserve Funds and the Continuing Disclosure Requirements comments constitute significant deficiencies in CCC and/or CSU's internal control structure.

This report has been organized by current year comments and comments still applicable and closed comments. In the current year comments and comments still applicable, detailed comments, findings, observations, recommendations for improvement, and responses from Connecticut State Colleges and Universities (CSCU) are outlined by entity for which the comment is applicable. The closed comments section summarizes prior year findings and recommendations that CSCU have acted upon and have adequately resolved.

Board of Regents
Connecticut State Colleges and Universities
December 23, 2014

The accompanying comments, recommendations and summaries are intended solely for the information and use of management and the Board of Regents of CCC and CSUS, and are not intended to be and should not be used by anyone other than these specified parties.

We appreciate the cooperation and assistance we have received from CCC and CSUS management and staff in developing our findings, observations and recommendations. We also appreciate the opportunity to have been of service to you, CCC and CSUS. Should you have any questions about our findings, observations and recommendations, this letter, or any other matter, please contact us at your convenience.

Very truly yours,

PricewaterhouseCoopers LLP

Hartford, Connecticut

Connecticut State Colleges and Universities
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June 30, 2014

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Connecticut State Colleges and Universities

Report to Management

June 30, 2014

Current Year Comments and Prior Year Comments Still Applicable

I. Connecticut State Colleges and Universities

A. Financial Reporting (significant deficiency)*

Prior Year Observation

There has been significant change within the organization over the recent period with consideration to the merger of the community colleges (CCC) and state universities (CSUS), a new President and Chief Financial Officer as well as some downsizing of employees across the institution.

Given these changes, there is a potential for increased risk within financial reporting. In particular, certain reviews or processes were not be performed, whether due to a change in personnel or as a result of turnover where inadequate training or transition of knowledge has not taken place.

Prior Year Recommendation

As part of this transformation, there is great opportunity to take a fresh look at the overall organization and perform an overall risk assessment, focusing on a variety of key aspects of the institution. In particular, as it relates to financial reporting, we recommend management revisit, analyze and assess the organizational structure, including the reporting at each individual school and the system offices, as well as the policies and procedures in place for the combined institutions, implementing best practices from each of the separate systems into one common practice across all schools and formalize a new set of policies and procedures.

Recognizing the above will take a considerable amount of time, we recommend management consider making an evaluation of the top risks of the institution identified to date and ensuring appropriate procedures and processes are in immediate place now for such items with a plan to revisit other areas over the upcoming year. Applications to be reviewed should include, but not limited to: treasury, capital assets, purchasing, payroll and revenue. This critical evaluation would also help in the elimination of outdated processes.

Current Year Update

Management identified a magnet school of CCC (Three Rivers) that was in existence for the duration of fiscal 2013 where management had not given appropriate consideration as it relates to potential reporting considerations of CCC. There was a break down in the operations of the internal controls which was a direct result of the significant turnover in management and lack of awareness of the matter by the new management team.

Recognizing the significant change in management and turnover at the institutions as well as limited resources, there is increased risk over financial reporting. In particular, there is limited oversight and review related to various processes performed by members of the accounting staff as further described below.

CSU identified a \$524 thousand discount related to bonds payable that was inappropriately included (netting down) the premium related to bonds payable as reported in the 2013 financial statements. In preparation of the 2014 financial statements, management reclassified the 2013 financial statement amounts originally reported to correct the \$524 thousand of deferred outflows of resources (discount on bonds payable) to deferred inflows of resources (premium on bonds payable).

Connecticut State Colleges and Universities

Report to Management

June 30, 2014

Current year recommendation

Key management roles have now been filled and the CSCU management team has begun strengthening its internal control structure. However, given the significant turnover and learning curve a large GASB organization, we encourage management to hold training sessions as it relates to potential concerns and areas of risk. In addition, we recommend regular and recurring meetings with various accounting personnel which discuss, in depth, the CSCU policies and procedures and determines where enhancements should be made.

Management's Response

The details concerning the Three Rivers magnet school was reviewed in detail by the former CFO prior to inception, and the resulting agreement was approved by the board. It was evaluated in the current year and deemed not to be a component unit. As the previous CFO was not available to discuss the evaluation made or not made in FY 2013, there is no basis to assume that there was a break down in the operations of internal controls.

However, we agree that high turnover in CSCU management is cause for concern, and processes and policies require more review and rigor. The CSCU CFO has now been in place for a year and has hired a CSCU Controller to oversee the accounting and financial reporting function for the CSCU system. The CSCU Controller is implementing additional controls and financial reviews of information that may impact the annual financial statements. Financial policies vary to a great degree between the CSUs and CCCs and are currently under review. The goal is to establish system wide policies as appropriate.

The CFO currently meets regularly with the CSU VPs of Finance and separately with the CCC Deans of Administration. Internal controls and other financial matters will be addressed at these meetings more frequently. Additionally, a system wide finance steering committee made up of the CSCU Controller, university Controllers and college Directors of Finance has been established to review system wide financial policies and procedures as well as the system accounting structure and reporting methods.

B. Accounting for Debt Service Reserve Funds (significant deficiency)

Observation

CSUS had inconsistent accounting for its debt service reserve funds, those funds that were set aside to make principle payments on its CHEFA bonds. At Southern Connecticut State University (SCSU), bond funds were recorded as part of restricted expendable net position, while at other institutions; debt service reserve funds were recorded as part of unrestricted net position.

GASB accounting pronouncements indicate that restricted assets are those assets with restrictions on their use that are externally imposed (by creditors, grantors, contributors, or the laws or regulations of other governments) or that are imposed by the government's own constitutional provisions or enabling legislation. Management engaged legal counsel to conclude on whether the debt service reserve funds met the definition of restricted assets and a conclusion was reached that these assets should be reported as part of unrestricted net position. In preparation of the 2014 financial statements, management reclassified \$18 million of net position from restricted expendable to unrestricted on the CSUS 2013 Statements of Net Position.

Recommendation

CSUS management identified the error in the current year and has resolved the matter by the reclassification, but due to the dollar amount and the timing of when the error was identified by management, we consider this out of period error to be a significant deficiency. Management should ensure that all Universities are consistent in their accounting policies and accounting and any other discrepancies be identified and resolved. As part of this process, management should

Connecticut State Colleges and Universities

Report to Management

June 30, 2014

consider implementing procedures where an additional level of review will be performed by the System office over the various components of net position meeting a set threshold which would help in the prevention of a material misstatement.

Management's Response

Management believes that this was an isolated error due to misinterpretation of the definitions. To ensure there are no future misinterpretations, the CSCU Controller will include in the above-referenced periodic meetings a systematic review of all balance sheet items, with emphasis on judgmental areas, to ensure accurate and consistent interpretation of the accounting definitions. In addition, all new GASB pronouncements will be discussed.

C. Federal award compliance and audit requirements (forward looking)

Observation

The OMB published "Sweeping Reform" guidance, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" (the guidance). This represents the culmination of a process undertaken by OMB to accomplish several objectives including streamlining existing federal administrative, cost and audit circulars, reducing administrative burden, and reducing the risk of fraud, waste, abuse and improper payments. This guidance replaces several existing OMB circulars including A-110, A-21, and A-133.

The guidance includes numerous changes from existing compliance and audit rules that CCC and CSUS should now be considering and planning to implement by the effective date. CSU has recorded approximately \$61 million and CCC has recorded approximately 97 million as federal grant and contracts revenue. The more significant items are included below — but this is not a complete list of all changes.

- Federal agencies must provide award performance goals, indicators and milestones, and recipients must relate award financial data to the performance goals and provide cost information to demonstrate cost efficiencies. There is some relief for research and development awards.
- Procurement requirements are largely taken from A-102 rather than A-110. Because of this, there is much more emphasis on competition and competitive bids.
- Recipients must maintain effective internal controls. COSO and the federal Green Book (federal agency internal control framework) are listed as two examples that "should" be followed as a best practice.
- Subrecipient monitoring has largely not changed and there is specific emphasis on performing a risk assessment of each subrecipient.
- The traditional three examples of effort reporting have been removed. Emphasis is placed upon using existing payroll distribution systems, and strengthening internal controls to assure an accurate distribution of payroll.
- OMB plans to develop new required compliance audit procedures for auditors to follow. The procedures will be designed to focus on and have greater emphasis on the goal of reducing fraud, waste, abuse, and improper payments.

The new OMB guidance represents the first time in decades where OMB and the federal agencies have focused on reducing the burden of compliance and audits while still achieving effective program management and accountability of public funds. The changes are extensive, and many of

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them will require institutions to take a critical look at their internal compliance structure and processes to determine where change is required to existing institutional practice.

Recommendation

Given the relatively short time to the effective date, CCC and CSUS should be examining each of the more significant items, the impact to the institutions, and develop an implementation plan and timetable.

We believe the most significant impact to CCC and CSUS will be the greater emphasis on internal control best practices. This will necessitate the institutions to document and put into place internal controls over compliance at a minimum. CCC and CSUS should begin to document these policies to determine whether there may be significant gaps that should be addressed.

Management's Response

We agree that these changes to Federal award compliance are significant. CSCU management will engage its various institutions on the implications of these new guidelines and work to develop the necessary controls to comply with the new OMB guidance.

D. Enterprise Wide Risk Management

Observation

Risks continue to expand and grow in every organization, especially in large decentralized organizations such as Connecticut State Colleges and Universities (CSCU). Strategic minded organizations cannot completely eliminate risk, however they do strive to understand their risks and how those risks can impact the organization's academic profile, reputation, health and safety of its students and financial profile. Risk cannot be avoided, but it can be better understood and balanced in order for CSCU to effectively pursue its strategic goals.

Enterprise wide risk assessments are important, as it is the best way in which organizations can get a handle on the significance of each risk is to the achievement of its overall goals.

Recommendation

CSCU should explore the possibilities of a risk management program and function. When considering this program, it should seek synergies among institutional compliance, internal audit, and risk management functions.

In order for these risk identification and mitigation activities to be successful within an institution, it is important to embed the key components of the risk and compliance framework within the entire organization. It is also important to determine what the criteria are for success and how success will be measured. In order for any risk or compliance program to be regarded as a long-term, viable option for the identification, assessment, and monitoring of risks, there must be perceived and real value derived from execution of the framework.

As educational institutions appropriately increase their focus on enhancing enterprise-wide risk, compliance, and internal functions, it will be important to focus on the efficiency and effectiveness of the integrated risk and compliance program. Ensuring that the return on investment in these individual functions is realized and that institutional accountability for risk identification, monitoring, training, and internal auditing is clear

Management's Response

We agree that enterprise risk management is a critical assessment and have kicked off the first of a series at CSCU. We are beginning with the system offices and will extend to the institutions when the framework is stable.

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II. Connecticut State Universities Systems Office ("CSUSO")

A. Continuing disclosure requirements (significant deficiency)

Observation

CSUS was not in compliance with its Continuing Disclosure Requirements. Specifically, In November 2009 and April 2010 Moody's Investors Service (Moody's) upgraded the credit rating of the State of Connecticut and as a result, the ratings of the State of Connecticut Health and Educational Facilities Authority Revenue Bonds (CHEFA)– Series F, G, H, and I, which were issued on behalf of CSUS were upgraded. In October, 2010 and November 2011, Standard & Poor's Ratings Services (S&P) downgraded the insurer financial strength rating of Assured Guaranty Municipal Corporation and as a result CHEFA Series F, G, H, and I which were issued on behalf of CSU were downgraded.

Although these bond rating changes were made at the State level, the state credit rating impacts the CSUS credit rating. CSUS was not informed of the credit rating change by the State of Connecticut and therefore did not previously report such rating changes in a material event notice. As such, CSUS was not in compliance with its continuing disclosure requirements.

Anti-fraud rules

Rule 15c2-12 generally prohibits any underwrite from purchasing or selling municipal securities unless the Issuer has committed to providing continuing disclosure regarding the security and Issuer, including information about its financial condition and operating data. Rule 15c2-12 also generally requires that any final official statement prepared in connection with a primary offering of municipal securities contain a description of any instances in the previous five years in which the issuer failed to comply, in all material respects, with any previous commitment to provide such continuing disclosure.

The Securities Exchange Commission may file enforcement actions under either Section 17(a) of the Securities Act of 1933 and/or Section 10(b) of the Exchange Act against issuers for inaccurately stating in final official statements that they have substantially complied with their prior continuing disclosure obligations.

Recommendation

We recommend management revisit the current procedures in place to monitor debt compliance and look to enhance such procedures to prevent future noncompliance. The failure to comply with the provisions as defined in the bond agreements could have significant consequences to the institution.

Management's Response

The bonds issued by CHEFA on behalf of the CSUS carry the credit rating of the State of Connecticut. When a credit rating change is issued a disclosure is issued by the State related to the debt backed by the State. However, CSCU management still recognize its role in making the necessary disclosures related to material events that effect debt issued on behalf of CSUS.

Management has put in place a review structure to assess continuing disclosure requirements related to its debt, on a quarterly, biannually and an annually basis.

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B. Review Procedures over Potential Unrecorded Liabilities

Observation

As a result of the search for unrecorded liabilities, PwC identified invoices that were improperly accounted for at year-end. Review of invoices received subsequent to year end helps to ensure a complete and accurate payable balance.

Recommendation

CSUS should review the procedures in place to accumulate and record invoices received subsequent to the closing of the accounts payable system to capture all the liabilities at period end. Disbursements issued subsequent to year end should be monitored to identify any related liabilities that should have been recorded at year-end.

Management's Response

We agree with this recommendation and have documented procedures to strengthen the unrecorded liabilities process and properly account for annual accruals after year end.

III. Central Connecticut State University ("CCSU")

Information Technology Comments

A. Enhance Periodic Review of User Access Rights

Observation

As a result of the periodic review of user access to the Banner application, PwC identified (1) one user who was denoted for removal as a result of the review; however, per inspection of Banner user access list, access was not removed from the application. Timely revocation of terminated employee access helps reduce the risk of unauthorized access to sensitive data.

Recommendation

Management should ensure that all access to the system is commensurate with the reviews performed and ensure each identified modifications are adequately followed up and completed in accordance to the results of the assessment.

Management's Response

Management agrees with the observation and recommendation. Corrective actions have already been taken to independently verify that each identified modification is removed in a timely fashion in accordance to the "reviews performed".

IV. Eastern Connecticut State University ("ECSU")

There are no comments applicable to ECSU.

V. Southern Connecticut State University ("SCSU")

SCSU General Comments

A. Timely P-Card Reviews

Observation

Per policy, P-Card holders are subject to annual audits of P-Card activity. Testing revealed that P-Card audits were not done timely in accordance with policy in four (4) out of fifteen (15) instances reviewed.

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Recommendation

Management should ensure that P-Card audits are performed timely in order to deter and detect misuse or fraudulent spending.

Management's Response

Management agrees with the observation. The University is reviewing p-card procedures related to the scope of annual audits and due to the growth of the program (from 100 to over 600 cards) is realign personnel resources to provide timely audit reviews.

B. Journal Entry Create, Post and Approve

Observation

In order to ensure appropriate segregation of duties, a single person should not have the authority to create, post and approve journal entries. We noted two (2) out of thirty (30) instances tested, where a single individual created, posted and approved a journal entry

Recommendation

Management should ensure that they implement and enforce a policy to allow for segregation of duties with respect to journal entries such that an individual person does not have the ability to approve a journal entry that they have created and posted.

Management's Response

Management agrees with the observation. Beginning with the new fiscal year (FY2015), changes to the journal entry process have been addressed with clearer documentation on the entries in question to insure that an individual person does not have the ability to approve a journal entry that they have created and posted.

SCSU Information Technology Comments

C. Enhance Network Security Settings

Observation

The Windows Active Directory is configured with a minimum password length of eight (8) characters; however, there is currently no password expiration. Strong password parameters help to ensure the integrity of the information.

Recommendation

Management should consider enhancing the network security settings to force periodic password changes to mitigate the risk of unauthorized access to the network.

Management's Response

Management agrees. OIT will modify the password policy to include a forced expiration period, and once that is formalized, we will enforce it.

D. User Access Termination for Contractors and Temporary Employees

Observation

End user access to systems and applications is removed upon formal communication from the HR department. Our review of the termination process identified that formal HR communication excludes user provisioning for contractors and temporary employees. Currently there is no formalized process for communicating contractors and temporary employees to the IT department that no longer require access to systems and applications. The lack of a formalized process for communicating contractors and temporary employees that no longer require system and application access increases the risk that access may remain active past the date for which it

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was authorized. In addition, testing performed to ensure that user access was removed from the Windows Active Directory as well as the Banner financial modules identified that three (3) of five (5) users sampled continue to have an active account.

Recommendation

Management should work towards implementing a formalized process to ensure that all contractors and temporary employees have their access to systems and applications disabled/removed in a timely manner. Ensuring that all system and application users have their access disabled/removed timely will help management gain comfort that only authorized end users have active access to key financial and student information. In addition, management should continue to emphasize the importance of removing access which is no longer required to ensure that only authorized users have access to systems and applications

Current Year Update

This comment is open. Testing revealed that of 20 terminated users tested, one (1) user had an active Windows Active Directory account. Upon identification of the active user, the account was immediately disabled by the network administrator.

Management's Response

The auto-generated report of Terminated Employees that Windows Server Team has been relying upon to determine account eligibility, has not always been in sync with HR's most accurate and up-to-date records. Therefore, we will be modifying the current process so that the Windows Server Team will regularly receive notification and modify each individual Terminated User Email notice, as they occur, rather than relying on the auto-generated report. This should resolve the issue as well as streamline the process. In addition to this process, per a prior agreement, on a quarterly basis HR will be providing lists from CORE-CT the following lists: These are the lists that PWC requests every year in preparation for their visit.

- New employees from last date supplied to present
- Transferred employees/new roles assigned from last date supplied to present
- Terminated employees from last date supplied to present
- All current and active employees

These lists will be provided to the Windows Server team and they will use them as a further check for any missed terminations in the interim.

Lastly, the Windows Server team is exploring the feasibility of implementing more automated solutions that will eliminate manual intervention in regards to employee terminations.

VI. Western Connecticut State University ("WCSU")

There are no comments applicable to WCSU.

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VII. Connecticut Community Colleges ("CCC")

CCC General Comments

A. Accounting For Leases*

Prior Year Observation

CCC does not formally evaluate its leases at inception to determine the appropriate accounting in accordance with SFAS 13, Accounting for Leases (GASB guidance for leases refers to non-codified FASB guidance, SFAS 13). Although there were no errors identified in the classification of leases during the year, there were new leases, some of which were significant, which were not formally assessed to determine if they were a capital lease or an operating lease.

Prior Year Recommendation

Management should develop formal policies and procedures for the evaluation of leases at inception. This policy should include the review of the four criteria established by SFAS 13 to determine whether the lease should be classified as a capital or operating lease. As the accounting rules for lease transactions are complex, an individual within finance familiar with the accounting rules should be given the responsibility for understanding and evaluating all lease transactions.

Management's Prior Year Response

The CCC does maintain a set of policies, including one entitled Fixed Asset Inventory and Accounting Policy which has a section entitled "11.3.2 Capital Leases." This section appropriately defines the consideration for capital versus operating leases. We will send a reminder to the Deans of Finance and Administration to review the policy carefully in making decisions, and to consult with System Office whenever there is a question concerning proper lease classification at the inception of a lease. Further, we will request that Facilities notify System Office at the onset of a lease so that we may opine on its classification.

Current Year Update

This comment is still applicable. Further, CCC does not perform a formal review over the preparation of the financial statement footnote related to Operating Leases. As part of audit testing, we compared the list of new lease contracts to the original schedule used as a basis for reviewing the financial statement footnote, and found that a contract had been omitted. Upon review of the updated schedule, it was found that the omitted contract had only been partially included.

Management's Response

We agree that there should be a central review of capital leases to verify they are properly accounted for. The CCC does maintain a set of policies, including one entitled Fixed Asset Inventory and Accounting Policy which has a section entitled "11.3.2 Capital Leases." This section appropriately defines the consideration for capital versus operating leases. We will send a reminder to the Deans of Finance and Administration to review the policy carefully in making decisions, and to consult with System Office whenever there is a question concerning proper lease classification at the inception of a lease. Further, we will request that Facilities notify System Office at the onset of a lease so that we may opine on its classification.

B. Accrued Compensated Absences

Observation

No review by someone other than the preparer of the estimate for accrued compensated absences is performed. As part of detailed testing over accrued compensated absences, an error was identified in the calculation of the accrued salary and fringe liability which resulted in an overstatement of the liability of \$600k. Accrued Compensated Absences is a significant liability and estimate of CCC and as such warrants a more robust review of the calculation.

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Recommendation

Management should develop formal policies and procedures to include the review of accounting estimates as well as period end financial reporting processes which have a significant impact on the financial statements which are prone to human error.

Management's Response

We agree and CSCU management will develop a procedure around additional reviews of the accrued compensated absence calculation.

CCC Information Technology Comments

C. Perform Banner User Access Review

Observation

A periodic review of Banner user access rights was not completed during the 2013 fiscal year. Performing a timely periodic review of user access rights helps to ensure that access rights are commensurate with user job responsibilities. In addition, the review will also aid in detecting terminated or transferred users that may not have been processed through the standard working practices.

Recommendation

Management should conduct a periodic and cooperative review by both IT and business area owners of user access rights for the Banner application. Such regular reviews of access rights assigned to user accounts would help to ensure that user access to the application's functions and features are commensurate with their jobs responsibilities.

Current Year Update

This comment remains open, as no periodic access review was performed during fiscal year 2014.

Management's Response

Management is working on a process that will allow each Colleges IT and Business areas to review their own access rights. This will be completed by September 12th. This job will be automated to run twice a year for each college to review. The intervals will be October 1st and March 1st. Each college will be asked by the BOR to confirm they have reviewed the reports via a confirmation e-mail from their security coordinator.

D. Develop Disaster Recovery/Business Continuity Plan

Observation

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

Recommendation

Management should continue to work on developing formal disaster recovery and business continuity plans. In addition, once developed, the plan should be tested and updated on a periodic basis. Although management has received funding and approval to conduct Business Impact Analysis with SunGard (in 2005); a formal disaster recovery/business continuity plan has not yet been finalized.

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Current Year Update

This comment remains open. A full scale disaster recovery/business continuity plan continues to be an objective of the organization; however, management has not yet finalized a formal plan. Although no formally documented, the current disaster recovery strategy includes the establishment of a “warm” site in Enfield, CT. Management is moving forward to contract with a third party to design the “warm” site, expected to occur in December 2014.

Management's Response

Under the Transform 2020 IT Initiatives, there are a number of projects to lay the foundation for disaster recovery architecture and operations. These projects and the funding associates are required in the development of a DR plan, since no architecture or hardware exists to support DR operations. Once the architecture is in place and tested, then the actual plan will be developed, staff will be trained and the plan will be exercised to ensure operability.

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Closed comments

The following prior year observations were resolved by Connecticut State Colleges and Universities:

CSUSO

Review Data Center Access on a Periodic Basis - This comment has been closed. No exceptions were noted during FY2014 testing and therefore it is concluded that this control has been remediated.

SCSU

Update IT Strategic Plan- This comment is closed, as it is governed by the overall CSU System IT Strategic Plan.

Developer Segregation of Duties- This comment is closed. PwC retested this control in FY2014, no exceptions were noted.

Use of Generic ID's- This comment is closed. PwC retested this control in FY2014, no exceptions were noted.

WCSU

Perform the Banner User Access and Data Center Access Reviews - This comment is closed. PwC retested this control in FY2014, no exceptions were noted.

Perform the Firewall Change Review - This comment is closed. PwC retested this control in FY2014, no exceptions were noted.

CCC

Capitalization Policy – This comment is closed. No exceptions were noted during FY2014 testing.

Perform Direct Data Change Review - This comment is closed. PwC retested this control in FY2014, no exceptions were noted.

Perform Program Change Review - This comment is closed. PwC retested this control in FY2014, no exceptions were noted.

Rename Windows Administrator Account and Change Password - This comment is closed. PwC retested this control in FY2014, no exceptions were noted.

Asnuntuck Community College

Mission Statement

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.



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