



Fifth Year Interim Report

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082

Submitted to the
New England Commission of Higher Education

August 15, 2020

TABLE OF CONTENTS

INTRODUCTION	1
INSTITUTIONAL OVERVIEW	2
RESPONSES TO AREAS FOR SPECIAL EMPHASIS	3
RESPONSE TO COVID-19 PANDEMIC	12
STANDARDS NARRATIVE	
STANDARD 1: MISSION AND PURPOSE	16
STANDARD 2: PLANNING AND EVALUATION	16
STANDARD 3: ORGANIZATION AND GOVERNANCE	19
STANDARD 4: THE ACADEMIC PROGRAM	22
STANDARD 5: STUDENTS	26
STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP	28
STANDARD 7: INSTITUTIONAL RESOURCES	31
STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE	33
REFLECTIVE ESSAY ON STANDARD 8: EDUCATIONAL EFFECTIVENESS	35
INSTITUTIONAL PLANS	53
APPENDICES	56
APPENDIX A: Affirmation of Compliance	
APPENDIX B: Connecticut Community Colleges 2019 Financial Statements	
APPENDIX C: Auditor's Management Letter	
APPENDIX D: Interim Report Forms	
APPENDIX E: Making Assessment More Explicit (The E Series) Forms	

INTRODUCTION

Asnuntuck Community College (ACC) presents this Fifth-Year Interim Report to the New England Commission of Higher Education as a reflection of ACC's progress since the comprehensive review in 2015. This report also includes an update related to the four areas of special emphasis noted in the Commission letter in 2016, as well as an update on the Second Chance Pell program and ACC's update on the COVID-19 pandemic. This report summarizes, as determined by campus-wide input and institutional assessment, current strengths and challenges for ACC, and outlined actions that ACC will prioritize for the next five years.

In August of 2019, at our campus-wide Welcome Back semester event, full-time faculty, adjunct faculty, and staff were presented with an overview of the interim report purpose and format, a review of the NECHE standards, and a year-long outline of the process with the details of key events, a list of participation opportunities, and staff and leadership contacts needed to support the process. This professional development day was devoted to our kick-off initiative.

The steering committee identified working groups, comprised of representative staff and faculty from all areas of the college, to respond to each standard. Each working group consisted of two co-chairs and included approximately 12-15 participants representing all of ACC's departments. In September 2019, all full-time faculty, staff, and adjunct faculty were invited to attend a NECHE presentation explaining the Commission's expectations and the process of the interim report. The working groups were charged to review NECHE standards, research and gather data for assigned standards, and perform self-studies throughout the fall semester. To further inform the process, in January 2020, Dr. Mark Nicholas, Executive Director of Institutional Assessment at Framingham State University, was invited to ACC to share the Interim Report process conducted at his institution with the entire ACC community.

Following the timeline, working groups submitted materials in the Spring to the content editor, an English professor at ACC. Modifications were made to the report, so it was in one voice, accurately addressed the standards, and represented the entire campus community. A final draft was presented to the community in May 2020 for an opportunity to provide input, and then revisions were made on that basis.

The Fifth-Year Interim Report Steering Committee consists of:

Michelle Coach (Interim Chief Executive Officer), Teresa Foley (Interim Dean of Academic Affairs), Qing Mack (Director of Institutional Research), Timothy St. James (Interim Dean of Students and Campus Facilities), Michaela Mullarkey (Professor of English, content editor)

Working Group Co-chairs:

Matthew Hall (Director of Library) & Eric Mosher (Faculty) - Standards 1, 2 and 3
Michael Demers (Department Chair) & Joseph Finckel (Faculty) - Standards 4 and 6
Catherine Carter (Academic Advisor) & Jennifer Gray (Director of Finance) - Standards 5 and 7
Katie O'Connell (Director of Educational Technology) & Fredric Stefanowicz (Department Chair) - Standards 8 and 9

INSTITUTIONAL OVERVIEW

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 students. Twelve Associate in Science degrees and 20 Associate of Art degrees were awarded to the first graduating class in 1974. ACC 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. ACC serves north-central Connecticut and increasingly draws students from Hampden County, Massachusetts and the greater Hartford area.

In Fall 2015, ACC's credit enrollment was at 1,571 students, and in Spring 2016, credit enrollment was reported at 1,457 students. ACC then led two significant initiatives in the Fall of 2016, which increased enrollment. The college launched "Dare to Cross the Line" to provide Massachusetts residents with in-state tuition rates. ACC became one of the 67 institutions nation-wide approved for the Second Chance Pell pilot program and provides classes in four Department of Correction facilities to incarcerated inmates who qualify for the Second Chance Pell grant (Note: Please see the COVID-19 update about the pilot program suspension in March 2020 due to the pandemic). As a result, our Fall 2019 credit enrollment rose to 1,799 students, (999 FTE), and our Spring 2020 credit enrollment was 1,610 students (862 FTE). During the 2019-20 academic year, we also served 981 students (totaling 2,447 seats) through our non-credit workforce development and continuing education programs.

In June 2017, the campus gained a second building for the Advanced Manufacturing Technology Center (AMTC). This 27,000 square-foot addition allowed for an increase in space to provide training for local employers and expand the current offerings for Mechatronics. The College Connections program for local high school students to explore AMTC programs, grew from 42 students in 2016-2017 to 89 in the 2018-2019 academic year.

Later in Fall 2017, the college unveiled the new Tower Lobby and Student Center. The new area was built as an extension on the old building and included a café, employee and student lounges, seating areas, a new Follett bookstore, and student organization offices and conference rooms. A new conference center was added to the area to serve as a location for campus and area business meetings.

Campus leadership has changed since our Self-Study in 2016. On February 21, 2019, the CSCU Board of Regents (BOR) approved the revised Students First (SF) plan, which will consolidate the 12 Connecticut Community Colleges into the "Connecticut State Community College". During these past transition years, ACC has begun to align our organizational structure, policies, and academic programs according to the plan. A new position, Campus CEO, was created to oversee our campus, and a regional president was hired to manage four campuses within our region, the North-West Region. Eventually, ACC's organizational structure and academic programs will become the merged Connecticut State Community College.

RESPONSES TO AREAS OF SPECIAL EMPHASIS

Area One: Developing and implementing plans to assess student learning and use the results for improvement

The college's assessment of student learning has progressed since the 2015 Self-Study, and we are working towards building a culture of assessment at the institutional, program, and course levels as a means to strengthen programs and overall student learning. At the institutional level, in Spring 2020, all college employees participated in the Institutional Capacity Assessment Tool (ICAT), which was administered by Achieving the Dream (ATD). The ICAT is designed to measure an institutions' strengths in seven key capacity areas: Leadership & Vision, Data & Technology, Equity, Engagement & Communication, Teaching & Learning, Strategy & Planning, and Policies & Practices. ACC also participates in the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) surveys regularly. Data from the CCSSE and SENSE surveys is utilized to plan initiatives that academically engage new and returning students and to inform planning for student activities, advising services, new student orientation programs, and academic support services. The robust data provided by ATD, CCSSE, and SENSE identify areas where improvement of services is needed. For more details, please see the Reflective Essay section of this report.

According to BOR policy, program reviews are conducted on an at least seven-year cycle at the program level. The program review cycle assesses each program's overall effectiveness and includes input from advisory boards and an external reviewer. The results are used to modify and strengthen program goals and outcomes, revise course content to better align with changes in a field or industry, revisit student learning outcomes, conduct outreach and recruitment efforts, and/or discover externship, internship, and practicum placement opportunities. The Human Services program review will be completed in Fall 2020. The Business degrees and certificate programs were reviewed in 2015-2016, and the General Studies program was reviewed in 2018-2019. The Early Childhood Education program is externally accredited by the National Association for the Education of Young Children (NAEYC), and thus, adheres to their program review standards. The Advanced Manufacturing Technology Center (AMTC) received International Organization for Standardization (ISO) certification for ISO 9001:2015 in July 2019. All AMTC academic programs are reviewed to meet standards set by ISO for certification. ISO is a European Standard for Quality Management System (QMS), and a surveillance audit is performed of the AMTC programs on an annual basis for recertification purposes.

Every semester since Fall 2017, a faculty member has received a 3-credit course release to lead assessment efforts on campus. Through this leadership, annual assessment goals are set, and regular faculty professional development sessions are provided. Much of the assessment effort is focused on educating faculty about assessment, how it differs from grading, and how it can be utilized to strengthen course-based learning outcomes, student learning, program objectives, and overall program effectiveness. For example, during fall 2018, approximately 25 full-time faculty participated in a charade exercise, which allowed them to work in small groups to analyze assignments and examine how the assignment reflected one or more of the student learning

outcomes of the course. At the end of the discussion, faculty were able to provide feedback on how the assignment could be revised to support student learning more effectively.

Overall, at the course level, the college continues to develop a reflective practice in which faculty participate in the assessment of the C SCU Transfer and Articulation Program (TAP) Framework30 outcomes on an annual basis. Each of the Framework 30 competency areas is assessed on a system established six-year assessment cycle. Since 2017, the college has worked to develop a more formal assessment program, which includes the TAP Framework30 competencies.

Since Spring 2017, ACC has been involved in the Student First plan to consolidate the 12 Connecticut community colleges into one community college for the state. Faculty and staff have been involved in system-wide committees to identify a General Education core, develop a governance structure, partake numerous program curricula alignment committees, generate areas of study, and create a new advising model for the Connecticut State Community College. ACC's efforts on campus to fully develop and implement a General Education core for the non-TAP programs were absorbed into consolidation efforts and development of the General Education Core requirements (GEC) for the one college. As a result, the assessment efforts of ACC have primarily focused on TAP and Framework30 outcomes, which are required by the C SCU system.

The assessment process is detailed more fully in the reflective essay, as the college believes assessment to be integral to the student experience. In Fall 2020, the college will reestablish the Assessment Committee to lead these efforts more systematically. The Committee's immediate goal is to develop a charter and then focus on linking measurable program outcomes to measurable course objectives and student learning outcomes. Thus, the professional development efforts the Committee designs and delivers will broaden faculty understanding of assessment and build effective assessment practices and programming overall. Clear assessment plans for all academic programs and courses will be developed and implemented on an annual basis to inform program and course-level assessment. Overall, the iterative cycle of assessment at the college is on track to align outcomes at the program, course, and student levels, which will be used to strengthen student learning and program effectiveness.

Area Two: Strengthening communication among constituents at the College

Communication has been enhanced and improved on the campus since the NECHE Self-Study in 2015. The senior management team, comprised of the CEO's Cabinet, continues to strive towards consistent communication. This management team meets at least biweekly to discuss necessary topics.

Extended Cabinet meetings allow for directors, department chairs, supervisors, and deans to discuss topics with cabinet members, partake in pertinent training, and learn about campus information. This leadership group meets within the college seven to eight times (skipping months when classes are not held) during the academic year. Extended Cabinet meetings provide a platform for supervisory staff to discuss relevant issues and topics. For example, on October 10, 2019, extended cabinet discussed emergency evacuation plans and met with our Achieving

the Dream (ATD) coaches to receive information and participate in the ATD implementation. On February 27, 2020, a training was held about Mental Health Awareness with an outside expert. As recommended by its members, training is often extended to the campus community when the Extended Cabinet believes the material is pertinent to all areas.

After reviewing results of the Institutional Effectiveness Survey that was administered to all employees in 2010, 2014, and 2018, Extended Cabinet created leadership groups known as CORES: C= Customer Service, O= Open Communications, R= Recognition, E= Effective Leadership, and S= Support and Resources, based on the areas that generated the lowest scores on the surveys. These leadership groups met and generated appropriate actions to enhance the focus of their groups. For example, the O group evaluated how we communicate: All-College meetings, Extended Cabinet, All-College emails, newsletters, social media, website, facilities calendar, and department meetings. After review, they made the recommendation to continue with our current communication methods, but enhance the approaches with a more structured schedule and broader content to the college community.

The college is focused on engaging and sharing information as it becomes available through monthly All-College meetings and college-wide email. All-College meetings are scheduled at variable times throughout the semester to allow faculty members to attend when they are not teaching. At these meetings, different campus committees and departments present on their achievements and projects of the prior and current year. To enhance the communication of this information, a spreadsheet of committees' accomplishments and future goals is updated annually and shared with the campus community by email. Furthermore, the status of Strategic Plan benchmarks is presented by department leaders at the All-College meetings as well.

Upon completion, the 2016-2021 Strategic Plan was shared with the campus community at an All-College meeting. The process of developing the strategic plan included soliciting input from 4,500 stakeholders, and the final plan was shared with all employees to present the measurable outcomes and the overall timeline within the plan. For more details regarding the strategic plan process, please see the Planning and Evaluation section of this report.

Sharing of information directly from the CEO's Cabinet to the campus occurs when Deans regularly attend Faculty Council, College Council, and other campus committee meetings to share information with attendees. Their attendance allows for questions to be answered, and as needed, questions can be brought back to Cabinet for further clarity.

Since the Fall of 2019, the interim campus CEO sends an all-campus email to communicate items covered at the All-College meetings and other all-campus events to ensure that all campus constituents receive the information covered. Because many individuals need to remain in student-facing offices, they are unable to attend all the events that are held. Email communication allows employees to read about what was discussed at the meeting and ask questions as needed.

These methods of communication continue to exist and have expanded to include methods such as "What's Up Asnuntuck" radio announcements, the Student Activities calendar distribution, and ACC closed-circuit television announcements. Continuous updates of the website increase external and internal communication as well.

Area Three: Evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institutions' missions, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of technical trades

Academic Affairs is comprised of four different departments: Careers, Liberal Arts, STEAM, and the Advanced Manufacturing Technology Center (AMTC). Departmental members are represented on the Curriculum and Standards committee, which oversees the approval of all academic programming. Advanced Manufacturing Technology departmental representatives are invited to all Faculty Council meetings, and the department participates in Achieving the Dream and other professional day activities. The Dean of AMTC oversees the department and works with the College of Technology and other CSU institutions to ensure that the curriculum includes the student learning outcomes for students to succeed in the field. The Advanced Manufacturing Technology Center is integrated into the college's operational activities: scheduling, processing of incomplete grades, and course and program approval and revisions.

The Workforce Development and Continuing Education division develops programs that support the workforce development initiatives of our community, Connecticut, and Massachusetts. In 2017-2018, the college transitioned several programs and certificates from the Workforce Development and Continuing Education division to Academic Affairs: Registered Medical Assistant A.S. Registered Medical Assistant Certificate, Massage Therapy A.S., Phlebotomy Certificate, Certified Administrative Medical Office Skills Certificate, and Health Information Management Technician. In 2020-21, there are plans to approve a Healthcare Management Associate's degree, which fuses Health courses with Business courses.

Based on academic program guidelines, any AMTC course numbered over 100 can be included as an open elective into other programs, like General Studies, Liberal Arts, and other majors outside of the technical trades. In Fall 2015, a full-time business program faculty member chose to work with the AMTC for her sabbatical leave to learn more about the department and determine ways to integrate the department into the main campus. As a result, our campus has further integrated the AMTC courses as elective options within other academic programs to allow for cross-pollination of students between technology and general education/liberal arts areas. Also, AMTC faculty and staff have ~~now~~ been encouraged to participate at full campus open house events, attend at professional development opportunities, represent themselves at curriculum meetings, and be present at All-College meetings. Collaboration was enhanced when AMTC became involved with Achieving the Dream. Several staff members are on the "Dream Team" and have been involved in the data analysis and analysis of practices for AMTC as a department as well as for the ACC campus.

/Furthermore, Workforce Development and Continuing Education division and AMTC support the rest of the campus by generating Business and Industry revenue. This revenue is utilized to financially support programs like General Studies, Liberal Arts, and the other non-trade degrees because those degrees do not have the capabilities to do so. Local businesses utilize these technical departments for the training of employees, so they gain workplace skills. In turn, other academic areas are supported financially from the training revenue. In FY2020, the Workforce Development and Continuing Education division brought in \$97,705 in revenue, and the AMTC incumbent worker training generated \$299,536 in revenue to support the college.

Area Four: Implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates.

During the conclusion of the 2015 Self-Study, ACC was beginning to implement Starfish. Since 2016, ACC has significantly increased the use of this analytics and early alert software program. The software program captures advising notes and records communications. Instructors raise flags (attendance concerns, in danger of failing, low quiz/test scores, missing/late assignments, kudos, etc.), which automatically alert students via email and through the Starfish dashboard. Instructors and staff can also raise referrals and to-dos to connect students with helpful campus resources and information.

Since Fall 2016, the Center for Advising and Student Achievement (CASA) has used Starfish to generate feedback from progress surveys, including a No-Show survey (2 Weeks into the semester), a 5 Week Check-in survey, and a Post-Midterm Results survey. The surveys were created because they were found as best practices from other Starfish user colleges, recommended by our consultant, and through the collaboration of our Starfish Success Team, which includes both faculty and staff. Starfish streamlines the college resource referral process and creates a “success network” for each student by allowing students to schedule appointments directly with faculty and staff. A Spring 2017 Starfish user survey indicated that 80% of faculty felt Starfish helped them communicate more effectively with students. Over 70% stated that students contacted faculty after receiving communications through Starfish.

ACC has seen significant growth in faculty and staff participation and usage of Starfish from Fall 2016 – Spring 2019:

- From 8/29/2017 through 5/13/2018, 6018 flags were raised. This information represents a 13.5% increase from AY 2016-2017, when 5304 flags were raised.
- From 8/28/2018 through 5/16/2019, 6327 flags were raised. This change represents a 5.13% increase from AY 2017-2018 and a 19.29% increase from the 2016-2017 academic year.

An at-risk student outreach program, “Starfish Outreach & Support” (S.O.S.), was piloted late in Spring 2017 for students that had two or more “In Danger of Failing Flags” raised after course survey completion. These flags (No Show, Attendance Concern, or In Danger of Failing) indicate that the students need to be contacted. Identified students receive automated email notifications and messages in Starfish. Furthermore, they are considered to be the most at-risk students, so they are then contacted by phone or email by ACC staff. Between Fall 2017 and Fall 2019, more than 525 additional student outreach contacts were made through the S.O.S. program. Approximately 100 student contacts are made each semester to reach these at-risk students. This additional outreach effort engages, educates, and empowers students to become more successful and continue to progress in their courses. Feedback from both the contacted students and participating faculty is overwhelmingly positive. The following captures feedback received from faculty regarding the initiative:

- *“I absolutely love this feature! Thank you for helping me connect so quickly with students of concern! I am absolutely thrilled about this program and its ease of use! I already got a response from one of my students who was on vacation. This program allows me to*

connect with students seamlessly and enables our students with more opportunities for success!”

- *“Thank you for Starfish! It can be hard as an adjunct to know where to go with student concerns (especially if teaching at night). This system is awesome.”*

CASA also relies on Starfish’s kiosk feature and notes management system, which helps with reporting, college-wide communication, and consistency in record keeping. The kiosk feature allows students to sign-in on a laptop and create a queue during busy drop-in time periods. Students can be pulled out of the queue by an advisor, and the student’s information is provided to the advisor in preparation for the meeting.

As stated in the 2015 Self-Study report, ACC began using Rapid Insight, as a predictive data analytics tool. A team including the Director of Advising, Director of Financial Aid, and Director of Enrollment Management created a predictive data model to identify students with a higher statistical likelihood of attrition by using variables available as part of admissions, enrollment, and financial aid processes for a specific population. CASA created C.A.R.E. (Connect, Ask Questions, & Reach out Early), a mentoring program for students identified as at-risk by the predictive model. In Fall 2015, 71 students were contacted by C.A.R.E. mentors. Forty out of 71 students that were contacted, returned in Spring 2016, which represents a retention rate of 56%. The model projected a retention rate of 37% for this high-risk population.

Starfish’s capabilities are extensive, but ACC uses it foundationally as an early alert, appointment, and notes management system. Although using predictive analytics for student success was fruitful, Rapid Insight was not renewed in Fall 2016 when Starfish was fully implemented. Starfish does have a predictive analytics feature, but at this time, the college has not purchased this component of the program. The majority of ACC’s software purchase decisions are done through the CSCU system, and currently, the CSCU system office is planning the purchase of an all-in-one student success technology platform (such as Starfish, EAB, or Ellucian CRM Advise) for help with student success, retention, and completion. ACC has delayed any further predictive analytic software purchases until a technology decision is made by CSCU leadership. A request for proposal (RFP) went out in June of 2020 for businesses to submit interest in being adopted as the Connecticut State Community College technology platform. The platform decision will occur in September 2020.

Due to the complexity of extracting Starfish data from the software system, measuring the direct impact of Starfish and the Early Alert program on student retention and graduation rates remains a challenge. Anecdotally, ACC has seen success. Over the next five years, gathering experts from Starfish, Institutional Research, and ACC will determine how to best measure the effectiveness of Early Alert (progress surveys and automated communication with students), in addition to the S.O.S. program (focused outreach to most at-risk students). Comparing the retention rates of students receiving Starfish outreach vs not, is needed to gain a better understanding of the outcomes linked to intervention programs generated from Starfish.

Area Five: Second Chance Pell Program Update

In the Summer of 2016, the college received federal approval to participate in the Second Chance Pell (SCP) Grant program, which allows incarcerated individuals to receive Federal Pell Grant

monies for postsecondary education. In Fall 2016, the college piloted four courses in five different Department of Correction (DOC) facilities. Students matriculated into a Business Administration or Human Services Management Certificates with an option to continue their education to receive an AS in Business Administration, Human Services, or General Studies. In Fall 2016, Substantive Change Request was submitted to NECHE because degrees and certificates were being delivered at new locations.

In Spring 2018, an updated Substantive Change Request was submitted, which added Technology Studies: Machine Technology Option (AS) program in two tracks. The ‘inside’ program was taught entirely within the DOC facilities, and the ‘outside’ program was taught partially in the DOC facilities and partially in the college’s Advanced Manufacturing Technology Center (AMTC). The ‘inside’ program included students in all four DOC facilities. The ‘outside’ program included students from the reintegration unit of Willard-Cybulski Correctional Institution, which were considered by DOC to be low-risk inmates. Students were brought on campus to take the required courses that directly involved using manufacturing machines and equipment. The outside program was later suspended in Spring 2019 after a SCP student, enrolled in the Advanced Manufacturing Machine Technology Certificate program, left campus unauthorized.

In Spring 2018, a review of the Substantive Change Request and a site visit were conducted by a representative of NECHE, and the SCP program was subsequently approved. The academic programs and subsequent course offerings in the SCP program are directly related to the college’s mission as they are designed to prepare students for career opportunities and/or transfer opportunities upon their release.

The SCP program is overseen by a SCP Coordinator, who is a retiree of the DOC and employed at ACC on a part-time basis. ACC has hired up to two DOC retirees as part-time SCP Liaisons for recruitment, completion of admissions and FAFSA applications, scheduling placement tests, advising and registering students for program and class selections, assisting with textbook distribution, and coordinating required DOC Volunteer Intern or Professional Partner (VIP) training.

The SCP program is overseen by a SCP Work Group that consists of the Dean of Workforce Development & Continuing Education, Interim Dean of Academic Affairs, Interim Dean of the Advanced Manufacturing Technology Center, SCP Coordinator, SCP Liaisons, Interim Director of Admissions, Interim Director of Financial Aid, Interim Registrar, Associate Director of Administrative Services, Director of Finance and Administrative Services, Continuing Education Coordinator of Workforce Development & Continuing Education, and faculty. This group meets regularly and annually holds a meeting with representatives from all four of the DOC facilities.

The certificate and degree programs offered in the SCP program fall within the College’s departmental structure. The Department of Careers oversees the Human Services Management Certificate and the Business Administration Certificate. The Department of Advanced

Manufacturing Technology Center oversees the Advanced Manufacturing Machine Technology Certificate and the Technology Studies: Machine Technology Option AS Degree programs.

Second Chance Pell programming has the same learning outcomes and rigor as courses taught on the main campus. All course schedules follow the same academic calendar, policies, and grading scale as those taught at the college. At least two courses are offered each semester in each DOC facility. All academic programs are reviewed cyclically. The Human Services program is currently undergoing a program review to be completed in Fall 2020. The Business degrees and certificate programs were reviewed in 2015-2016, and the General Studies program was reviewed in 2018-2019. The Manufacturing programs were International Organization for Standardization (ISO) certified for ISO 9001:2015 on July 24, 2019.

Eligible SCP students may join Phi Theta Kappa (PTK). Thirty percent of the SCP students have qualified for membership in PTK, and 8% of those eligible were inducted into PTK since Fall 2017. Since Fall 2018, the ACC Foundation awards scholarships to sponsor SCP students' membership fees through an application process.

ACC's faculty qualifications do not differ for the SCP program. Between Fall 2016 and Fall 2019, 45 courses and 297 sections were offered. Over the three years since the program started, 8% of the instructors have been full-time faculty members, and 92% have been part-time faculty members. Adjunct faculty members are hired and evaluated by Department Chairs or Program Coordinators regardless if they teach on campus or at the DOC facilities, and they are invited to attend all professional development meetings, the Instructional Excellence Committee events, and statewide Center for Teaching events that take place on campus or throughout the CSCU system. Each semester a Best Practices Roundtable meeting is held with the SCP instructors and tutors. Student course evaluation feedback is collected according to the same schedule as campus courses.

SCP students do not have access to computers, the internet, or email within the DOC facilities due to safety concerns. Instructors adjust how they teach curricula to accommodate the technology restrictions while still meeting the course learning outcomes. Tutoring is scheduled for each mathematics and English class offered to provide students access to tutoring services comparable to the students enrolled in similar campus courses. The DOC Course must approve all course materials used in the SCP program. The Pell Grant pays tuition, fees, books, and supplies for the inmate population. The tuition and fees paid by the SCP program cover the cost of instruction, and ACC provides tutoring services and administrative oversight.

Course grades, passing rates, and degree completion rates are used as indicators of the SCP program's overall effectiveness. Student retention is assessed by comparing the student enrollment from the beginning of the semester to the end of the semester for both SCP students and students enrolled in the same courses at the main campus. The SCP retention rate corresponds with non-SCP students.

As of Fall 2019, 699 students have participated in the SCP program. Eighty-two students who started in the SCP program have graduated with a certificate. Of students released from DOC custody, 49 returned to ACC's main campus to take classes, and 16 of them have completed their certificate program at ACC.

When the SCP program was launched, an announcement was sent to students, faculty, staff, and the public via a press release and social media. The administration met with non-SCP students to ease fears and address concerns about the program. Initial concerns and questions have subsided because the 'inside' manufacturing program is no longer operational. The college is working with the DOC to see if programming can resume.

Current challenges for the SCP program are:

- 1) Once students are released from the Department of Correction (DOC), it is their responsibility to determine if they wish to continue at the college or transfer.
- 2) The lack of access to computers within the DOC facilities and current DOC policy regarding the use of technology, tools, and instruments for teaching in the facilities (i.e., no graphing calculators, projectors, or access to the internet, etc.) creates instructional challenges, particularly for lab science courses.
- 3) The delay in restarting AMTC courses on-campus has resulted in only offering general education and manufacturing courses that do not use manufacturing equipment.
- 4) Appropriate administrative and logistical support for the SCP team and coordinators is required to continue the program.
- 5) The college is competing for DOC classroom space with other postsecondary institutions that are starting to offer courses.

During the Spring 2020 semester, the SCP program was suspended due to the COVID-19 pandemic, which resulted in the DOC facilities canceling all external programming coming into the facilities. On May 1, 2020, Interim CEO, Michelle Coach sent a letter to NECHE notifying them of the suspension of the SCP program due to the lack of distance education technology options and the DOC facilities closing to all outside programming.

Update on the COVID-19 Pandemic (what has changed, impact on the institution, plans for the future)

Midway through the Spring 2020 semester, ACC became a virtual campus due to the COVID-19 pandemic. Employment was kept continuous for all employees at ACC, and positions moved to a virtual and telework format immediately. ACC provided technology to all employees that needed it, so that they could perform their job functions. Meetings were moved online, and a new normal for working conditions was established to continue most campus functions.

Courses were immediately moved online, and faculty became very creative in the way they communicated with their students. Zoom, WebEx, and Microsoft Teams became regular forms of communication and presentation within courses. No on-campus courses were cancelled, and some courses were designated as incomplete until the hand-on portion could be finished. Communication was sent to the students in case technology became an issue for their continuation of their courses. Faculty communicated with their students about technology needs, and outreach was performed by Student Services personnel to students that did not engage within courses or with faculty. The ACC Foundation donated \$9,000 for the purchase of computers for students. Twenty-two students received a computer as a gift to complete their studies.

After much discussion and many meetings with CSCU leaders and Vera Institute employees, the SCP program was suspended due to the COVID-19 pandemic, which resulted in the DOC facilities canceling all external programming coming into the facilities. On May 1, 2020, Interim CEO, Michelle Coach sent a letter to NECHE notifying them of the suspension of the SCP program due to the lack of distance education technology options within the DOC facilities, and the DOC facilities closing to all outside programming. ACC hopes to reenter the DOC facilities during the Fall of 2020 to begin offering courses again in the Spring of 2021.

During April and May, ACC generated a Phase 1(b) plan to bring the incomplete Spring courses (with hands-on portions) back to campus. The plan was approved by the CSCU System Office and the Connecticut Department of Health. The planning involved training of maintenance employees on COVID-19 cleaning protocols; generation of signage on the campus; minimization of seating areas around the campus; training of employees about the campus protocols for cleaning, masks, social distancing, and safety; and generation of a safe schedule for student-facing employees to return. ACC had the most extensive group of courses to bring back within the Connecticut community colleges, and the College invested a great amount of work into a safe plan. Personal protective equipment (PPE) was ordered using some of the \$607,719 allotted by the CARES Act funds. This PPE included masks, face shields, plexiglass for barriers, gowns, and all other equipment necessary to create a safe environment for all employees and students.

An informational notice was created to notify the students about the policies in place for their returns. It alerted them about the requirement of wearing a mask or face covering, to bring their own writing utensils, that they were not to come to campus if they have the CDC-defined COVID-19 symptoms, to bring water since fountains were off, to bring a lunch, and that no late arrivals could occur due to safety. The first group of 95 Manufacturing students arrived on June 22, 2020 to complete their courses. The check-in process was held outside the building and allowed for the students to again hear the rules and sign a notice that they did not have the CDC-defined COVID-19 symptoms. Once at their classrooms, the students received a detailed

communication from their instructor about the same rules that they received on their original notice via email. Classroom rules were instituted and included one student in the bathroom at all times, students remained in their seats, plastic wrap lined computers, and areas were wiped before and after use. The campus was closed to the public, so very clear rules and policies had to be in place. These rules also provided a safe environment for all.

A campus open forum was held on July 7, 2020 to explain the policies and procedures of the college and convey the success that occurred with the AMTC students. A PowerPoint presentation was given to the campus. Because not all employees could attend, the PowerPoint was then recorded as a video by the Campus CEO and emailed to the entire campus. Videos and articles were also included in the email to help employees understand key information. These informational communications were also shared by CEO Coach with all CEOs and Presidents within the Connecticut community colleges since they had the most experience with returning students and documenting the process.

Furthermore, cohorts of students returned to AMTC programming in varying levels over the summer to complete projects and courses. For example, for June 22, 2020- June 26, 2020, 83 students were in one building, and 99 students were in the other building. From July 20, 2020- July 24, 2020, 90 students were in the main campus, and 115 students were in the AMTC building.

On August 3, 2020, Workforce Development and Continuing Education non-credit students, allied health programs, and Communication credit courses will return to complete their hands-on portions. The practices utilized by the prior AMTC students will continue with these courses. This last group of courses will allow for incomplete courses to be finalized for all spring semester students that were impacted by campus closing.

Since adapting to this new, virtual environment, ACC has become creative in its ways of communication:

1. In April 2020, ACC held its ATD World Café as a virtual event. Eighty-eight attendees participated, and this event was accomplished by using Zoom and the breakout room feature within the Zoom program.
2. All-College meeting attendance has greatly increased by holding the meetings via WebEx. As a result, we have seen over 120 employees participate in the three All-College events held since March 2020, which demonstrates the employees' interests to be more engaged, as well as a sign that employees recognize that All-College meetings are an essential communication platform.
3. The ACC website has a section dedicated to COVID-19 communication. This section of the website is continuously being updated as policies are developed for the Fall reopen. The website has two separate sections designated: one for faculty/staff and one for students.
4. Technical assistance for faculty, staff, and students can be achieved through our website. On the first page, individuals can click on a technology button in order to attain help.
5. All of enrollment management services are accessible virtually and by phone. Virtual meetings have been conducted via Microsoft Teams, WebEx, and phone.

Because of the COVID-19 pandemic, many of ACC's recruitment efforts and outreach have moved to a virtual environment. A chat feature has been added to the Asnuntuck homepage where current and prospective students can have their inquiries answered by an agent from the CSCU system-employed call center. Admissions, Financial aid, and Advising began to hold individual and group meetings and sessions utilizing technology, like Microsoft Teams.

In May 2020, the Admissions Office began offering Virtual Information Sessions (VIS) one to two times per week at varying times to capture different audiences. During the VIS events, staff from Admissions and Financial Aid cover general information about the college such as: the admissions process, financial aid, quality of education, transferability of credits, guaranteed admissions programs, campus size, cost/cost comparison, PACT (CT's Free Community College Plan), degrees and certificates, activities and clubs, and student services.

The Asnuntuck Advising Office rebranded the in-person New Student Workshops in May and launched ACC's Student Planning Information & Registration Events (ASPIRE), which are prerecorded tutorial onboarding sessions administered through Microsoft Stream. New students are sent a link to participate in the ASPIRE events, and they must complete a quiz at the conclusion of the event to verify participation.

CARES Act Higher Education Emergency Relief Funding was distributed to students for expenses related to the disruption of campus operations due to Coronavirus for expenses like food, housing, course materials, technology, health care, and child care. ACC received \$607,719 to disperse to students for emergency aid. To satisfy the Department of Education's guidance, grants were issued to students who met the Title IV eligibility requirements by completing a FAFSA and have satisfied all outstanding requirements related to completing a FAFSA. Completion of the FAFSA determined a student's eligibility for a Pell Grant, and the following students were not eligible for the CARES Act emergency grants: Students exclusively enrolled in non-credit courses, CSCU employees and their dependents attending classes for free, Second Chance Pell students, High School Partnership/Dual Enrollment students, and Undocumented, DACA, International students. Students were encouraged to sign up for direct deposit to expedite the distribution of these funds. As of May 27, 2020, 730 students had received \$494.48 each, and funds will be dispersed to additional students once eligibility is confirmed. A \$20,000 grant was obtained from the Hartford Foundation for Public Giving to support students that were not covered by the CARES Act fund.

Phase 3 plans are coming to fruition at this time. These plans detailed similar information as described in the Phase 1(b) plans and included further, more developed information since the initial pandemic occurred. As time had passed, more was learned about the virus, and connections were made with the North Central Public Health Department in Connecticut for reporting. Student-facing offices are staffed at 50% capacity as recommended by the Connecticut Reopen guidelines. Teleworking is occurring when employees are not on campus. Students services meeting are completed online or on campus by appointment only. Further information is provided to the students at: <https://asnuntuck.edu/campus-reopening-info/> on a regular basis.

Twenty-two percent of the Fall courses are being offered as on-ground or in the hybrid format. These courses have a reduced capacity due to social distancing, but the enrollment in other courses has allowed for a balance in expenses. For example, Art courses have a capacity of 8 students, which incurs an approximately \$3,500 loss for the college. The enrolled students can

take an online course, like English or mathematics, which has a course capacity of 24 students. As of July 31, 2020, ACC is 10.3% higher in FTE enrollment from last year at this time for the Fall semester. If the enrollment proves to be stronger, the tuition revenue will be higher, and expenses will be lower due to a large percentage of courses being online and without campus overhead costs. This pandemic is unprecedented, and we are actively monitoring enrollment and revenue goals.

STANDARD 1: MISSION AND PURPOSES

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 Asnuntuck Community College mission statement was formally adopted in August 2003. It is found on page three of the catalog, as well as on the college website. In addition, hard copies of the Mission Statement are published in various places on campus, including a framed copy in each classroom.

In June 2019, the College began participating in Achieving the Dream (ATD), and a college-wide definition of student success was created. While not a mission statement, this definition serves as a guiding principle for educating students while adhering to the overall college mission. The definition, which has been approved by all ACC shared governance entities, reads:

A successful ACC student is empowered to achieve individual goals, develop critical thinking, interpersonal, and life-long learning skills, as well as resiliency and a readiness to engage with and contribute to a diverse community.

Since joining the ATD network, faculty and staff are reenergized and refocused on our mission to support student success. Our recent college-wide activities on student success were guided by ATD principles and allowed faculty and staff to discuss and reflect on our mission and purpose. The above definition of a successful ACC student was one product from these events.

STANDARD 2: PLANNING AND EVALUATION

Planning and evaluation at Asnuntuck Community College (ACC) are comprehensive and systematic with a purpose of accomplishing the mission of the College. ACC currently is operating under the 2016-2021 Strategic Plan. ACC reviews the current Strategic Plan regularly and systematically collects and uses data necessary to support its planning efforts to enhance institutional effectiveness. Institutional research remains sufficient to support planning and evaluation. With data collected each year since the beginning of the current Strategic Plan and with the recent Achieving the Dream (ATD) Institutional Capacity Assessment Tool (ICAT) results, the Interim CEO believes ACC has rich data to inform, update, and create a Strategic Plan that can guide ACC to 2023 when the Connecticut State Community College (CSCC) is established.

Planning

The current five-year plan, which encompasses fiscal years 2016-2021, is an expanded document built upon and aligned with the strategic plan adopted by the CSCU BOR for Higher Education. This plan guides the campus development and documents our process towards the goals. At the time of the 2015 Self-Study, the campus was undergoing an intensive strategic planning process. Input from over 4,500 stakeholders was solicited and contributed to the development of the final strategic plan, and the final plan includes measurable outcomes and a shared timeline for all employees. Each division has its own plan that aligns to the College's strategic goals. The progress toward these goals is shared with the campus community throughout the academic year during All-College meetings. For example, the AY 2019-2020 reporting schedule is: October- Academic Affairs; December- Facilities; February- Business Office, Financial Aid, Information Technology, Student Services and Continuing Education; and March- Manufacturing. At each scheduled All-College meeting, the Dean or designee for the area identified explains the status of the departmental goals. All-College meetings facilitate the sharing of information, while also allowing community members to ask questions. These strategic planning updates serve as an opportunity to share information and communicate department challenges and successes.

The Campus Master Plan was updated in December 2017. The spatial and programmatic needs addressed by the master plan were guided by the institution's mission, projected 10-year enrollment figures, and emerging higher education goals. The phase one funding bonded for the Master Plan, allowed the college to complete a transformative overhaul of the building's street-facing façade, constructed an additional building to house the Advanced Manufacturing Technology Center, renovated existing common spaces, and made various site improvements for parking and campus beautification.

Financial planning is aligned with strategic planning, as many strategic initiatives require funding sources. Starfish has been utilized as a powerful retention tool for ACC, as explained in Area four above. System funding was not secured beyond 2018, and since ACC found extreme value in Starfish, operational dollars were dedicated to continue the use of this analytics and early alert software program.

In 2018, ACC became one of the nine CSCU institutions that entered into a Power Purchasing Agreement with General Electric and CT Green Bank. Through this agreement, the college will be purchasing 100% green solar electricity at a low fixed rate for the next 25 years, and the system ACC installed is expected to offset an estimated 40% of the annual campus electricity consumption. It is expected that we will see an average annual savings of \$70,411 over the life of the 25-yr PPA contract, with an estimated \$1.4M in total savings. ACC will now have no on-going operating costs to college and the tax payers of CT, as private partners, will own, operate, and maintain these systems for the entirety of their life. The campus chose to invest in a project that would give in the end. These solar panels were installed above one section of the parking lot and on the roof. Although the majority of costs are fixed, when discretionary funding is available, priority is given to initiatives that align with the College's mission and goals and have the most significant impact on students. As the 12 Connecticut Community Colleges work to implement Guided Pathways, funding has been secured with organizations like Jobs for the Future (JFF) to help pay for aspects of initiatives, like training.

Academic planning at Asnuntuck Community College is guided by a variety of factors, including enrollment trends, industry needs, and CSCU system office initiatives. Academic faculty member hiring is an academic-based decision, and most hires are made based on enrollment needs and according to the employees within the academic affairs area. This planning impacts ACC at both a system and program level. The CSCU Transfer and Articulation Program (TAP), which began in 2015, enables enrolled Connecticut community college students to transfer to one of the four Connecticut State Universities or Charter Oak State College with full junior status without losing credits or being required to take extra credits.

Planning and resource departmental decisions are completed with the overall goals of the College in mind. One example, in 2016 the IT Department altered the planning cycle by replacing staff computers on a rotating schedule, rather than upgrading the entire college at one time. Also, a Pedagogy Advisory Committee on Technology (PACT) was created in 2018. This committee, which is comprised of both IT staff and faculty, meets twice a semester to discuss anticipated classroom technology needs, implement solutions based upon current pedagogical approaches, and align technology needs with strategic goals. Funding was prioritized to create a multifunctional digital lounge, that has been widely utilized for college and community events, meetings, in addition to classes. With the COVID-19 pandemic, this technology is being further enhanced with the installation of microphones and cameras to pilot Hyflex course offerings.

Evaluation

Asnuntuck Community College regularly and systematically collects data to assess and support institutional improvement from both employees and students. Data collection and dissemination plays a crucial role in College-wide decision making.

Since 2010, ACC has administered the Institutional Effectiveness Survey (IE Survey) to all employees. The IE Survey is designed to gather information on employee insights, concerns, and satisfaction. The survey was based on strong examples from other colleges, but was designed to assess ACC's unique mission, strategic priorities, and institutional character, and the instrument was updated in 2018 to evaluate initiatives derived from survey results of previous years.

Between 2016 and 2018, based on the areas that generated the lowest scores on the IE Survey the Extended Cabinet created leadership groups known as CORES: C = Customer Service, O = Open Communications, R = Recognition, E = Effective Leadership, and S = Support and Resources to discuss survey findings, gather additional data when needed, and recommend and implement initiatives to address the concerns that arise from the survey. For example, in the previous IE Survey, employees expressed that they want to be recognized by peers. The CORES group recommended establishing a peer recognition program. A group of employees volunteered to form a Peer Recognition of Outstanding Performance and Service (PROPS) Committee. PROPS recognizes fellow employees in three categories: going the extra mile, teamwork, and bright ideas. The PROPS awards occur each year, and these awards expand recognition beyond what is currently designated by employee contracts and extends the award to those who are not covered by contracts.

The 2018 IE Survey contained new questions designed to measure the impact of the CORES initiatives. The 2018 survey results were shared with the campus community through Extended Cabinet, Faculty Council, and an All-College meeting. Extended Cabinet's effort to evaluate

CORES' effectiveness was delayed due to the COVID-19 closing of the physical college building and moving all classes online. In Fall 2020, the Extended Cabinet will evaluate whether CORES is effective and recommend what new areas of focus should exist for the College. Major student survey tools include the Community College Survey of Student Engagement (CCSSE), which was last administered in 2015, and the Survey of Entering Students (SENSE) which was last given in Fall 2019. The CSCU system office is committed to the financial support of both CCSSE and SENSE administration on a 3-year rotation, and the campus covers the local costs for administering the surveys. The Graduate Student Survey is administered every year, these 6-month post-graduation results are utilized to evaluate the student experience. Other standard measures of success, such as Retention & Transfer Rates and Degrees and Graduation Rates, are also posted online. All survey results are posted on the Institutional Research website in the College Fact Book for easy access and review. Individual faculty periodically request and receive data from SENSE, CCSSE, and Graduate Surveys for program reviews from the Institutional Research Office. Sections of the Graduate Survey results are also shared with departments that request information to review transfer data.

In addition to the major survey tools, other surveys are administered annually to students to collect feedback, assess progress, and institute change as needed. These tools include, but are not limited to, the annual Library and Tutoring Center surveys and the Survey of Barriers to Educational Goal Achievement (aka Perkins Survey), which are conducted every semester.

Since the implementation of ATD, ACC formed a Student Success Team, and under this Team, there is a Data Team, which consists of the Interim Dean of Academic Affairs, Director of Institutional Research, Interim Registrar, Transfer Advisor, faculty, and the coordinator of the AMTC. The current process is that the Data Team reviews disaggregated data and brings the findings to the Student Success Team for discussion. The Student Success Team then makes policy/process related recommendations to management for implementation. As of May 2020, both teams have reviewed student early momentum data and the Fall 2019 SENSE survey results. Three of the six SENSE benchmarks that ACC scored below the peer institutions in Connecticut became the focus.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Asnuntuck Community College is one of 12 community colleges in the state of Connecticut, and one of the 17 institutions of higher education that comprise the Connecticut State Colleges and Universities (CSCU). CSCU is governed by the Board of Regents (BOR) for Higher Education in Connecticut. Within the CSCU system, there are 12 community colleges, four state universities, and one online college. The Board of Regents is comprised of 19 members: nine appointed 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.

Since January 2012, standing committees of the Board of Regents were established to review institutional policies, monitor the institution's fiscal solvency, and approve new major initiatives. Standing committees of the Board of Regents include the Academic and Student Affairs Committee, Audit Committee, Finance and Infrastructure Committee, and Human Resources and Administration and any additional committees authorized by the Board Chair from time to time

for purposes of efficient operation. The 17 CSCU institutions provide information and proposals to these committees as part of the governance process.

On June 21, 2018, the BOR approved the Student First plan (SF) and passed a resolution to consolidate the 12 community colleges into one singly accredited institution to sustain and enhance education quality, affordability, and accessibility. Under the resolution, the colleges are maintaining their individual accredited status until 2023, when all integrated academic and student support services will be in place to achieve a single accreditation as the Connecticut State Community College (CSCC). Under the direction of the BOR, the leadership of ACC continues to ensure that the College is meeting its mission to provide high-quality education that meets NECHE standards. ACC has a history of transparency and shared governance with respect to campus decision-making.

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

For the 2019-2020 academic year, faculty-elected representatives served on the CSCU Students First committee, Student Affairs Consolidation committee, Shared Governance Workgroup, General Education Workgroup, and other system-wide committees. Other faculty and staff members have served and are serving on various Guided Pathways groups. These groups are focused on specific tasks involved in the implementation of Guided Pathways, like developing our Areas of Study and creating a common First Year Experience for CSCC. Furthermore, faculty have served on Student First Alignment Committees in various content areas to develop common academic programs and courses.

As for campus leadership, Dr. James P. Lombella was appointed as the 4th president in 2014 and served the College until July 2019, when Dr. Lombella became the Regional President overseeing four of the 12 community colleges in the North-West Region of Connecticut, where ACC is located. Soon after Dr. Lombella's promotion, Dr. Michelle Coach, formerly Interim Dean of Academic Affairs, was appointed as the Interim Chief Executive Officer. CEO Coach was a long-time faculty member before assuming the leadership first in Academic Affairs, and then as the CEO. Currently, the Interim CEO reports to the Regional President, Dr. James Lombella.

The executive governance structure for ACC is made up of the CEO's Cabinet, which consists of senior administrators: Interim CEO, Interim Dean of Academic Affairs, Interim Dean of Student Services and Campus Facilities, Dean of Workforce Development and Continuing Education, Interim Dean of Administration, Interim Dean of Advanced Manufacturing Technology Center, Interim Human Resources Director, Regional Director of Institutional Research, and Executive Assistant to the CEO. Additionally, campus Directors, Associate Deans, and academic Department Chairs comprise the Extended Cabinet. ACC embraces a shared governance structure in decision-making. Chartered councils and committees include: College Council,

Faculty Council, Curriculum and Standards Committee, Instructional Excellence Committee, Assessment Committee (as of Fall 2020), and Student Senate. Other working groups are formed and charged as needed by the governance teams, councils, or committees listed above. All governance groups and committees are advisory to the college CEO/president and his or her cabinet on campus decisions.

ACC's Organizational Chart and Shared Governance charter are reviewed by the CEO's Cabinet every year and underwent minor revisions in 2018. The most significant change removed the office of the CEO from the role of moderating the College Council (CC) meetings. College Council is currently led by a rotating chair position elected from within its own membership. Subsequent changes since the 2018 revision, including the management team, have necessitated a new round of review and revisions to the organizational chart and governance charter. Previous versions of ACC's organizational chart placed College Council in the position of chief representative governance body with direct advisory access to the college president and his or her cabinet. However, in practice, College Council did not function in the prescribed manner. It continued to face challenges, including a lack of direct reporting to it by other shared governance councils, voting members who miss or do not actively participate in meetings, a lack of clear understanding from college employees on the body's purpose, and a lack of a defined role for management as to how it pertains to College Council meetings and the overall shared governance process. The issues deliberated upon at College Council tend toward campus concerns such as the conditions of the campus and use of the campus facilities by outside entities.

In order to encourage shared governance bodies to consistently report official resolutions and action items to College Council, in April 2019, the Council voted to add a standing agenda item: "Reports from Shared Governance Bodies". During Fall 2018, College Council reviewed the Shared Governance charter and determined that staff representation was lacking within the governance process. In May 2019, Staff Council was then approved by College Council. Later, in November 2019, College Council created a sub-committee to establish a charter for the new Staff Council and also to review and propose a clearly defined shared governance structure and workflow. ACC's CEO approved the creation of this sub-committee.

All full-time faculty meet monthly as Faculty Council throughout the academic year. These Faculty Council meetings allow the faculty to vote on policies and procedures, report about different committees that are held, and share information about campus and outside events. The information voted on and discussed is shared at College Council during the reports section.

There are three other chartered councils and committees that report to College Council. Student Senate is the student body that also reports to College Council. An explanation of this chartered committee can be found within Standard five.

The Instructional Excellence Committee meets monthly and provides both formal and informal professional development sessions for full-time and part-time faculty members at the College. During most semesters, they have held sessions on teaching and learning during the 'Adjunct Night' meetings before each semester begins. Instructional Excellence also offers meet and greet sessions that focus on teaching or common issues that faculty request sessions on (i.e., student

cell phone use in the classroom, effective use of technology in the classroom, etc.) at multiple points throughout the semester.

In May 2020, Faculty Council voted to create an Assessment Committee. This newly formed committee will have its first meeting in September 2020 and will focus on developing effective assessment practices at the course and program levels. The committee will help ensure that the courses and assessment support student learning and effectively prepare students for either career or transfer opportunities. The Assessment Committee will also create professional development opportunities for faculty, which, in turn, promote the culture of assessment at ACC. For more about this committee and assessment at ACC, see the Reflective Essay section of this report.

The development of all academic courses and programs move through a well-defined process. The process begins with the development of a new course or program proposal that is first reviewed by faculty experts in the specific content area. The proposal is then reviewed by the academic department, and if approved, it is then sent to the Curriculum and Standards Committee for final review and approval. The Curriculum and Standards Committee is responsible for the vetting of course and program proposals for the campus. Once approved, the new and revised program proposals continue on in the approval process with the campus CEO, the system-wide Dean's Council, and then the Academic and Student Affairs Subcommittee of the BOR. Final approval is achieved by BOR vote. This process is followed for all major revisions to programs and all new programs. Implementation occurs on campus upon completion of the approval process. If a program is technology-related, it must also undergo review by the CSCU College of Technology (COT), which oversees all of the technology-related programs.

STANDARD FOUR: THE ACADEMIC PROGRAM

Assuring Academic Quality

Each academic degree program and its related certificates undergoes a formal review every seven years according to BOR policy. The program review process includes a comprehensive review of a program's goals and outcomes, its course offerings, and the transfer rate and employment outcomes of its graduates. Input is gathered from a program's advisory board, its graduates, and an external reviewer. The results of each program review are used to then modify and/or strengthen a program's goals and outcomes, revise course offerings to better align with changes in a field or industry, strengthen student learning outcomes, and broaden outreach and recruitment efforts for students who enroll in a program.

Since the Self-Study in 2015, ACC has added both degree and certificate programs to serve the professional and educational needs of students who are interested in either career or transfer based programs. In 2017 and 2018, ACC created two new associate degrees: Registered Medical Assistant A. S. and Massage Therapy A. S. that were both previously offered in the Workforce Development and Continuing Education area of the college. ACC also added the Administrative Medical Office Skills certificate, Phlebotomy Technician certificate, Health Information Management Technician certificate, and Registered Medical Assisting certificate to help meet the needs of the medical community and students' interests.

Also, ACC has terminated some technical certificate programs that no longer meet industry needs. ACC terminated five certificates that were offered in the AMTC (Additive

Manufacturing, Advanced Manufacturing Machine Technology II, CAD/CAM Program, Metal Fabrication, and Quality Inspection) that did not have students enrolled. The Information Systems Technology A. S. degree program was also terminated after a two-year teach-out period. Overall, each of the certificate or degree programs was either created or terminated based on the training and educational needs of the workforce in their respective industry.

All A. S. and A. A. degree programs at ACC require students to successfully complete English Composition and various courses that reflect their skills regarding the use of information literacy, inquiry, and critical judgement or thinking for various subject areas. All courses have been vetted at the Associate's level and are considered to be transferable to other two-year and four-year programs offered at either public or private institutions.

Undergraduate Degree Programs

Each degree or certificate program at ACC has established program outcomes that are widely communicated in the college catalog, website, and program advising sheets. Certificate programs range from 12-34 in the total number of required credits, depending on a program's focus and technical nature. Degree programs range from 60-67 credits, with only various for technical programs within the College of Technology exceeding 61 credits. As programs are reviewed, the total number of credits within a program are examined and revised to align with a 2014 BOR policy to normalize all A. S. and A. A. degree programs to 60 credits. This policy was enacted to enhance affordability and time to degree completion. Eight programs have been normalized at ACC.

Each degree program includes major requirements that ensure graduates are well prepared for either career or transfer opportunities and further study or advancement in their field. Each program also includes general education requirements designed to broaden students' understanding of the humanities, fine arts, social and behavioral sciences, as well as mathematics and science in general. Each program also includes unrestricted electives that allow students to explore other content areas.

Since 2015, ACC has also participated in the CSU efforts to develop and offer Transfer Ticket Programs through the BOR's Transfer and Articulation Policy (TAP). This policy allows community college students to complete program requirements and transfer to one of the State Universities with rising junior status. Each Transfer Ticket program was developed by content experts across all 17 CSU institutions. The Transfer Ticket programs are included in ACC's program offerings and are advertised in the college catalog and website. ACC is in the process of developing effective advising materials that can be used with students to more effectively communicate program requirements.

General Education

Each degree program offered at ACC includes at least 20 credits towards general education that include study in the humanities, fine arts, social and behavioral sciences, mathematics, and science areas. Courses in each content area include measurable student learning outcomes as well as criteria used to identify the degree to which students demonstrate an understanding of a course's outcomes. The focus of the general education requirement for each program is to ensure that students acquire a breadth of knowledge in various subject areas that complement the major

area requirements of their program. The general education requirements also allow students to make connections across subject areas so they can see relationships in the knowledge they gain across different domains.

The Major or Concentration

As explained above, all program requirements, course offerings, and course descriptions are available in the college catalog and on the website. Suggested semester sequences are designed to communicate program requirements and how they can be successfully met within two-years of full-time study. Each degree or certificate program offered at ACC includes major course requirements that are designed to prepare students to acquire the specific and specialty knowledge and skills they need to be successful and competent in their chosen field of study. Courses have appropriate prerequisites to ensure that enrolling students have the skills and knowledge they need to be successful learners.

Within courses, the student learning outcomes are designed to ensure that students develop the content specific skills and knowledge for a given area of study. Programs in Registered Medical Assistant, Phlebotomy, and Massage Therapy are all designed to ensure that students acquire the knowledge and skills they need to successfully pass their professional certification or licensure programs. The Early Childhood Education programs meet the NAEYC accreditation standards, so as to ensure that graduates meet the professional standards of their field. The various degree programs are designed to prepare students to enter their chosen field of study with the knowledge and skills they need to meet industry standards and be successful. See the Reflective Essay for further information about fields of study and how the students work to meet industry standards.

Integrity in the Award of Academic Credit

All programs and courses offered for credit-based programs are developed and overseen by the Academic Affairs area of the college. Content area faculty develop courses and programs that specify appropriate content and required competencies. Appropriate prerequisites are identified to help ensure students are prepared to learn and be successful in a specific course or area of study. Qualified faculty teach content specific courses and are evaluate on a regular cycle. Professional development in teaching, learning, and effective assessment practices are provided to faculty on a regular basis. Faculty are also encouraged to pursue content specific professional development through various national and international professional organizations associated with their specific field of expertise.

Students are admitted into the college, matriculate into programs, meet with advisors, and register for courses through an intake process that is designed to ensure that they enroll in appropriate courses that will meet the requirements of their selected program. Each semester students are encouraged to meet with their advisor to discuss current progress towards their educational goals and plans for the future semesters.

Dual enrollment programs (High school partnership, College Connections and College Career Pathways (CCP)) are also available for specific courses and some programs at ACC. In the last three academic years, we had 235 (AY2018), 303 (AY2019), and 294 (AY2020) high school students on campus through high school partnership programs and the College Connections program. High school partnership allows Connecticut high school junior and senior students to

enroll into up to four credits per semester as long as they have an 80 (B) grade average. Also, High school sophomores, juniors, and seniors from 10 area high schools are able to enroll in the College Career Pathways (CCP) program and take courses at their high school that have been articulated with ACC. Courses in art, accounting, business, chemistry, early childhood education, English, and mathematics are articulated at this time. High school students must meet course prerequisites and are evaluated on the same criteria as students who take the same course at the college. All high school teachers who teach an articulated course are vetted to ensure they meet the same requirements as instructors who teach the same course on campus. The teachers are also evaluated on a two-year and required to attend professional development with the Program Coordinator on an annual basis. Thus, all students enrolled in the CCP program meet the same course level expectations and requirements as if they were taking the course on campus. On average, we provided CCP courses to 200 high school students in each academic year.

Since 2015, ACC has offered a College Connections program in the AMTC, which serves high school juniors and seniors who study on campus daily to earn credit in advanced manufacturing coursework. Students travel from their high schools to AMTC classrooms for computer and [manufacturing labs](#). Classes run from seven to eight hours weekly throughout the school year. Students can earn between six and ten credits annually toward a [certificate and an associate degree](#) in CNC Machining, Welding Technology, and Electronics Systems and Controls. In 2018-19 academic year, 176 College Connection students took AMTC courses, and 77% successfully completed the courses. In 2019-20 academic year, 250 College Connection students took AMTC classes and 80% successfully completed the courses. Over 20% of those College Connections students came to attend ACC within the first year of graduating high school to continue pursuit the technology degrees that they started in high school.

All credit level courses include specific student learning outcomes that reflect the course content and are appropriate for the given field of study. The definition of the academic credit is stated in each syllabus, the college catalog, and the adjunct faculty handbook:

Asnuntuck Community College is in compliance with the federal definition of credit hour. For each credit hour, the College requires, at a minimum, the equivalent of three hours of student academic work each week. For instance, a typical 3 credit class during a 15 week semester involves a minimum of 9 hours of work per week. Academic work includes, but is not limited to, direct faculty instruction, e-learning, recitation, laboratory work, studio work, field work, performance, internships and practica. Additional academic activities include, but are not limited to, reading, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Student work reflects intended learning outcomes and is verified through evidence of student achievement.

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 credits that are transferred in by a student from another institution are evaluated by content experts at ACC prior to the acceptance of the credits and their application to a specific program. Policies are consistently applied to ensure the accepted credits align with course level material offered at ACC and are applicable to a students' program of study. Transfer policies and procedures are clearly explained in the college catalog and on the website. The college catalog, student handbook, and college website also contain information on the requirements of maintaining academic standing that are applied to all students in all programs. Graduation requirements are also included in college publications and on the website. The college catalog, student handbook, and college website all contain policies regarding admissions, transferring credits into ACC, financial aid, academic standing, and graduation.

STANDARD FIVE: STUDENTS

As stated in the college mission, ACC is committed to offering quality education in an accessible, affordable, and nurturing environment. The following are examples of what the college does to achieve this mission.

There have been no significant changes to the College's admission policy since 2015; however, recruitment initiatives have impacted enrollment. In Summer 2016, the C SCU Board of Regents (BOR) approved a two-year pilot program, which allows Massachusetts residents to pay Connecticut in-state tuition. The college is located less than three miles from the border, and this incentive has resulted in more accessibility to degree and certificate programs for Massachusetts residents at a price point that is competitive with other local educational options.

In February 2017, a SNAP Employment & Training (E&T) Coordinator/Success Coach was hired to support students with academic advising, career guidance, and case management services. Grant funds were also awarded to pay for assistance with transportation (gas cards, bus passes, Uber), scrubs, and lab coats. The Hartford Foundation for Public Giving (HFPG) grant also provided funding for the development of SNAP E&T computer literacy workshops, which have been offered once per semester since they began in the Summer of 2017. The instructors provide feedback to the coordinator monthly on areas of concern such as: attendance, transportation issues, student misconduct, failure to complete assignments, and poor grades. Instructors also help identify computer and technology deficits. The coordinator also established a cooperative agreement with the Connecticut Money School, a project led by the Connecticut Association for Human Services to offer free Financial Literacy Workshops on campus. Since 2017, the coordinator assisted 327 SNAP E&T students.

The Diversity Committee started facilitating TED Talk Tuesdays in the Fall 2018 semester (a series of 6 standalone programs) averaging 16 students, faculty, and staff at each event and has continued through Spring 2020. The Diversity Committee also develops and brings to campus music and cultural festivals in collaboration with the town of Enfield, such as the Hispanic heritage celebration in Fall 2019 and the Black History Month Celebration in Spring 2020.

The Academic Tutoring Center continues to provide enrolled students with free one-on-one sessions with a staff of professional tutors and this work has continued virtually during the COVID-19 closures. In recent years, the Tutoring Center has expanded its collaboration with other departments on campus. Tutors are also embedded in self-paced math courses (MAT085,

MAT095, and MAT137) and ENG 101S. In Since 2018, the Tutoring Center has supplied additional test proctoring coverage for Accuplacer Placement testing. We noticed that the number of students seeking help from the Tutoring Center increased from 1,028 in 2015-16 to 1,313 in 2018-19 as the result of outreach and collaborations.

Since the last Self-Study in 2015 ACC's advising services have been enhanced and structured to better meet students' needs. Prior to July 2015, career advising, transfer advising, and Title IX activities and initiatives all fell under the responsibilities of one general advisor on campus. In response to student needs, ACC hired three additional advisors in Summer 2015: Academic and Transfer Advisor, Career Advisor, and a Title IX Coordinator. Since 2015, 1111 students have completed *Not Anymore*, an interactive online program designed to meet federal educational mandates and to reduce interpersonal violence on college campuses.

Student contacts increased since July 2015 due to the additional transfer, career, and Title IX services and programs being offered, so a full-time Advising Services Assistant was hired in June 2019. The number of students accessing the services provided by CASA is summarized below:

- ✓ Fall 2018 – Summer 2019: 2546
- ✓ Fall 2017 – Summer 2018: 2393
- ✓ Fall 2016 – Summer 2017: 2148
- ✓ Fall 2015 – Summer 2016: 2062

Since the last NECHE report, ACC has been re-accredited by the Department of Education through June 2023. Students who wish to borrow loan funds are required to complete Direct Loan Entrance Counseling as well as Direct Loan Exit Counseling. Financial Aid participates in on-going training supplied by the Department of Education, the National Association of Student Financial Aid Administrators, the CT Association of Professional Financial Aid Administrators, and System Office support.

The largest and most active student organization is ACC's chapter of Phi Theta Kappa (PTK), Alpha Lambda Zeta, which has been a five-star chapter since 2015 with a consistent cohort of more than 100 students. In 2016, ACC inducted 121 students and that rose to 123 students in 2017. In 2018 and 2019, 111 and 122 students, were inducted respectively. Since 2015, six ACC students have served as regional officers. In 2016, 2018, and 2020, the chapter was named the Most Distinguished Chapter in New England and received numerous regional and international awards. Then, in April 2020, they were named the fourth most distinguished chapter in the World, with one of the chapter officers being elected as Division 1 International Vice President.

In 2016, there were 18 active clubs with 230 student participants. As evidence of increasing opportunities, in 2019, 327 students participated in 23 clubs and membership rose to an all-time high. Opportunities to demonstrate their successes are also evident in ACC's Student Government Association (SGA). In 2015, just 14 students participated in SGA. By 2019 that number increased to 22 students resulting in more than 50 students in leadership roles in the SGA since 2015. SGA also provides students with opportunities in learning, leading, and legislating as they interact with college governance and statewide committees, including the CSCU Student Advisory Committee, Diversity Committee, Bookstore Committee, Curriculum & Standards, College Council, New Student Orientation Committee, the ACC Foundation, and the Enfield Hunger Action Team. As a direct result of leadership opportunities in PTK and SGA, our

students played key roles in initiative like the ACC Food Pantry, System-wide PRIDE Conference, and Annual Fresh Check Day (Mental Health Awareness/Suicide Prevention).

In the Spring 2019 semester, ACC was one of four CT Community Colleges to receive funding from our CSCU system to offset the cost of hiring a worker through the Campus Compact AmeriCorps VISTA Program. Funding was approved on the basis that the VISTA worker would address food insecurity on campus. System Office provided \$3,300 to go towards the cost of a VISTA worker and the balance (\$4,200) was pick up through our CT Health Foundation Grant. ACC received a \$25,000 CT Health Foundation Grant for the 2019-2020 academic year to address mental health and wellness initiatives on campus. This funding was instrumental in building capacity for the creation of a Health and Wellness Center that would provide students with information on community mental health services and education on accessing health care.

College and system-wide policies concerning student conduct, rights and responsibilities, and grievance procedures are readily accessible in the student handbook and college catalog and are available online and in print. Additionally, notifications are sent out to all registered students at the beginning of each semester regarding the following:

- Federal Student Financial Aid Penalties for Drug Law Violations
- Annual FERPA Notification
- Consumer Information (including but not limited to: Accreditation, Annual Security Report, Financial Aid, Price of Attendance, Retention/Completion Rates, Student Body Diversity, and Section 504/ADA Resources and Information).

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

Faculty and Academic Staff

In FY 2019, ACC employed approximately 135 credit faculty members including 26 full-time faculty members, 9 12-month AMTC instructors, and about 100 part-time faculty members. The AMTC program has non-ranking instructors that are given 12-month contracts. All faculty and staff in the academic area hold advanced degrees and/or relevant professional experience, training, and credentials in their specific field. ACC faculty are unionized and belong to the Congress of Connecticut Community Colleges (4Cs), where each faculty category is clearly defined. ACC has experienced 4 retirements among the faculty since 2016, and the college has evaluated its teaching needs prior to initiating searches to fill vacant faculty positions.

The posting of new faculty positions follows HR policy of 30 days public notice. The hiring of faculty continues to follow the same two round process for all permanent hires. Since 2016, ACC has hired minority faculty and staff in a range of professional positions, including faculty and advisors. All new hires are provided with a written contract that details the terms of their appointment. Salaries and benefits in the State of Connecticut remain quite generous despite statewide budget difficulties.

The vast majority of faculty teach a minimum of four courses (12 credits) per semester and serve the college by participating in committees and other college related projects, as needed, and as part of their “additional responsibilities,” which account for 9 hours of their work load per week. The additional responsibilities allow faculty to develop new courses and programs, chair various committees, or work on college specific projects and initiatives. A new collective bargaining

agreement in July 2017 requires that new faculty hires teach five courses (15 credits) per semester, and they do not perform the nine hours of additional responsibilities. Full-time faculty who were hired prior to July 2017 can request to teach a fifth course in place of performing additional responsibilities and receive payment of \$2500 to do so. Since the Fall of 2017, very few full-time faculty members have requested to teach a fifth course. A concern exists because if more full-time faculty members request to teach a fifth course, there will be fewer faculty available to take on the committee work and perform curriculum development, which is necessary to effectively run the college and have proper college governance.

ACC also has an academic staff in the form of librarians, educational technology specialists, and tutors who are focused on providing full- and part-time faculty the support they need to serve students and their educational program. The Director of the Library works with one full-time and two part-time librarians to provide library services and information literacy instruction to students six days a week. The Director of Educational Technology provides support and training to all faculty in the use of Blackboard, which is the learning management system used by the CSCU system. The Academic Tutoring Center (ATC) is run by a full-time director and includes professional tutors who offer academic support in English, mathematics, sciences, computer information systems, Spanish, and accounting six days a week on either by appointment or drop in basis. Students also have the option to utilize eTutoring services 24/7. In the developmental English and mathematics courses, tutors are embedded in classes to support instruction and provide students with a familiar point of contact at the ATC. During the COVID-19 pandemic, all tutoring services were moved online to address the tutoring needs of students to align with our remote learning environment.

Faculty are expected to stay current in their disciplines through conferences, journals, and, to a lesser degree, research. Research is not an expectation for faculty at the Connecticut community colleges, but some faculty engage in research because of their own interest. All faculty and staff have opportunities to engage in professional development at the local, state, and national levels and can apply for reimbursement for related expenses based on funds available through the 4Cs union.

The collective bargaining agreement details criteria for retention, evaluation, promotion, and tenure of all faculty and staff members. It also details standards for resolving grievances. Furthermore, the Board of Regents approved a Code of Conduct for faculty and staff in Fall 2017. There is a systemwide method for the evaluation of faculty, which is contractually based and has been employed for a long time.

All faculty, regardless of rank, are accorded academic freedom per the 4Cs contract.

Teaching and Learning

Asnuntuck Community College is committed to offering high quality instruction delivered by faculty who are knowledgeable in their respective fields. In the Spring 2020 semester ACC had 26 full-time faculty members and 110 part-time faculty members. Over the years, there have been a number of full-time faculty and staff who have retired and due to budgetary constraints, the college has been unable to fill those positions until recently. Thus, the percentage of courses and students who are taught by full time faculty has decreased, and recent faculty hires are now allowing for the trend to adjust.

Semester	% Courses Taught by	
	FT Faculty	PT Faculty
Fall 2015	51%	49%
Fall 2016	41%	59%
Fall 2017	36%	64%
Fall 2018	34%	66%
Fall 2019	35%	65%

Department Chairs and Program Coordinators recruit and evaluate the adjuncts in their area. Coordinators also oversee the curriculum in their area to ensure that the course objectives are met when the same course is taught by multiple faculty members. All faculty are encouraged to participate in the professional development activities offered by the Instructional Excellence committee throughout the semester. The Teaching and Learning Consultant also keeps full- and part-time faculty members abreast of professional development opportunities available within the community college system throughout the semester. The statewide Center for Teaching also provides a three-day annual retreat called the Barnes Seminar at the end of each Spring semester for full- and part-time faculty members where they share teaching challenges and successes and identify innovations in teaching.

The Instructional Excellence Committee has led and coordinated multiple workshops and trainings. In the Fall of 2015, the Instructional Excellence committee held a workshop focusing on the book *Brain Rules* and its implications for teaching and learning. In the Fall of 2019, the co-chairs of the Instructional Excellence Committee facilitated a weekly New Faculty Seminar for seven recently-hired full-time faculty members. In the Spring of 2020, the Instructional Excellence Committee coordinated teaching-related discussions on campus for faculty throughout the semester and teaching-focused professional development workshops during professional days and Adjunct Nights. The college's Teaching and Learning Consultant (TLC) representative to the statewide Center for Teaching is also developing a page of the college's website dedicated to professional development for faculty with a focus on resources related to teaching and learning and the initiatives and activities of the Center for Teaching and ACC's Instructional Excellence Committee.

During the fall 2019 semester, six full-time ACC faculty participated in a semester-long teaching development experience called "Teaching Squares." Teaching Squares is a peer-based teaching development model in which a group of four faculty sit in on one of each of their groupmates' class meetings over a period of a month and then meet informally as a group afterwards to discuss their experiences and observations. For this program, ACC used a model developed at Stonehill College and Leeward Community College. Teaching Squares has also been adopted for teaching development by Tufts University and has been discussed in *The Teaching Professor*. Coordinated by ACC's Teaching and Learning Consultant, in fall 2019 two groups of three ACC faculty (since six faculty participated, they formed two "Teaching Triangles") first met as groups to review the structure and objectives of the Teaching Squares program, coordinate their teaching

schedules and class visits, and establish their own guidelines and objectives that guided both their experiences as learners in each other's classrooms and the kinds of feedback they intended to share during their final meeting at the end of the program. A Teaching Square concludes with a final, informal meeting during which group members share their experiences and observations of each other's teaching and classrooms. The Teaching Squares model is voluntary, supportive, and flexible to the varying needs of different faculty. Teaching Squares at ACC is open to any faculty member full or part-time, but only full-time faculty participated in fall 2019.

Full- and part-time faculty are evaluated per the 4Cs Union contract. Faculty are also evaluated by students enrolled in their courses at the end of each semester and then the completed evaluations are provided to faculty after semester grades have been processed. Student course evaluations are then included in routine faculty evaluations as part of the overall evaluation cycle.

All full-time faculty members advise students as part of the regular faculty responsibilities. Faculty utilize Starfish to track student progress in their courses each semester and are notified if a flag is raised by another faculty member for advisee-related issues. Students can book appointments with their faculty advisor through Starfish. Faculty advisors also work with students to monitor their progress towards degree completion using Degree Works. Advisors are able to send out notices to advisees throughout the semester, and all faculty are encouraged to contact their advisees once registration opens for the subsequent term or semester.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Human Resources

Throughout the past five years, budget constraints and hiring freezes have created some staffing challenges, but ACC has been able to address this through reorganizational strategies and sharing resources with other CSCU colleges. Sharing positions has allowed several colleges to maximize tight budget dollars and achieve administrative efficiencies. Best practices were utilized and shared amongst the colleges.

When President Lombella became Interim President of Tunxis Community College (TXCC), he allocated staff across TXCC and ACC which achieved a combined savings of \$850k annually. This staff sharing allowed for the strengths of each college to be utilized. TXCC was able to launch its AMTC program with ACC's experienced faculty, staff, and management. ACC began to utilize the Information Technology and Marketing staff for their talents and skills. The Office of Institutional Research now shares 2.5 staff members, and they are able to streamline reports and tasks for both colleges.

In all, terms of employment have remained consistent, and funds available to employees of bargaining units for professional development have significantly increased since 2015. Faculty positions in the areas of Biology, Communications, Criminal Justice, and Mathematics were filled, with an additional position forecasted for the Spring 2021.

Throughout the next two years, CSCU shared services will be fully implemented. This change will result in the shifting of several campus administrative positions to the one college model.

The implementation of these positions begins in the next fiscal year, and campus staff have the opportunities to apply for the positions as they become posted.

Financial Resources

ACC completed the FY20 fiscal year with an operating surplus of \$331,144. This amount increases the college's unrestricted net reserves to nearly \$1 million. The college's reserve threshold marks the highest it's been in many years and is a testament to the institution consistently exceeding revenue projections as well as reducing cost via efficiencies and vacancy management over the past five years. This puts the college in a position to weather significant financial uncertainty, particularly with regard to any revenue shortfalls that may occur as a result of the COVID-19 pandemic. As of late July 2020, the college is actually in a position to project exceeding revenue targets for FY21, though the situation is considered fluid and subject to change. The college has maintained its budget process and continues to provide transparency to help avoid redundant expenditures. ACC sustains its commitment to balancing the budget with minimal impact to students, employees, and programs by leveraging savings earned from sharing personnel across two campuses.

Shared CSCU services will begin operating in FY21 and will provide all CSCU community colleges support in the areas of payroll, purchasing, accounts payable, accounts receivable, grants, travel, and general accounting services. These services will allow for streamlining of functions by having the same staff complete work for all 12 separate institutions. The information about CSCU shared services was shared with the campus community in the Spring 2020.

The college looks forward to benefitting financially from its participation in the shared service model with its system office in areas such as payroll administration and purchasing, with the latter being of particular significance given the dramatically increased need for personal protective and sanitation equipment in the coming year. ACC will also have at its disposal nearly a half million dollars in supplemental operational funding in FY21 as part of its CARES Act allocation. Despite unprecedented uncertainty and challenges, the college finds itself in a relatively strong financial position and its management remains committed to ensuring that it emerges from the pandemic poised for growth and prosperity.

Information, Physical, and Technological Resources

Information Resources has adopted a shared approach. In 2017, the Library implemented a new cloud-based library management services platform which is shared by the 17 CSCU institutions and the Connecticut State Library. The system enables students, faculty and staff to find and request books from all CSCU libraries, as well as retrieve journal articles and other resources in a single search.

The College has sufficient physical resources to carry out its mission. Through the use of bond funds, ACC continues to invest in physical facilities and technological infrastructure as a means of fulfilling the overall mission of the college. Phase one of the Master Plan (MP) was completed

in 2017. This phase included a new roof, tower lobby entrance, student lounge, food service/café, student activities offices, a conference center, and fresh landscaping. The college has replaced furniture and technology in second floor classrooms, updated the common spaces in the front hallway and replaced the colleges' way finding system.

Several improvements have occurred to the campus. A new 27,000 square-foot addition to the Advanced Manufacturing Technology Center opened in June 2017. The new building, combined with existing space, provides 50,000 square feet of dedicated space for state-of-the-art manufacturing training. Other recent improvements include the installation of solar panels on both buildings and a solar canopy in parking lot, a parking lot expansion, interior and exterior signage, construction of cosmetology suite, construction of terrace/patio for expanded student common space, renovations to create space for student food pantry and game room, replacement of boiler, doors and electrical upgrades, and replacing flooring in classroom and offices.

ACC is also engaged in air quality remediation efforts. Annually, ACC has performed air quality testing throughout the building. In the Spring of 2019, the air within the main building was tested and found to be humid with elevated counts of mold in several offices and a conference room. The Connecticut Division of Occupational Safety and Health (CONN OSHA) was invited to our campus and conducted a consultation visit on April 15, 2019. Mold remediation work was performed in multiple office suites and the conference room upon their recommendation. The majority of this work included containment, removal, and replacement of all ceiling tiles; HEPA vacuuming surfaces; and cleaning and sanitizing with Benefect the surfaces, ceiling HVAC units, ductwork, and registers. Air quality testing and visual inspections were conducted in the remediated rooms. On February 19, 2020, a final report was sent to CONN OSHA detailing the remediation efforts within the building. Remediation efforts are continuing throughout the campus in offices that request work. Furthermore, ACC has work being performed on the heating, ventilation, and air conditioning (HVAC) to have efficient air exchange within the building. The work will continue throughout the next two to three years.

Since 2015, instructional technology has been enhanced through several classroom upgrades with new instructor stations, projectors, document cameras, motorized screens, and speakers installed. The 21st Century Classroom and Digital Lounge was upgraded with touch control panels and monitors. Four new computer labs were created in the new AMTC building and 150 new computers were added. In addition to instructional improvements, the conference room technology was upgraded.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Integrity

ACC has a long history of being a welcoming, caring, and nurturing environment. The administration, faculty, staff and students are all involved in maintaining that reputation. An institutional effectiveness survey conducted in 2018 found that employees reported that the most workplace satisfaction was derived from co-workers, faculty, staff, students, the emphasis on student success, and the small college atmosphere. One challenge going forward will be

preserving the small college atmosphere and dynamic during CSCU consolidation to one college for the entire state.

The college is committed to modeling integrity as a value. This includes responding to the health and safety needs of our community. In response to the regional opioid epidemic, Narcan training for faculty and staff was offered in 2017 and 2018 and to students in 2019. Mental Health First Aid training was offered in 2018, funded by Project AWARE grant from the Substance Abuse and Mental Health Services Administration. “How to Handle Civil Discourse”, a workshop for students about how to properly discuss controversial topics, was held in Fall 2019.

Transparency

As depicted in the Areas of Emphasis, ACC has placed an emphasis on communicating across the campus. Through the Institutional Effectiveness surveys administered in 2010, 2014, and 2018, employees found the following areas most in need of improvement: communication between departments, communication from leadership, staffing levels, professional development, diversity training, customer service for students, and classroom and technology improvements. The college administration responded by updated classroom furniture and technology and providing a series of diversity trainings. Since 2015, ACC hired four full-time new faculty members.

Since the COVID-19 pandemic, student customer service is being enhanced further with virtual tutoring, orientation, tours, and other student correspondence using Webex and Microsoft Teams. Communication continues as explained in the Areas of Emphasis, and sharing of information continues during the pandemic by All-College Webex meetings and campus emails. A webpage has been set-up that is dedicated to updates about the COVID-19 for students and faculty/staff.

The Health & Safety Committee was re-established in Spring 2020 in order to comply with Connecticut law, specifically Section 31-40v-3, which requires “Except as provided in subsection (e) of section 31-40v-4 and section 31-40v-10 of these regulations, each employer who has 25 or more employees at any single worksite in this state, as well as each employer who has 24 or less employees in this state whose rate of work-related injury and illness exceeds the average incidence rate, shall establish and administer a safety and health committee for that worksite.” This committee will focus on receiving and sharing all health and safety related information to the campus. They will also make recommendations to the CEO’s cabinet on health and safety related policies and procedures.

Public Disclosure

A local web design company redesigned the website in 2017 to update the site with a modern visual design, ensure ADA compliance and mobile access, and provide story content about current students, alumni, and faculty. The Notice of Non-Discrimination was translated and made available in April 2016. It is presented in English and Spanish and can be found on print materials and at the bottom of all ACC webpages (<https://asnuntuck.edu/>).

Information on the College is available through the college catalog and on the website. The mission statement is in the college catalog and the About section of the website. Information for students is available through the Student Handbook and Conduct Policy section of the website and in the college catalog. Additional information on student headcount, gender, race, ethnicity, transfer rate, retention rate and enrollment by service region is available in the Fact Book section of the website. CEO and Regional President Information is available in the CEO's Welcome section of the website. Information about the Connecticut Board of Regents can be found at CT.edu/regents. Programs offered for study are described in the Courses and Programs section of the website and in the college catalog. Information on services for students is available in the Student Resources section of the website and the college catalog. Student Government, Veterans Oasis Center, activities and club information is available in the Student Life section of the website. Transfer information is available in the Transfer Services section of the website and in the college catalog. Tuition, Fees, Refund, and Payment policies posted on web, in catalog, and in printed semester course offerings booklets. Academic Calendars are posted on the web, added to the College Catalog, and included in semester course offerings booklets. Externally accredited degree programs adhere to reporting schedule and public posting of program outcome data on program page of the college's website.

ACC joined the National Council for State Authorization Reciprocity Agreements (NC-SARA). Due to amendments to the federal Higher Education Act, all institutions offering online education or programs to students in other states must obtain direct or reciprocal approval from each state. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance learning education.

REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

Asnuntuck Community College is dedicated to creating an environment where students can excel and thrive when their academic related needs are met in and beyond the classroom. Furthermore, the staff and faculty embrace the Student Success Statement (<https://asnuntuck.edu/achievingthedream/>) developed through our work with ATD and are committed to a holistic approach to empowering students to “achieve individual goals, develop critical thinking, interpersonal, and life-long learning skills, as well as resiliency and a readiness to engage with and contribute to a diverse community.”

Faculty at ACC are working towards creating a culture of assessment to inform their teaching practices and better ensure students learn the intended course and program outcomes. The assessment process is circular in that faculty and/or program coordinators define learning outcomes, deliver instruction, assess students' learning, analyze the collected data, and then make recommendations and implement changes to strengthen students' achievement of the outcomes. ACC's recent work in assessment has focused on establishing a foundation and culture of assessment as it works to implement the full assessment cycle.

Assessment

To build a foundation for stronger assessment practices at ACC and implement the full assessment cycle a faculty member has received a course release each semester to serve as the

Assessment Coordinator to guide the assessment process. The Assessment Coordinator co-chaired assessment committees and provided professional development for faculty in an effort to establish a foundation in which the required assessment related work could be established.

In Fall 2016 the assessment work began with the formation of a General Education & Assessment Committee that achieved three goals. They developed a definition of an educated person, created a General Education Core for all academic programs, and initiated an assessment program that was meaningful, measurable, and manageable to implement. As a result, various professional development workshops have been provided to faculty each semester, all with a purpose of strengthening the assessment practices at ACC.

Define an Educated Person

During the 2016-2017 academic year the General Education and Assessment Committee developed a definition of an educated person that was approved by Faculty Council and began work on developing a General Education Core to be adopted by all academic programs. Up until this point in time only the Transfer Articulated Programs (TAP) had a defined general education core through the CSU system.

At the end of Spring of 2017, the following definition of an educated person was approved by Faculty Council:

“General Education requirements at Asnuntuck Community College provide a broad set of skills and experiences to students. The requirements include material drawn from the arts and humanities, sciences, social sciences, and mathematics. They foster the development of critical thinking, analytical and ethical reasoning, and self-reflection essential to a student’s academic and professional success.”

The completion of general education requirements provides students with:

- An ability to communicate clearly and effectively using the English language.
- The application of quantitative and scientific reasoning.
- A critical appreciation of the humanities and the arts.
- Knowledge of social and historical perspectives influencing our world.
- Development of skills including information literacy and a capacity for lifelong learning.

General Education Core

During the 2017-2018 academic year the General Education and Assessment Committee’s work on developing a General Education Core was halted when the Connecticut State Colleges and University system announced plans for Students First and the consolidation of 12 community colleges into one Connecticut State Community College (CSCC). As part of the Student First plan, the CSU system began work to create a common General Education Core for the CSCC. As a result, ACC has put the local efforts to develop a General Education Core (GEC) on hold. ACC faculty elected one of the GEC co-chairs to represent the college in the System-wide General Education committee.

On May 14, 2020, the Board of Regents passed a resolution to adopt the General Education Core for the CSCU Community Colleges. The Resolution states:

“a common general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses in the arts and humanities, social and behavioral sciences, physical and natural sciences, and mathematics; cultivates student success by helping students acquire skills and knowledge - such as oral/written communication, information literacy, and critical thinking skills - to further their education and thrive in a complex, diverse, and changing world”

The newly approved 21-25 credit general education core is for the singly accredited Connecticut State Community College (CSCC). The General Education Program Outcomes specified that “upon completion of the General Education Core Curriculum, students will be able to demonstrate beginning competency in communication, critical thinking, and the foundational knowledge and methods of inquiry in multiple disciplines.” The General Education Core (GEC) curriculum permits students to change majors with minimal loss of credit or disruption in progress to degree completion and aids in seamless transfer. The next step for ACC is to adopt the BOR approved GEC that will be embedded within academic programs for the CSCC within the next two to three years.

Creating an Institutional Culture of Assessment

The building of a foundation of academic assessment at ACC started with surveying current assessment practices among faculty and programs with an eye towards informing instructional practice and improving student learning. Early work adopted the tenants of assessment work that was meaningful to faculty and students, manageable to implement, and provided measurable outcomes. The meaningful, manageable, and measurable assessment practices were designed to inform teaching practices and positively impact student learning.

In the Fall of 2017, the Dean of Academic Affairs provided a course release to a faculty member to serve as the Assessment Coordinator. The Coordinator was already deeply immersed in the statewide TAP Framework30 Outcomes development and began to lead ACC faculty in assessment work through discussions and surveying their current understanding of assessment and practices within their courses and programs. Academic Affairs supported the professional development of the Assessment Coordinator by providing financial support to attend state, regional, and national assessment conferences. The Indiana University Purdue University Indianapolis Institute (IUPUI) proved to be critical in identifying high impact practices and national resources to establish a culture of assessment, to advance assessment efforts in the disciplines, and to identify barriers to assessment.

ACC also sent a team of six faculty members to the New England Educational Assessment Network’s (NEEAN) regional Summer Institute in 2017. As a result of this workshop, the ACC team developed a better understanding of the assessment cycle and how outcomes assessment informs practice and changes to improve student learning. The ACC team was then able to utilize this information in their work with the larger faculty body and the knowledge has been incorporated in professional development provided to faculty each semester.

Creating a culture of assessment is an on-going task, and ACC is committed to establishing a philosophy of assessment that makes faculty engagement and investment in assessment the guiding principles that improve student learning. Each year, the Dean of Academic Affairs has increasingly prioritized assessment. Evidence of that commitment is measured by providing a course release for the Assessment Coordinator each semester, funding professional development, and preserving and prioritizing time for faculty development.

Beginning in AY 2020-2021, the next phase of establishing a culture of assessment will occur when faculty:

- Engage in a process of continuous improvement that seeks to measure student learning through outcomes assessment of student artifacts,
- Set annual goals for improvement based on previous assessment results,
- Undertake course revisions in response to previous outcomes assessment
- Engage in meaningful interdisciplinary discussions related to improving student success that is informed by assessment results which measure student learning.

System wide efforts to implement TAP and the Framework30 have informed faculty practices with assessment and provided a backdrop for professional development workshops each semester. The Framework30 outcomes are set by a statewide committee, and annual reporting is required, but the focus on Framework30 will be adopted to meet college goals, state reporting requirements, as well as accreditation expectations.

Assessing Framework30

Each year faculty self-select into teams and chose two Framework30 outcomes were mapped to their courses. Each team uses student artifacts from across different sections of the same course to assess the Framework30 outcomes. Annual report is required to submit to the system-wide Framework30 Implementation Committee (FIRC). Findings from the annual report also inform the professional development needs of ACC faculty. For example, the need to communicate a common language related to assessment and how to implement an assessment process that incorporates norming and interpretation of assessment results to better inform instructional practices are continually reviewed.

Successes in the initial assessment efforts included an 80% participation rate by faculty. Another strong step forward was a shift from on-going discipline-based faculty conversations that advance assessment as an accreditation issue to meaningful observations about student learning. The combination of TAP Framework30 and the development of a General Education Core have helped inform and empower faculty to maintain incremental improvements through professional development.

In 2018-2019, faculty reviewed and revised Student Learning Outcomes to ensure they were both assessable and meaningful. Professional development workshops were provided to faculty to help support their assessment work. At the end of the year, faculty provided feedback on how they utilized outcomes assessment to revise assignments and improve student learning in their courses.

Once faculty committed to ongoing assessment and routinely preserved time for faculty development in assessment, workflow improved. The Assessment Coordinator also established a

baseline expectation for subsequent faculty development. Although the earliest efforts were about introducing assessment terms and reduce significant confusion between grading and assessment, over the years, faculty have clearly gained a deeper understanding about assessment and its connection to student learning.

Importantly, there is also evidence of improved quality of student learning outcomes as faculty use assessment terms to describe and explain their assessment work in course revisions and assignment design revisions. Past years' evaluations and annual reports indicated that more faculty are using evidence from outcomes assessment to make assignment and course revisions.

Working with student artifacts is a challenge in the assessment process. As assessment efforts continued and faculty piloted assessment, it became clear that artifact collection and storage was highly problematic. Even when discipline-based teams attempted to collect and randomize student artifacts, storage and then distribution of artifacts from more than a single semester was problematic. CSCU purchased the Aqua Assessment Tool, however, collecting and reviewing student artifacts anonymously in Aqua required set-up, assignment submission, and random sampling. ACC's Director of Institutional Research and the Director of Educational Technology worked as a team to develop a way to get Aqua and ACC's learning management system to work together to collect the student artifacts needed for assessment purposes. This current work was put on hold during the Spring 2020 semester when the college had to shift all classes to a remote learning environment due to COVID-19. In addition, the current CSCU license with Aqua is set to expire in early Fall 2020 and thus alternative technical options need to be explored.

Framework30 continues to be highly problematic. With more than 84 outcomes that are poorly written, drawing meaningful and measurable conclusions is oftentimes beyond the scope of course level work. Over the last three years, ACC has attempted to work within Framework30 and took the unusual action of narrowing an outcome for assessment to make it meaningful, measurable, and manageable.

Also, in 2018-2019, academic assessment focused specifically on two of the Framework30 outcomes: Critical Analysis and Logical Thinking (CALT) and Quantitate Reasoning (QR). Importantly, the CALT and QR outcomes are part of the TAP Framework30 outcomes determined by a state-level committee. The QR outcomes were accepted by the math faculty; the QR team assessed and evaluated the outcomes as written. However, the CALT outcomes were more problematic. After reviewing the outcomes established by the Framework and Implementation Committee (FIRC), college faculty declared the outcomes were poorly written and revised the outcome for assessment. A professional development workshop was designed to provide a forum for faculty to edit an existing assignment and apply it to the now revised CALT outcome. A second activity focused on team norming. Faculty applied a rubric to different assignments across disciplines and courses, and reported the activity as very challenging. This allowed for a valuable experience at a small institution where many assessment teams are interdisciplinary. The ability to see how a rubric can be applied outside the purview of their field of study was a critical lesson learned for ACC faculty. The professional development activity provided faculty a low risk experience to see the different ways a rubric can be applied to a student artifact to measure success. This inspired faculty to engage in meaningful discussions about how interdisciplinary cooperation and collaboration was a necessary part of assessment at ACC.

Of the 25 full-time teaching faculty, three were exempt from participation; 22 participants engaged with 18 (81%), reporting their results of observed student learning in Critical Analysis and Logical Thinking (CALT). There was full participation by the full-time faculty in measuring the Quantitative Reasoning (QR) outcome. Of the 18 faculty who reported CALT, 30% reported that measuring student learning throughout the semester (at least twice and up to five times) permitted them to see increased proficiency and improvement at the end of the semester. Nearly 44% reported they planned to adjust the assignment, instructions of an assignment, or course instruction for the upcoming semester. Lastly, 16 of 18 faculty reported they used a rubric to measure student learning.

In conclusion, the first efforts in Fall 2016 that sought to introduce faculty to Outcomes Assessment as related to TAP Framework30 have changed to the regular and recurring commitment to academic assessment related professional development with options for faculty to identify the work that is the most meaningful for them. The conversations in Academic Affairs related to assessment have prioritized faculty reflection in response to student experiences. Our assessment program emphasizes meaningful faculty engagement to create a strong and compassionate learning environment that aligns with our mission.

ACC's Current and Future Culture of Assessment

The same faculty who just three years ago struggled to engage in assessment, rightly identified a problem and acted in unison to report the issue with specificity to the statewide committee. This is evidence of ACC faculty's engagement with assessment and their deepening engagement with outcomes.

Since the Self-Study in 2015, faculty are more invested in drawing meaningful conclusions from assessment, and they ask more questions which signals that they are starting to see the merits of assessment. When a three-tiered Outcomes Review (Course, Framework30, and Discipline) Workshop was implemented early in the Fall semester of 2019, faculty reported the understanding of connections and value of assessment.

The next workshop "Instruction, Instructions, and Intersections" was an end of semester activity designed to create a reflection on how semester instruction intersected with assessment assignment directions. The activity was well-intentioned and while a few faculty reported using the time for reflection, the faculty were too tired and not invested in a designated reflection on the final teaching day of the semester. The desire to preserve a time for reflection was overshadowed by poor timing. With an entire semester of teaching already complete and final exams looming, we realized timing matters. It was determined that future workshop would not be scheduled at the end of the semester again.

Another observation from faculty reports noted insufficient time between student artifact collection and the first norming session. Rushing the process resulted in teams not having student artifacts, scheduling problems, and a rushed process. In that specific cycle, we had fewer teams submit reports on time, more teams submitted artifacts that had only one reviewer (faculty assessed their own class's artifacts), and some faculty defaulted to using grades rather than assessment.

These several years of professional development, assessment activities, and faculty feedback has led to several fruitful conclusions that inform our future assessment needs. Academic Affairs will prioritize collection of de-identified student artifacts across several semesters using assessment software. Also, it helped us recognize that there are limitations of a small faculty body. We have learned that signature assignments that are collaboratively created and used across all sections of a discipline for at least four semesters will emphasize the connection to assessing student learning and create degrees of separation from the section in which it was assigned.

Preserving time for faculty professional development related to local assessment is essential. Going forward, ACC will increase faculty participation on statewide committees that write the outcomes for the CSCU General Education Core and refine the 84 outcomes for Framework30. Having established that assessment is on-going and expected, Academic Affairs is committed to:

- Increasing faculty participation in assessment activities
- Helping faculty make the connections between course outcomes and student learning more explicit
- Increasing accountability for participating in formal discipline and Framework30 assessment
- Providing the necessary resources to collect and manage assessment artifacts using software or technology.

Having built a foundation for meaningful faculty engagement for the last three years, attention will now focus on measurement and helping faculty see how measuring learning is a fundamental element of both teaching and learning. The impact of assessment practices on student learning is the final stage in the assessment cycle.

Academic Affairs will continue to provide workshops, opportunities, and support for discipline level assessment that will add inter-disciplinary conversations based upon outcome assessment to improve student learning. These activities will continue to be evaluated for efficacy and serve as the basis for future planning. Both the Communications and History departments are included in statewide Framework30 Transfer Core and will pilot assessment software in Spring 2020.

Through education and training faculty, establishing participation expectations, and workshops that help faculty see the results of their assessment work, ACC is actively creating and endorsing a culture of assessment. ACC's Assessment Program has grown significantly since the commission identified it as an area for improvement in the April 2016.

Measuring Student Success

To ensure that student achievement is at a level appropriate for the degree and certificates awarded, ACC utilizes multiple assessment approaches to measure an educated person - from course level to program level assessment, and from general education outcomes to graduate outcomes and to student experience. ACC is committed to fostering the development of critical thinking, analytical and ethical reasoning, and self-reflection essential to a student's academic and professional success.

Course and Program Level Assessment

At the course level, each year, the Office of Institutional Research provides course success rates for the top 20 highest enrolled courses. Course level success data are disaggregated by race/ethnicity, gender, full-time and part-time status, Pell and non-Pell recipients, student type and age. Course success rates also have been analyzed by student population. For example, inmate students and AMTC students are kept as separate groups. Data for Fall 2019 showed that without inmates and AMTC students, within the top 20 highest enrolled courses, the top five courses that main campus students find most challenging (i.e. low success rate) are math courses (MAT*167, MAT*137, MAT*095), Financial Accounting (ACC*115), and Composition (ENG*101). When inmates and AMTC students are included in the analysis, Intro to Machine Technology (MFG*150) and Blueprint Reading (MFG*124) made it to the top 20 highest enrolled courses with the lowest success rate, while MAT*167 and MAT*095 do not make it to the top enrolled 20 courses, the challenges that face main campus students in Math may not have been as obvious.

To further understand the main campus student data, the Office of Institutional Research provided a dashboard for gateway math and English courses to further disaggregated data by race/ethnicity, gender, age, full-time/part-time status, and student type for a five years trend. One example, the ATD Data Team brought to the Student Success Team's attention was that White students' success rate for gateway ENG/MAT is 60%, 55% for Hispanic of any race, and 41% for Black or African American students. The Student Success Team had a lively discussion regarding equity and student success. A decision was made examine potential connections among course success data to other survey data, such as CCSSE and SENSE to see if there is a pattern, and to determine how to incorporate the student voices behind the data. The most recent SENSE data was made available to the colleges in March, and the Data Team is planning to study the SENSE results in relation to student success by race and ethnicity. This analysis will help the team gain a deeper understand of our student population and will possibly recommend that a student focus group occur in the fall to obtain firsthand feedback from students.

The ATD Data Team discusses data provided by IR, identifies patterns, and presents the findings to the Student Success Team. The Student Success Team is charged to bring forward process, procedure, and campus policy recommendations to be implemented by the management team and campus departments.

Each semester, the Dean of Academic Affairs regularly reviews disaggregated course success rates with the Department Chairs. At ACC, Fall 2018 course success rates for online courses was found slightly lower than of the traditional on-ground courses. However, comparing Fall 2016 (60%), Fall 2017 (61%), and Fall 2018 on-line course success, the (A to C) rate has improved to 65%.

Course Success Rate by Instructional Type

Fall 2018	Pass	Fail	UF & W	Total
ONLN	65%	19%	16%	100%
HYBR	68%	14%	18%	100%
TRAD	71%	14%	15%	100%

To ensure educational quality across instructional modalities course success rates are disaggregated by general student population characteristics, instructional type, and special student population and reviewed by the Dean of Academic Affairs. Through the Instructional Excellence Committee the Dean of Academic Affairs has implemented faculty professional development for peer teaching for classes taught on ground. The Educational Technology Council for the CSCU system has also expanded faculty professional development for online and remote teaching by providing six-week courses in Best Practices in Online Pedagogy as well as workshops and self-paced modules that focus on teaching and learning in online and remote courses.

As stated in Standard 4, program level assessment is conducted through program review process. At the academic program level, ACC aligns system, institution, and Academic Affairs goals in implementing initiatives that support student success. ACC is continuing to implement Guided Pathways Areas of Study, Transfer Tickets, Achieving the Dream (ATD), Starfish, and Degree Works. These initiatives are all designed to improve communication between critical advising elements in the college, lead to increased access and better advising for students, and ultimately, help students achieve their academic and personal goals. As we transition to one college, program review and assessment work will be aligned with the one college curriculum and program implementation.

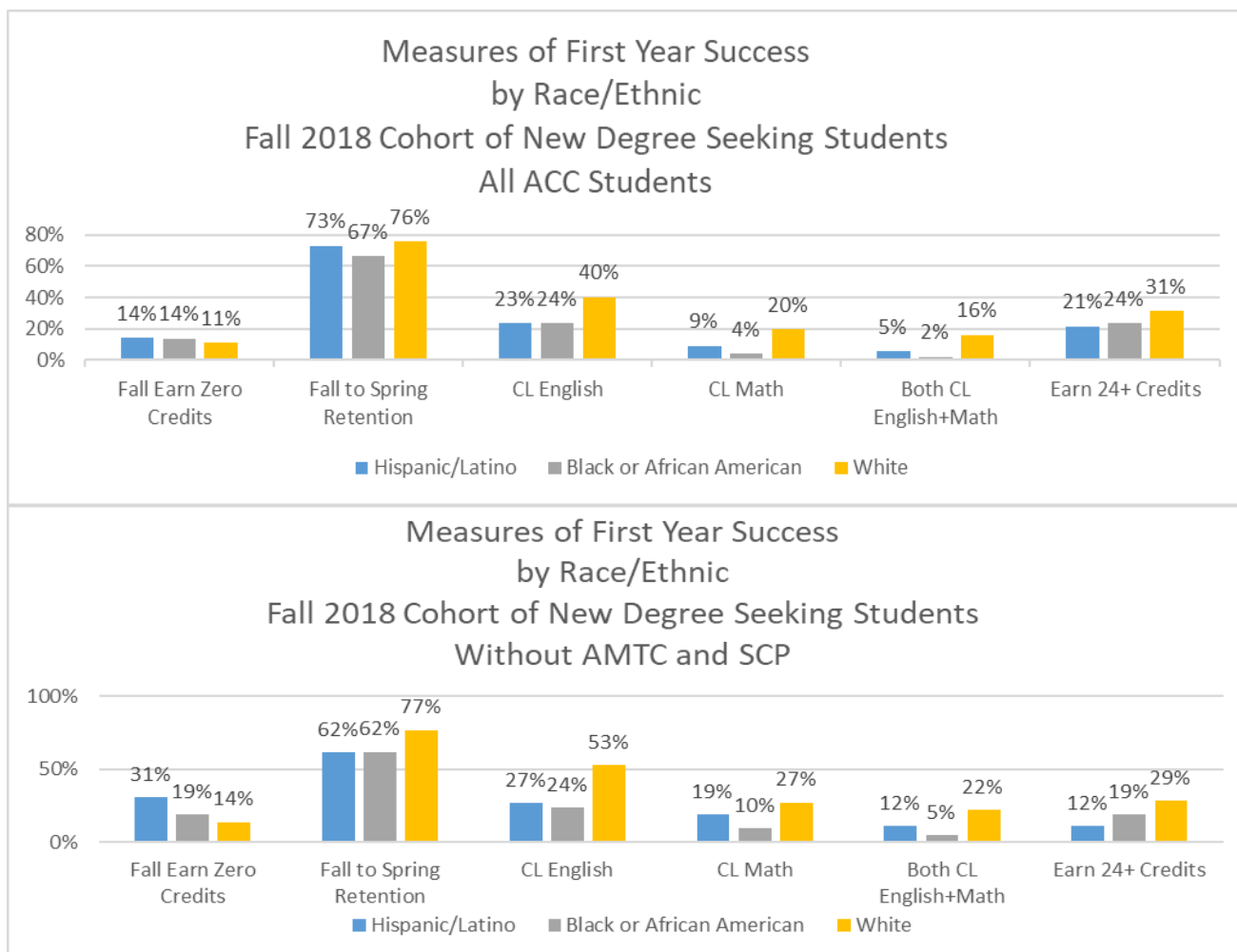
Guided Pathways

Guided Pathways, a CSCU sponsored program seeks to transform the experience of students creating a structured series of mileposts, which CSCU leadership believes will result in monitoring, individualized planning, and on-time completion. The goal is to improve student success by giving students a more understandable entry point to the college experience and ensuring that:

- *All academic and career pathways will provide structure, mileposts, and clear outcomes linked to employment goals and/or additional education*
- *All students will receive guidance in exploring and selecting a career and program of study*
- *All students will be on an individualized academic and financial plan that fully describes requirements, time, and cost to completion*
- *All students will be monitored to ensure they stay on plan and receive appropriate interventions that support successful completion.*
- *All programs will ensure students are learning what they need to succeed in their studies and careers*

ACC monitors Guided Pathways Key Performance Indicators (KPI) for student success and use the KPI data with other data to inform policy and decision-making at ACC, by taking an extra step to disaggregate data by student population. For example, the data for all ACC students showed that 14% of Black or African American students and Hispanic students of any race earned zero credits in the first semester, compared to 11% of White students. When AMTC and SCP students are removed, the number of Black or African American students that earned zero credits more than doubled to 31%. For the same KPI, Hispanic students also are at a higher rate of 19%, and White students are at 14%. The result is expected because both the AMTC and SCP students had been placed into their classes intentionally according to the degree requirements, unlike students enrolled in other programs on campus. Main campus students may not be as

successful in their first year because they are juggling family and work responsibilities. Those factors are true for most of the KPI measures below.



A member of the ATD Data Team, who is also an advisor to the Hispanic/Latino Student Club and a member of the Diversity Committee, suggested that data should be shared with both the Club and the Committee to get insights from students and staff, and to brainstorm initiatives that can help students to achieve success. However, the effort is on hold due to inactivity of the Club and the Committee during the COVID-19 pandemic.

In the coming semester, the ATD Data Team will take a closer examination of first year student success data disaggregated by student type, age, gender, race/ethnicity, Pell status, for ACC main campus students and AMTC students as a separate data group. The majority of the AMTC students are enrolled full-time and we hope to learn other reasons behind their high students' success rates that might be applicable to the other main campus students. Overall the goal is to utilize the data to develop recommendations as to best practices from the AMTC programs that can be implemented in other main campus programs.

Transfer Articulation Programs (TAP)

Since 2016, ACC students have had access to CSCU system-wide transfer pathways (Transfer Tickets or TAP), which are designed to increase the number of students who successfully transfer to a four-year CSCU institution. Successful completion of a Transfer Ticket guarantees junior status at the receiving Connecticut State University or Charter Oak State College in the Transfer Ticket areas of emphasis.

Development of the Transfer Ticket pathways has been a complicated task because it required the harmonization of a 30-credit General Education between the twelve community colleges and four state universities and Charter Oak State College. This General Education core is referred to as “Framework30” in the assessment section. Student completion of the Transfer Tickets has been a challenge. In 2019, the CSCU Transfer Manager reported that students who designate a Transfer Ticket are not using advising services, even when they are directly invited to meet with an advisor. The lack of use of these programs continues to be an area of improvement, since students only preserve their junior status when they remain in the field of study. Students are gradually becoming aware of the Transfer Tickets and are also gaining an understanding of the benefits.

While TAP participation is fairly small, participation is growing. In 2019, ACC had 91 students enrolled in Transfer Tickets. The majority of these students are enrolled in the Biology, Psychology, and Business Transfer Tickets. As a small institution, ACC has had difficulty running all of the courses associated with the Transfer Tickets. Enrollment has been low in major courses for Transfer Tickets like English or Mathematics, so students have had to enroll in other CSCU community colleges in order to complete the degree. This challenge has led to concerns raised by faculty about the offering of these degrees at ACC. Once CSCC is in place, these courses can be taken at different campuses without having to complete transfer paperwork.

DegreeWorks

DegreeWorks is a software program used to help students monitor their progress towards educational goals, ultimately improving time to credential completion. It displays students' completed coursework records in Banner using an audit format, which is used to track student progress and plan future coursework. DegreeWorks provides a snapshot of academic progress toward a specific degree and indicates any remaining degree requirements in the student's current academic plan. The “Look Head” function models how future course selections impact the current major. This information proves very helpful to faculty and advisors when meeting with students.

DegreeWorks seeks to improve retention and degree completion by enabling students to reconfigure their completed courses within the framework of other degree options. Although we cannot make direct a connection of DegreeWork to the student success in completions, the NSC data validated that ACC students are more on track to completions. The NSC StudentTracker Postsecondary Completions Institutional Benchmark Report for Fall 2012 Entering Cohort showed that overall, 49% of ACC cohorts earned the 1st completion at ACC within 6 years, compared to the national average of 28%. While degree attainment is often a primary motivation for attending ACC, students require time and exposure to disciplines and fields of study before deciding on a degree program. A “What If” audit option in DegreeWorks explores how a student's progress fits with an alternative major.

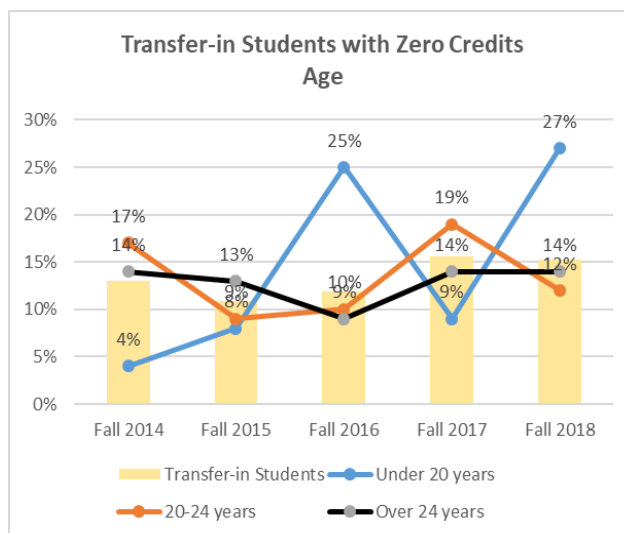
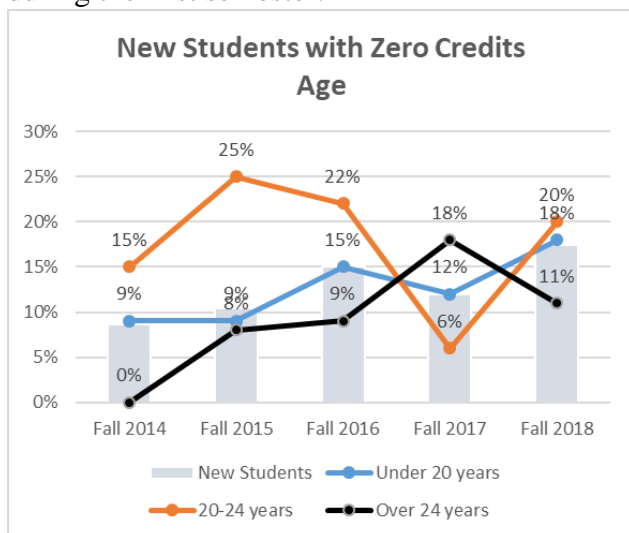
Achieving the Dream

In 2019, ACC and other CSU colleges joined the Achieving the Dream (ATD) National Network. ACC is working with the other colleges to collectively implement new educational reforms under the guidance and oversight of ATD coaches. Achieving the Dream provides access to established, data-based practices intended to create student success-based results. The framework challenges colleges to examine their strengths, as well as weaknesses.

As part of ACC's ATD launch, a Student Success Team was established with representatives from all areas of the college, including Academic Affairs (Faculty), Advising (Counselors), Management (CEO and Deans), Registration & Admission, and Institutional Research. In Fall 2019, the Student Success Team conducted a Holistic Student Supports Discovery Inventory (HSSDI). The HSSDI examined the current design of the student experience, from intake to advising and sustained support through the transition to the workforce or continuing further college education; identify and address critical pain points; and explore additional data and ideas for addressing these pain points. The Student Success Team divided into groups and examined and inventoried student experience from six areas: Admissions and Entry, Orientation, Advising & Planning, Student Financial Security, Integration of Student Supports & Success Strategies, and Use of Data & Adoption of Technology.

This collaborative fostered open discussion within the institution and examined the processes in the college associated with student support and success, thus, creating a baseline for adjusting, refining, and improving support services. The inventory results were shared with Faculty Council in January 2020.

As mentioned under the Guided Pathways section of this standard, the ATD Data Team analyzed and shared student early momentum data with the Student Success team. We have learned that while a higher percentage of new student between the age of 20 and 24 earned zero credits in the first term, transfer students under the age 20 are the group that is not earning credits in the first term (See charts below). We also learned that Black and Hispanic students also struggle more during the first semester.



In addition, the Data Team studied the top 20 highest enrollment course success rates for regular main campus courses, as well as for the Advanced Manufacturing Technology Center courses. Discussions took place about why a disparity existed in course success and suggestions were made by the Data Team to AMTC for further investigation and for professional development to support part-time faculty. In addition to the top 20 highest enrolled courses, the Data Team and Student Success Team also received a presentation on the Survey of Entering Student Engagement (SENSE). SENSE results will be used as the student voice and will add richness to the quantitative data ACC has already collected on courses and programs. It provides another dimension for understanding student learning. During the summer of 2020, the IR office will disaggregate SENSE data and triangulate the survey data with other academic ACC data.

In an effort to understand ACC's institutional capacities for implementing changes that will impact student success, in February 2020, in collaboration with ATD, the Office of Institutional Research administered the Institutional Capacity Assessment Tool (ICAT) to all faculty, staff, and administrators. ICAT is an online self-assessment tool to help ACC measure its strengths in seven key capacity areas: Leadership & Vision, Data & Technology, Equity, Engagement and Communication, Teaching & Learning, Strategic & Planning, Policies & Practices.

The ICAT has received staff and faculty attention. Overall, 103 faculty and staff participated in the self-assessment, and 88 attended the World Café (prior to 2020, it was called Capacity Café), a facilitated forum to discuss the ICAT results. In April 2020, the World Café was held virtually due to the COVID-related campus closing. Seventy-four percent of attendees thought the breakout room discussion was very helpful. Eighty-eight percent of participants rated the ICAT having "high or medium" relevance to ACC.

The World Café was structured to align Guided Pathways' Scale of Adoption Assessment (SOAA) results and ICAT discussions together. Pathways are a framework to aligning people, processes, technology, and resources into systems to enable all students to succeed while the institution needs to have capacities that are fundamental, essential for transformation and for implementing strong pathways at scale. The data collected from the World Café will be used in the development of a First Year Action Plan that will guide student success work for next year.

Retention Rates

Through New Student Orientation and the HDEV 101 First Year Experience course, ACC makes every effort to retain its students. Although the orientation is not mandatory, it is strongly encouraged. In 2019, more than 200 students attended orientation, which has been a mainstay program at ACC for more than a decade. ACC requires Liberal Arts and General Studies students to complete the HDEV 101 First Year Experience course. This course improves student retention and assists students in accessing student resources and honing their career and transfer plans. From Fall 2016 to Fall 2017, the students that completed HDEV 101 10.3% were more likely to be retained.

ACC's new student retention rate is consistent with the nationwide retention rate of 61%, according to IPEDS. ACC continues to strive to improve its student retention rate holistically by implementing strategies through advising, coaching, early detection, and intervention, and part of those efforts are improved and tracked through the use of Starfish.

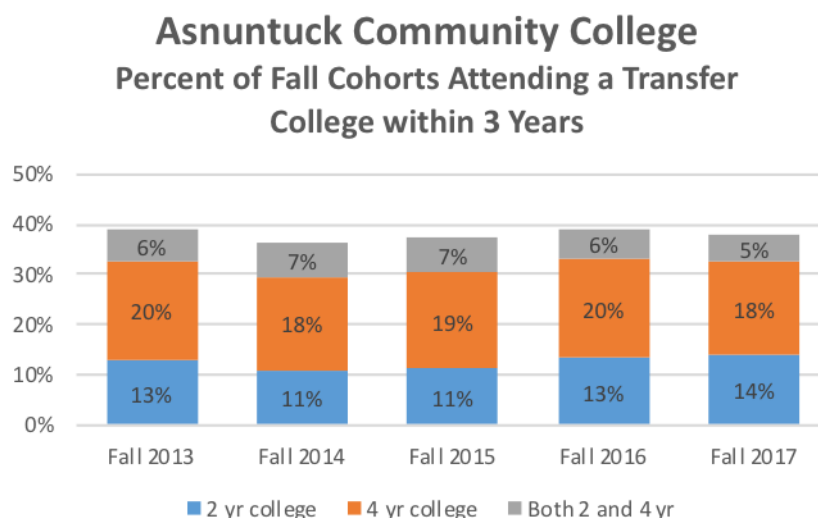
IPEDS Retention Rates	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Asnuntuck Community College	67	59	68	59	61
Capital Community College	54	45	50	45	53
Gateway Community College	60	57	53	59	57
Housatonic Community College	62	62	57	64	63
Manchester Community College	62	66	60	63	62
Middlesex Community College	60	60	53	63	59
Naugatuck Valley Community College	62	65	60	59	59
Northwestern Connecticut Community College	56	57	60	59	66
Norwalk Community College	67	62	67	66	63
Quinebaug Valley Community College	56	57	60	57	63
Three Rivers Community College	58	63	58	63	57
Tunxis Community College	60	62	55	60	57

ACC monitors retention rate for both the main campus as well as the Second Chance Pell (SCP) and AMTC students. Data shows that SCP students are more likely to finish their courses than students on the Main campus (SCP 97% vs main campus 80% for same courses), unless involuntary facility transfer occurs. In addition to retention rate, the SCP students consistently have higher course passing rates. Data from the SCP program are used for future SCP course planning. AMTC retention rates are regularly reviewed and monitored as part of the ISO9001:2015 certification requirement. Distance learning education courses retention rate on average is above 80% (see Standard 8 data first form for retention and graduation rate, GR DE OCP).

Transfer Rates

ACC's IPEDS transfer rate is in line with the other colleges in CSCU, and it is just slightly above the system average. The IPEDS transfer rate is for the first-time full-time degree-seeking students only, and it showed a little under 20% of ACC students attended other higher education institutions. In reality, ACC serves more than just first-time full-time students. Using National Student Clearinghouse (NSC) database, the Office of Institutional Research was able to track the transfer patterns for each fall semester for all students – Overall, 39% of ACC students transferred to a 2 or 4-year institution within 3 years of attending ACC. Of those, 25% landed at a 4-year institution. The IR office also provided a list of transfer colleges that received ACC students. The Transfer Advisor meets regularly with a Transfer Advisory board, and uses IR data to guide membership and discussions. The top choice 4-year state institutions for ACC transfers are University of Connecticut and Central Connecticut State University. The NSC data also showed that Westfield State University, Bay Path University, and Elms Colleges, all located in Massachusetts, are among the top six popular 4-year institutions with ACC transfer students.

ACC has built strong transfer articulation and collaboration with both in-state and out-of-state institutions to support ACC graduates for pursuing further education.



Graduation Rate and Outcomes Measures

ACC continues to maintain the highest graduation rate within the Connecticut Community College system. In 2018, the College reported a 39% graduation rate to the U.S. Department of Education, which is above the national community college average of 22%. In the New England region, ACC also fares very well. When compared against forty-three other New England Community Colleges, ACC consistently places in the top five institutions with the highest graduation rates. The overall Student Right to Know (SRK) success rate increased from 62% in 2014 to 67% in 2018 (see Standard 8 data first form for Retention and Graduation).

	2014	2015	2016	2017	2018
Institution Name	Grad Rate	Grad Rate	Grad Rate	Grad Rate	Grad Rate
Asnuntuck Community College	29	44	42	34	39
Capital Community College	7	11	6	6	12
Gateway Community College	8	10	12	10	11
Housatonic Community College	11	12	10	12	12
Manchester Community College	16	18	17	19	15
Middlesex Community College	14	19	20	18	19
Naugatuck Valley Community College	13	14	16	17	17
Northwestern Connecticut Community College	13	14	16	23	24
Norwalk Community College	9	9	12	10	13
Quinebaug Valley Community College	19	16	24	22	25
Three Rivers Community College	14	15	15	15	17
Tunxis Community College	12	12	14	17	12

As shown on the Data First Form for Standard 8, AMTC students have a higher graduation rate (4 year averaged 68%), which contributed to ACC's highest graduation rate in the system. ACC's graduation rate, 5 year averaged at 37.6%, and was 37% for the 2019-20 reporting year.

ACC prioritizes the needs of all students through a commitment to offering evening, weekend, and online courses. The success of students is revealed when examined from the lens of de-aggregated completion rates. ACC has a flagship manufacturing program hosted in the Advanced Manufacturing Technology Center and main campus. AMTC graduates both associate degrees in technology studies as well as career certificates. Regularly, AMTC data are analyzed for understand student success.

In addition to the graduation rate, ACC students demonstrated remarkable completion rates. The ethnic and racial diversity of the student body has increased every year, from 22% in Fall 2014 to 38% in Fall 2019. However, ACC continues to work towards equity in student success. Degree completion rates by race and ethnicity are as follows: Black students 50%, Hispanic students 62% and White students 55%. This is above the national average of 27%, 35% and 48% respectively.

Funding is also redirected to ensure student success. Within Institutional Advancement and Community Engagement, alumni donations provide a third of the annual institutional advancement funds. In 2016-2017 the College Foundation funded a \$25,000 increase in support to the Academic Tutoring Center, \$5,000 in additional student scholarships, \$5,000 in mini-grants to support campus projects and programs, and extra support for Continuing Education Students. In 2018, both the Children's Reading Room (ACC's childcare center) and the Veterans Oasis Center received financial support from the Foundation.

In Spring of 2019, Aerospace Components Manufacturers (ACM), a non-profit regional network of independent Connecticut and southwestern Massachusetts based aerospace companies, announced a pledge of \$200,639 (over a four-year period) to ACC's Advanced Manufacturing Technology Center. Additionally, the Thomas Fund has also supported ACC in the areas of scholarship, academic success, and wellness (\$125K). Additional grant fundraising efforts include the Hartford Foundation for Public Giving (HFPG), to support Career Counselor for the SNAP program (\$227K); 3M, to support manufacturing equipment for use of training (\$130K); and the Aurora Foundation to support the Women's leadership Institute (\$30K).

Assessment of Student Experience and Activities

Learning does not entirely happen in the classrooms, what student learned can be demonstrated through their education journey through ACC. ACC is committed to creating experiences where students take what is learned in the classroom and execute it via experiences outside the classroom. The development of key employability skills is embedded throughout coursework from public speaking, presentation, to critical analysis and evaluation. Thus, students build a strong foundation for leading in the classroom while applying these skills into action through the creation of campus-based organizations, and implementation of students self-directed initiatives.

Students are capable of identifying issues that may hinder them from attaining their goals. One impactful success story from a student-led campus initiative was when an ACC graduate collaborated with Continuing Education and Students Services leadership to charter and launch a

Women's Leadership Institute (WLI). This program has been renamed as Launch Your Leadership Journey (LYLJ) program. The LYLJ program provides leadership development experiences for women who want to become leaders. This program reaches a segment of community college women for whom traditional leadership development opportunities have been unavailable. Graduates of the LYLJ have continued their education and completed baccalaureate and graduate degrees. As of 2019, LYLJ provided leadership training to near 70 female students.

In 2016, a LYLJ participant identified food insecurity as a critical concern for the student population. This led to a partnership between students and the Student Government Association, and through collaboration with faculty, staff and administration, a Food Pantry was established. This undertaking involved grant writing and working with staff to determine the location and preparation of appropriate Food Pantry space on campus. Students secured community partnerships, thus, ensuring the Food Pantry's success. From staffing the pantry, determining operating policies, and delivering recurring donations from community partners, this project is a prime example of how students envision their success. More than 300 students use the Pantry at least once a week. When a grant opportunity arrived in 2019, ACC prioritized the grant application to support LYLJ, including hiring a VISTA staff to overseeing the Food Pantry.

With the support of the Institutional Office, a survey for the LYLI graduates was designed and administered to cohort from 2016 to 2019 to gather the program effectiveness and its post-graduation impact. Eighty percent of graduates strongly agree or somewhat agree that they are "more self-confident in college", and 74% strongly agree or somewhat agree on "more self-confident on my job", and 73% said that LYLJ experience aspirate them to pursue career goas.

Opportunities to demonstrate student successes are also evident in ACC's Student Government Association (SGA). In 2015, just 14 students participated in SGA. By 2019 that number increased to 22 and there have been more than 50 students in leadership roles in the SGA since 2015. The SGA also provides students with opportunities to interact with college governance and statewide committees including the Board of Regents, Diversity Committee, Bookstore Committee, Curriculum & Standards, College Council, New Student Orientation Committee, and the Enfield Hunger Action Team.

In the Fall of 2018, the Tutoring Center Director and Disabilities Services Coordinator noticed a clear, increasing trend of students disclosing anxiety and stress. In Spring 2019, these departments partnered to provide a "Stress Less" event, which was held in the week prior to finals. Students, staff, and faculty were invited to designated relaxation areas on campus with attendant stress reduction activities. The inaugural event garnered over 100 participants, which confirmed the need for an investment in activities geared toward student mental health. At the end of Spring 2019, the college president committed an amount of financial support (~\$300.00) from the President's/CEO's Discretionary Fund to be provided every semester to ensure the continuation of Stress Less Week. Furthermore, in Fall 2019, in response to increasing numbers of students requiring testing accommodations, the Coordinator of Disabilities Services and the Director of Tutoring Center created a dedicated, part-time Test Proctor/Scribe position.

Post-graduation Outcomes

ACC support its graduates to continue their higher education. One example of this occurs as the opportunity to complete a Bachelor degree from Elms College on the ACC campus. Elms

College faculty travel to ACC to offer coursework. Through a cohort system, students earn their Bachelor's Degree from Elms College during Saturday sessions and online learning. This program is specifically designed for students who have already earned an Associate's degree. Students can complete the program in only 20 months. The collaboration with Elms College allows working students to obtain their education on weekends without travel far for their studies. This is an example of ACC's extraordinary dedication to meeting working student's needs. In May 2019, our first cohort of 8 students graduated with Bachelor's Degrees in Social Work, and five students are now pursuing a Master's in Social Work.

As of Fall 2019, we have provided education to 699 inmates through the Second Chance Pell program. Of those, 49 students have been released, and in turn, taken classes at ACC. Sixteen of those 49 have completed their certificate program with ACC.

Between Spring 2017 and Fall 2017, 50 Registered Medical Assistant Students were eligible for employment, and 46 students found employment in the Medical Assisting field, a 92% employment rate. Between Spring 2018 and Fall 2019, three students completed the Certified Medical Office Assistant program and found jobs in their field, which signifies a 100% employment placement.

The IR Office receives a wage and employment database from the BOR Office of Research and Systems Effectiveness. The data is aggregated by major for graduates in each year. For example, data showed that in the 3rd quarter post-graduation, in six of the eight academic years where data was available, the percentage of graduates who were employed was higher than before graduation for Early Childhood Education program students. Average annual wage was \$47,620 for ECE graduates.

CIPCode	Program	AcademicYear	TotalGradCount	%Employed_PreQ1	%employed_PostQ1	%employed_PostQ3	AnnAWages_Y2
131210	ECE	2009-10 thru 2011-12	24	75%	67%	67%	\$ 19,959.56
131210	ECE	2010-11 thru 2012-13	27	67%	74%	78%	\$ 25,947.37
131210	ECE	2011-12 thru 2013-14	36	64%	81%	83%	\$ 30,010.55
131210	ECE	2012-13 thru 2014-15	47	68%	74%	72%	\$ 38,561.85
131210	ECE	2013-14 thru 2015-16	43	70%	70%	67%	\$ 38,975.12
131210	ECE	2014-15 thru 2016-17	38	74%	66%	68%	\$ 47,620.61
131210	ECE	2015-16 thru 2017-18	33	76%	76%	76%	
131210	ECE	2016-17 thru 2018-19	27	78%	78%	78%	

Although there are limitations to the database, i.e., self-employed or out-of-state employments are not included in the State of Connecticut Department of Labor database, the IR Office is able to provide wage and post-graduation data to program coordinators who use the data with their program advisory boards and also, in program reviews.

Summary and Next Steps

With the consolidation to the Connecticut State Community College in progress, it is a challenge to formalize assessment at ACC. However, ACC is committed to map all our programs to the Board of Regents General Education Core and collect and analyze General Education Program outcomes data either through a system-wide process or local process to ensure that ACC provides quality education as stated in its mission.

ACC will continue to use quantitative and qualitative measures for assessing student learning. To support faculty engagement in assessment, a Professional Day each semester will be dedicated to assessment activities.

The ATD Student Success Team will continue to review data collected on student success and make recommendation for policy and procedures that can build the college's capacity to ensure student success. A First Year Action Plan will be developed in the coming months.

Student course and program success data, retention, transfer, and graduation rates will be triangulated with SENSE, CCESS, and the graduate survey. What we learned will be used to guide the development of our next strategic plan.

INSTITUTIONAL PLAN

Asnuntuck Community College's strategic plan drives the goals of the institution. These goals clearly map back to our College's mission statement. Our current Strategic Plan aligns with the CSCU Goals. Since our Strategic Plan is for FY2016- FY2021, in the Fall of 2020, we will begin the review process to update our goals and initiatives until the Connecticut State Community College is in place with its own Strategic Plan. At this current time, the strategic goals associated with the plans for our institution are:

A Successful First Year

Increase the number of students who successfully complete a first year of college.

1. ACC will implement Guided Pathways, which will help the campus further improve on student retention and completion. Once students are on a path, they will continuously be advised and monitored by an assigned advisor. In the Fall 2021, ACC will be hiring additional advisors to bring the advisor-to-student ratio down to 1:250.
2. The campus will begin to have mandatory advising in order to ensure students establish and stay on a plan. This requirement will eliminate the volume of self-advising that occurs.
3. All new students will attend a mandatory orientation session. These sessions will be offered online and on side in the future.
4. Using Starfish data for help with retention.

Student Success

Graduate more students with the knowledge and skills to achieve their life and career goals.

1. Using the ATD framework, student will be monitored for early momentum using the success KPIs. Strategies will be implemented as a result of these analyses that will allow students to succeed. These decisions will be data driven.
2. Establish an assessment committee to evaluate

Affordability and Sustainability

Maximize access to higher education by making attendance affordable and our institutions financially sustainable.

1. ACC will continue and promote the Dare to Cross the Line initiative to our Massachusetts residents.
2. PACT will be marketed in order to provide debt-free college to our students according to the state mandate.

3. Several emergency fund accounts exist for students. These funds will be analyzed for their account status, procedures will be put into place for use, and the policies will be communicated to employees and students.
4. Fundraising efforts will continue to support our student that have financial need. Scholarships and other financial support will be given.
5. ACC will continue to provide free childcare through our Children's Reading Room.
6. Wrap around services will be developed further—transportation, housing, UPASS, food, Wellness center—so our students are fully supported.
7. OER textbooks use (No Lo) will be increased.
8. We will continue to pursue grant opportunities with outside organizations like Capital Workforce Partners, SNAP, and Hartford Foundation for Giving

Innovation and Economic Growth

Create educational environments that cultivate innovation and prepare students for successful careers in a fast-changing world.

1. ACC will create educational experiences in accordance with our changing world. Most recently with the COVID-19 pandemic, we moved instruction online. We will continue to pursue ways to offer courses in different delivery methods because of the current unpredictable environment.
2. Academic skills center, Library, and other student services will be available remotely and on ground in order to serve our students in both ways.
3. Programming will be revised and modified according to our Advisory Boards and local community in order to supply students with the necessary skills.

Equity

Eliminate achievement disparities among the difference ethnic/racial, economic, and gender groups.

1. Achieving the Dream framework implementation will allow us to reflect on current practices, generate an equity statement, and work towards more equitable policies and procedures that will minimize the disparities.
2. Add initiative about racism and bias work. Teresa
3. Technology will become more available to students through financial aid, foundation aid, student emergency funds, and campus set aside dollars, so students can succeed.

Campus Development

1. For the Fall 2020, the campus will implement safety protocols to bring employees and students back on campus. These procedures will adhere to social distancing protocols, contain specific cleaning procedures, and provide clear signage throughout the campus.
2. The campus will continue to remediate identified areas. A request for bond dollars has been made for a new HVAC system. If secured, a new system will be installed in order to achieve optimum and proper air exchange within the building. Our current HVAC system is being adjusted and adapted to improve its current capabilities.
3. In the next five years, the phase of the ACC Master Plan will be implemented, which will add new Allied Health and Science labs.

Enrollment Management

Focus on recruitment, retention, graduation, and student success.

1. ACC will implement and develop a communication plan that will allow for smooth communication with the entire Enrollment Management structure.
2. PACT and Dare to Cross the Line initiatives will be promoted to their full extent.
3. ACC will continue to use Starfish and other retention initiatives that will help students be retained and graduate successfully.

Employee Satisfaction

Make Asnuntuck one of the best places to work in Connecticut.

1. ACC will continue to communicate with the campus about the transition plan to CSCC. As more details are released, the campus will offer meeting to discuss the material. These meetings will allow for open dialogue and questions about the transitions that are occur. Honest and open communication is necessary as the transitions occur. Webex will be offer for those that cannot attending meetings.
2. New positions will be hired in order to meet the new CSCC organizational structure. These positions will allow for the campus community to invest into the hiring of individuals and find the proper match for positions.
3. Evaluate the new Employee survey questions. Look at the results within the employee survey.

APPENDICES

- A. Affirmation of Compliance
- B. Connecticut Community Colleges 2019 Financial Statements
- C. The auditor's management letter: no management letter was provided
- D. Interim Report Forms
- E. Making Assessment More Explicit (The E Series) Forms

APPENDIX A

Affirmation of Compliance

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

- 1. Credit 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. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://asnuntuck.edu/wp-content/uploads/2020/08/acc-collegecatalog-2020-2021.pdf
Print Publications	ACC 2020-2021 College Catalog, p. 9
Self-study/Fifth-year report Page Reference	Standard 4, p. 24

- 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://asnuntuck.edu/student-resources/transfer/ ; https://asnuntuck.edu/wp-content/uploads/2020/08/acc-collegecatalog-2020-2021.pdf
Print Publications	ACC 2020-2021 College Catalog, p. 15-16
Self-study/Fifth-year Report Page Reference	Standard 4, p. 24-25

- 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* 5.18, 9.8, and 9.19.)

URL	https://asnuntuck.edu/current-students/student-handbook/
Print Publications	ACC 2020-2021 College Catalog, p. 29-52; Student Handbook, p. 39-68
Self-study/Fifth-year Report Page Reference	Standard 5, p. 26

- 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

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, p. 25

- 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. (NECHE Policy 77.)

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

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: Michelle Coach

Date: 08/15/2020

APPENDIX B

Connecticut Community Colleges 2019 Financial Statements

CSCU

Connecticut Community Colleges

2019 Financial Statements

including
Required Supplementary Information
Additional Supplemental Information

June 30, 2019

Connecticut Community Colleges Mission Statement

As part of the Connecticut State Colleges & 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.



**Members of the Board of Regents for Higher Education
(Between 7/1/18 – 6/30/19)**

- Thirteen members: nine appointed by the Governor; four appointed by legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting, ex-officio members:
 - Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
 - Chair and Vice Chair of the Faculty Advisory Committee

REGENTS AS OF 6/30/19

(Three vacancies: one student regent; two legislative appointees.)

Matt Fleury, Chair
 Merle W. Harris, Vice Chair
 Richard J. Balducci
 Aviva D. Budd
 Naomi K. Cohen
 Felice Gray-Kemp
 Holly Howery
 David R. Jimenez
 Pete Rosa (appointed September 2018)
 JoAnn Ryan
 Eleese E. Wright
 Elena Ruiz, Vice Chair of Student Advisory Committee

EX-OFFICIO, NON-VOTING MEMBERS

Del Cummings –Chair of the Faculty Advisory Committee
 (term as Chair began 1/1/19; previously Vice Chair)
 William Lugo – Vice Chair of the Faculty Advisory Committee
 (term as Vice Chair began 1/1/19; previously Chair)
 Kurt Westby – Commissioner of the CT Department of Labor
 Dianna R. Wentzell – Commissioner of the State Department of Education
 David Lehman – Commissioner of Department of Economic and Community Development
 (joined March 2019)
 Commissioner Renee D. Coleman-Mitchell – Commissioner of CT Department of Public Health
 (joined April 2019)

Former Board members (who served between 7/1/18 – 6/30/19)

Yvette Meléndez, Vice Chair (left September 2018)
 Sage Maier, SAC Chair (left May 2019)
 Raul Pino – Commissioner of the CT Department of Public Health (left March 2019)
 Catherine Smith – Commissioner of CT Department of Economic and Community Development
 (left February 2019)

Connecticut Community College Presidents 7/1/2018 through 6/30/2019¹

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
Dr. James Lombella, President

Capital Community College
950 Main Street
Hartford, CT 06103
Dr. Duncan Harris, Interim Campus CEO

Gateway Community College
20 Church Street
New Haven, CT 06510
Dr. Paul Broadie II, Interim President

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Dr. Paul Broadie II, President

Manchester Community College
Great Path
Manchester, CT 06045-1046
Dr. Tanya Millner-Harlee, Interim Campus CEO

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Steven Minkler, Interim Campus CEO

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. Michael Rooke, 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. Carlee Drummer, President

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Dr. Mary Ellen Jukoski, President

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
Dr. James Lombella, Interim President

System Office, Connecticut State Colleges & Universities (CSCU)
61 Woodland Street, Hartford, CT 06105
Mark E. Ojakian, CSCU President

¹ Where 6/30/2019 is last date, successor effective 7/1/2019 is also included.

Management's Discussion and Analysis (Unaudited)	Page
Introduction	1
Using the Financial Statements	2
Financial Highlights	2
Condensed Statements of Net Position	3
Condensed Statements of Revenues, Expenses and Changes in Net Position	6
Condensed Statements of Cash Flows	10
Economic Outlook	11
Report of Independent Certified Public Accountants	12
Financial Statements	
Statement of Net Position	15
Statement of Financial Position - Component Unit	16
Statement of Revenues, Expenses and Changes in Net Position	17
Statement of Activities - Component Unit	18
Statement of Cash Flows	19
Notes to Financial Statements	20
Required Supplementary Information (Unaudited)	
Schedule of Net Pension Liability and Related Ratios	40
Schedule of Contributions	42
Notes to the Required Supplementary Information	44
Supplementary Schedules	
Combining Statement of Net Position	46
Combining Statement of Revenues, Expenses and Changes in Net Position	47
Combining Statement of Cash Flows	48
Combining Statement of Net Position by Fund Group	49
Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group	50
Notes to Supplementary Schedules	51

Introduction

The Management Discussion and Analysis (MD&A) 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, 2019. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The 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 2018 semester, 47,912 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 27,709. During calendar year 2019, approximately 30,000 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. In total, CCC employed approximately 2,000 full time employees at June 30, 2019.

The CCC system is composed of twelve 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 Valley") in Danielson and Willimantic
- Three Rivers Community College ("Three Rivers") in Norwich
- Tunxis Community College ("Tunxis") in Farmington and Bristol

The CCCs serve an important role in the State's economy, providing convenient, accessible and flexible access to higher education for many of the State's residents, including "non-traditional" 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. In addition to the twelve primary locations, several CCCs have satellite locations in city centers affording even easier access to students who may not have transportation to attend the main campus. Satellite locations include downtown Danbury, Meriden, and Willimantic. The financial results of these satellite locations are included in the reports of the main campus, or Naugatuck Valley, Middlesex, and Quinebaug Valley, respectively.

Using the Financial Statements

CCC's financial report includes the following financial statements: the Statement of Net Position, the Statement of Revenues, Expenses and Changes in Net Position and the Statement of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, fiscal year 2019 financial statements and footnotes are presented for the CCC *primary institution*, as well as for certain other organizations that have a significant related party relationship with CCC (the "component units").

The component units are the twelve college foundations (the "Foundations") and the Great Path Academy ("GPA"), a magnet high school at Manchester Community College ("MCC"). Magnet high schools which are operating on CCC campuses are legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit. The Great Path Academy (GPA) at MCC meets the criteria for inclusion as a component unit in the financial statements of CCC and is discretely presented and identified in a single column on the face of the CCC financial statements. The Foundations are legally independent, tax-exempt non-profit organizations separate from College control, founded to foster and promote the growth, progress and general welfare of the Colleges and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Colleges' endowments. However, the assets of these component units are not available to CCC for use at its discretion. The MD&A discusses CCC's financial statements only and not those of its component units.

Financial Highlights

The Connecticut Community Colleges had total assets of \$903.5 million, liabilities of \$1.7 billion, and a total net position balance of (\$653.6) million at June 30, 2019. Of the total net position balance, (\$1.4) billion is classified as unrestricted net position, a \$46.9 million decrease from 2018. The large negative balance in unrestricted net position is a result of the adoption of GASB 68 (Pensions) in fiscal year 2015 and GASB 75 (Other Post-Employment Benefits) in fiscal year 2018. Adoption of GASB 68 required the System to recognize a net liability for pension plans, which was previously disclosed only at the State level. The adoption of GASB 75 required the System to recognize the net liability for other post-employment benefits (OPEB). The offset to the net pension and OPEB liabilities was a reduction in unrestricted net position as further discussed below.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were \$133.9 million, a 7.1% decrease from the previous year. Operating expenses were \$583.3 million, an increase of 1.4% from the previous year, resulting in an operating loss of \$449.3 million during the year ended June 30, 2019. Net non-operating revenues and other changes were \$390.3 million, up 3.2% from the previous year, which was primarily the result of an \$11.7 million increase in state appropriations - general funds. Overall the CCC's experienced a decrease in net position of \$59.0 million during fiscal year 2019.

Cash and cash equivalents were \$137.0 million at June 30, 2019, including \$20.1 million of cash equivalents in the form of unspent State bond appropriations administered by the CCC's, and \$21.7 million of unspent State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. DAS-administered cash equivalents (bond appropriations) decreased by \$4.6 million during the fiscal year ended June 30, 2019. Total current assets were \$186.6 million at June 30, 2019. The current ratio identifies the amount of resources available to meet current obligations. This ratio of unrestricted current assets of \$140.5 million to unrestricted current liabilities of \$62.1 million is 2.2:1 in 2019, and was 2.3:1 in 2018. 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 1.0% from \$1,644.0 billion at June 30, 2018 to \$1,661.1 billion at June 30, 2019. This significant liability includes \$795.7 million for the CCC allocation of the state pension plan obligation, \$829.8 million for the CCC allocation of the state's OPEB obligation and \$35.5 million for the long-term portion of the accrued value of

benefits, other than pension and OPEB, 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).

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.

Condensed Statements of Net Position

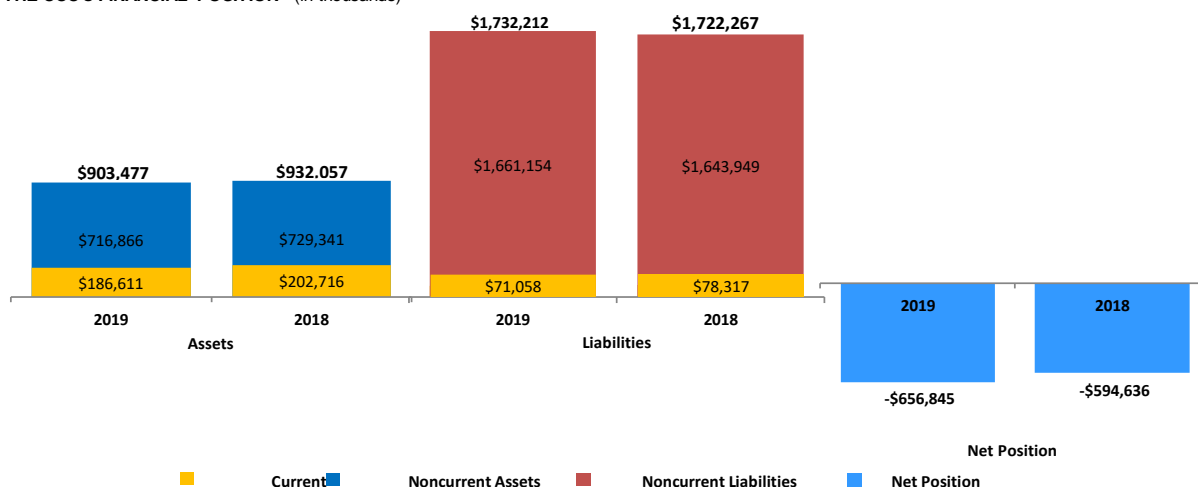
June 30, 2019 and 2018

(in thousands)

	2019	2018	% Change
ASSETS			
Current assets	\$ 186,611	\$ 202,716	-7.9%
Non-current assets	716,866	729,341	-1.7%
Total assets	<u>903,477</u>	<u>932,057</u>	<u>-3.1%</u>
DEFERRED OUTFLOWS OF RESOURCES	274,250	267,682	2.5%
LIABILITIES			
Current liabilities	71,058	78,317	-9.3%
Non-current liabilities	1,661,154	1,643,949	1.0%
Total liabilities	<u>1,732,212</u>	<u>1,722,266</u>	<u>0.6%</u>
DEFERRED INFLOWS OF RESOURCES	102,360	72,109	42.0%
NET POSITION			
Invested in capital assets - net of related debt	716,632	729,184	-1.7%
Restricted nonexpendable	20	20	0.0%
Restricted expendable	40,209	42,910	-6.3%
Unrestricted	(1,413,706)	(1,366,750)	-3.4%
Total net position	<u>\$ (656,845)</u>	<u>\$ (594,636)</u>	<u>-10.5%</u>

Current assets consist of cash and cash equivalents and accounts receivable. The \$16.1 million decrease in current assets from the previous year is largely attributable to a \$10.4 million decrease in the cash equivalents. Cash equivalents fluctuate as sizeable building projects are funded and then expended over a period of two to three years. 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.

THE CCC's FINANCIAL POSITION (in thousands)



Non-current assets decreased 1.7% from \$729.3 million at June 30, 2018, to \$716.8 million at June 30, 2019. Net capital assets account for all but \$0.2 million of non-current assets, which represents student loan receivables. At June 30, 2019, capital assets in service totaled \$1.1 billion, offset by \$399.0 million in accumulated depreciation. The \$12.9 million increase in capital assets included \$7.7 million in building improvements.

Completed projects included \$1.7 million for site improvement at Asnuntuck, \$1.4 million for fire alarm systems at Naugatuck Valley, \$1.3 million for a paving project at Middlesex, and \$1.3 million for a roof replacement at Norwalk. Construction-In-Progress increased \$3.8 million from \$83.5 to \$87.4 million. The increase included \$11.5 million in additions less \$7.6 million in transfers of completed projects.

Current liabilities consist primarily of accrued payroll and related benefits of \$43.7 million and unearned tuition, fees and grant revenue of \$14.9 million, primarily collected in advance for late-summer and fall 2019 academic terms. Additional current liabilities include vendor accounts payable of \$6.1 million, retainage of \$3.1 million, and \$3.1 million for the estimated value of accrued compensated absences that will be paid within the coming year to employees who terminate or retire.

Non-current liabilities consist almost exclusively of \$795.7 million in pension liability, \$829.8 million in OPEB liability and \$35.5 million of long-term accrued compensated absences ("ACA") to be paid out to terminating employees over time in the future beyond one year. *Pension liabilities* represent the System's proportionate share of the State Employee Retirement System's (SERS) and the Teachers Retirement System's (TRS) net pension liability. *Other post-employment benefits* liability represents the System's proportionate share of the State's OPEB liability as a whole.

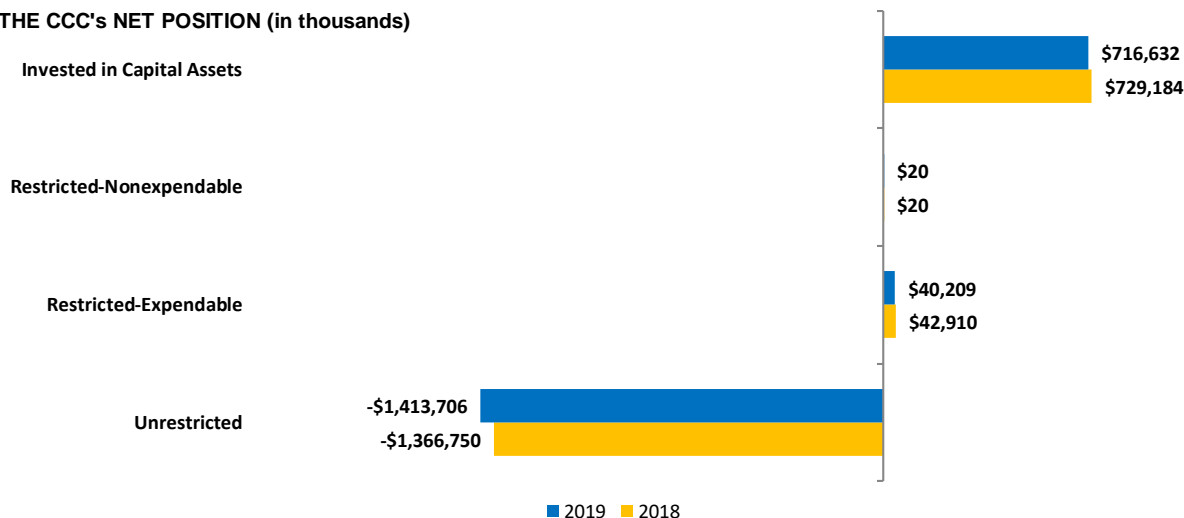
Total liabilities were \$1.7 billion at the end of fiscal year 2019, which is comparable to total liabilities at the end of fiscal year 2018. This is driven primarily by the \$36.3 million dollar increase in the net pension liability offset by an \$18.0 million dollar decrease in OPEB liability. The total ACA liability of \$38.7 million (long-term and current), pension liability of \$795.7 million and OPEB liability of \$829.7 million, represents approximately twelve times 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 negative. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net position.

Deferred inflows and outflows of resources are related to future periods. In the colleges financial statements this is primarily related to the impact of recognizing net pension and net OPEB liabilities. They reflect differences between projected and actual assumptions and earnings, changes in actuarial assumptions, changes in proportion and

differences between contributions and the proportionate share of contributions and employer contributions subsequent to the measurement date.

The *total net position* includes \$716.6 million *Invested in capital assets* net of 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.

THE CCC's NET POSITION (in thousands)



The \$26.6 million in new bond fund appropriations in fiscal year 2019 was for System administered projects, repairs, and equipment. The System-administered dollars funded a variety of small projects and IT initiatives.

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 which is generally held by the supporting foundations. *Restricted-Expendable* net position here represents primarily bond fund appropriation balances at June 30, 2019 (\$18.9 million in funds managed by the CCC's and \$18.4 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, 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") has shifted to a negative balance with the recognition of the pension and OPEB liabilities. Excluding the activity related to the actuarially determined net pension and OPEB liabilities, UNP decreased by \$4.9 million to \$39.9 million during fiscal year 2019. The table below illustrates the fluctuations in aggregate CCC UNP over the past five years adjusted for net pension liability beginning in fiscal year 2014 and net OPEB liability beginning in fiscal year 2017:

	FY15	FY16	FY17	FY18	FY19
UNP \$	25.7	\$ 37.7	\$ 45.7	\$ 44.9	\$ 39.9
UNP Adjusted \$	(475.9)	\$ (466.0)	\$ (1,374.8)	\$ (1,366.8)	\$ (1,413.7)

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 2019 were \$133.9 million after the reduction for scholarship allowances, a decrease of 7.1% from \$144.1 million in fiscal year 2018. *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 \$98.2 million. This differs from budgetary practices, which recognize revenues on a gross basis without offset for scholarship allowances. On a gross basis, fiscal year 2019 tuition revenues decreased by 0.15% from the previous year. These revenues reflect an FTE credit enrollment decrease of 3.1% in fiscal year 2019.

The Connecticut Community Colleges recorded an operating loss of \$449.3 million during the year ended June 30, 2019. This results primarily 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*, 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 3.4% and the associated revenues to cover fringe benefit costs increased by 5.5%, to \$159.7 million and \$123.5 million, respectively. Bond fund appropriation revenues decreased from \$27.2 million in 2018 to \$26.6 million in 2019. 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 net decrease in net position of \$58.9 million in 2019 compared with a \$53.2 million decrease in 2018.

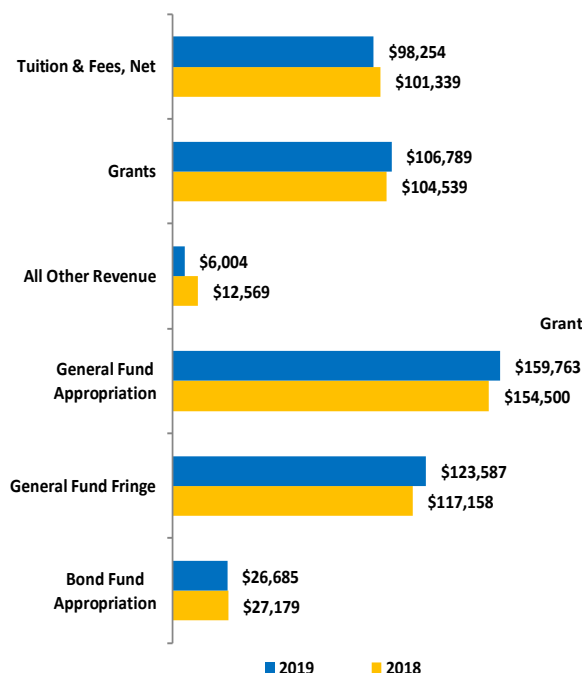
Condensed Statements of Revenues, Expenses and Changes in Net Position
June 30, 2019 and 2018
(in thousands)

	2019	2018	% Change
OPERATING REVENUES			
Tuition and fees, net	\$ 98,254	\$ 101,339	-3.0%
Grants and contracts	31,645	28,601	10.6%
Other operating revenues	4,065	9,282	-56.2%
Total operating revenues	133,964	139,222	-3.8%
OPERATING EXPENSES			
Expenses before depreciation	552,769	539,026	2.5%
Depreciation	30,522	31,417	-2.8%
Total operating expenses	583,291	570,443	2.3%
Operating loss	(449,327)	(431,221)	4.2%
NON-OPERATING REVENUES (EXPENSES)			
State appropriations - general fund	283,350	271,658	4.3%
State appropriations - bond fund	26,685	27,179	-1.8%
PELL grant revenue	75,144	75,938	-1.0%
Other nonoperating revenues, net	1,939	3,287	-41.0%
Total non-operating revenues	387,118	378,062	2.4%
NET POSITION			
Change in net position	(62,209)	(53,159)	17.0%
Net position, beginning of year	(594,636)	(541,477)	9.8%
Net position, end of year	\$ (656,845)	\$ (594,636)	10.5%

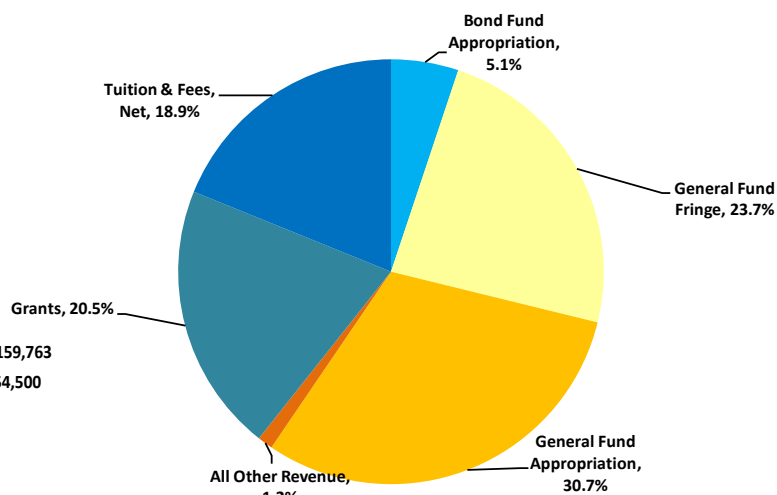
Government grant revenues are comprised primarily of student financial aid programs including the Supplemental Education Opportunity Grant ("SEOG") programs. Other government grants include funding for various program-related activities. Grant revenues (which includes non-operating Pell grants) at June 30, 2019 were \$106.8 million, an increase of \$2.2 million from the previous fiscal year.

Other operating and non-operating revenues totaled \$9.2 million, down from \$12.6 million in 2018. 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.

REVENUE SUMMARY (in thousands)

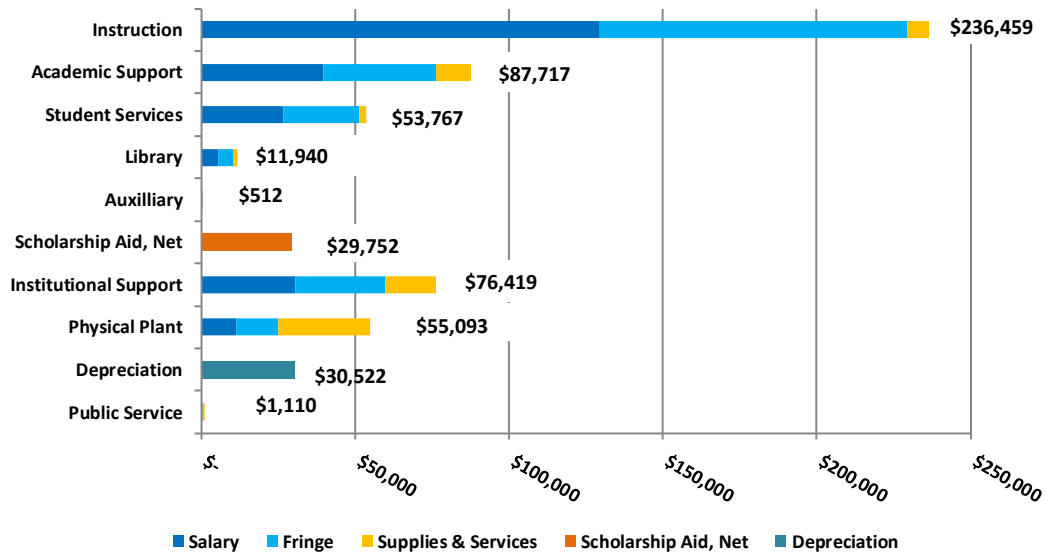


REVENUE DISTRIBUTION (FY 2019)

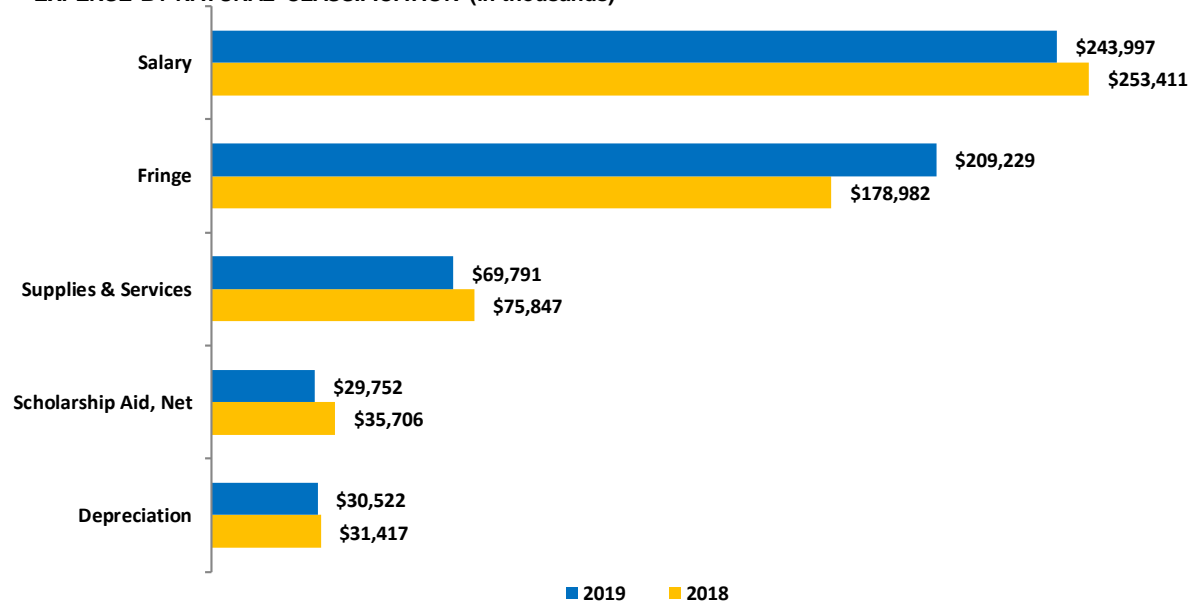


Total operating expenses for fiscal year 2019 were \$583.3 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense increase of 2.3% from \$570.4 million in fiscal year 2018. The \$12.9 million increase in fiscal year 2019 is primarily due to the change in pension and OPEB expense booked in accordance with GASB 68 & 75 requirements. Without reflecting that expense, CCC operating expenses decreased to \$541.3 million from \$546.8 million in fiscal year 2018. Operating expenses include \$453.2 million for salary and wages and related fringe benefits, or 77.7% of total operating expense. In addition, operating expenses include \$29.7 million in net scholarship aid expense provided to students, \$30.5 million in depreciation expense and \$69.7 million for all other service and supply costs. Supplies and services include 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 all other non-personnel costs of operating the colleges.

OPERATING EXPENSES (in thousands)
by Program and Account Type



EXPENSE BY NATURAL CLASSIFICATION (in thousands)



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 of \$95.2 million, down \$2.8 million from 2018, and receipts from government grants and contracts of \$26.6 million, down \$2.7 million from 2018. 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 of \$249.7, up 2.4% from 2018, fringe benefits paid on behalf of employees of \$167.9 million, up 11.6% from 2018, vendor payments of \$75.0 million, down 13.6% from 2018 and payments to students of \$36.5 million, up 4.9% from 2018. Payments to students includes financial aid grants and loans (in excess of the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. The increase in salaries paid is due to the SEBAC 2017 Agreement whereby a \$2,000 one-time payment to all eligible employees was paid out in July 2018. Fringe benefits paid increased due to a one-time option for eligible employees to transfer from the Alternate Retirement Program to the State Employees Retirement System, which caused fringe rates to increase. Overall, net cash used by operating activities increased 5.7% during fiscal year 2019.

The largest inflow of cash related to *non-capital financing* is State appropriations, which were \$300.6 million, including general fund appropriations to cover 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 Pell grants of \$75.2 million, private gift receipts of \$1.7 million and Federal Family Education Loan Program (FFELP) receipts of \$9.9 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 2019, capital financing net cash inflows of \$14.8 million reflected the receipt of bond appropriations, \$4.2 million of which was spent on college facility projects administered by DAS, and \$13.7 million for repairs and maintenance, capital equipment and system technology initiatives at the colleges and System office. 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 Short Term Investment Fund ("STIF") rose from \$1.2 million in fiscal year 2018 to \$1.4 million in fiscal year 2019.

Condensed Statements of Cash Flows

Year Ended June 30, 2019

(in thousands)

	2019	2018	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$(396,126)	\$(374,638)	5.7%
Noncapital financing activities	387,537	365,580	-6.0%
Capital and related financing activities	(3,221)	(17,924)	-82.0%
Investing activities	<u>1,425</u>	<u>1,249</u>	<u>14.1%</u>
Net change in cash and cash equivalents	(10,385)	(25,733)	59.6%
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	<u>147,397</u>	<u>173,130</u>	<u>-14.9%</u>
Cash and cash equivalents, end of year	<u>\$ 137,012</u>	<u>\$ 147,397</u>	<u>-7.0%</u>

Economic Outlook

As Connecticut enters a second decade of slow economic expansion, the fiscal and economic outlook for the Connecticut Community College system is mixed and uncertain. Enrollment is declining due to demographics – fewer graduating high school students – and intense competition regionally and nationally in the higher education sector. State support for the CCC system has not been able to make up for struggling tuition revenues due to the State's fiscal position and pressing need to address unfunded pension liabilities. As a result of these factors, the colleges have worked to reduce spending where possible in order to minimize use of reserves.

The higher education sector is facing a reckoning nationally around affordability, with student debt spiraling and the price of college rising well beyond the rate of inflation at many schools. Recent increases in unemployment as a result of the pandemic will exacerbate these challenges. However, the Connecticut Community College system has generally seen enrollment increases when unemployment is higher, as displaced workers seek education and certifications to improve their ability to find well-paid work as the economy recovers.

The CCC system has a number of major initiatives underway that position the colleges to meet the increased demand for education in an economic downturn, while improving student outcomes and bolstering the system's finances through increased enrollment.

First, the state of Connecticut recently adopted legislation creating a program to provide last-dollar financial aid intended to reduce the tuition costs for many of our students to zero. Called PACT – the Pledge to Advance Connecticut – this program is anticipated to add several thousand full-time students within a few years.

In addition, the Board of Regents has enacted and reaffirmed its commitment to a broad initiative called Students First. This initiative includes consolidation of the twelve community colleges into a single accredited institution. It also includes Guided Pathways, a national model that helps more students' efficiently complete credentials, transfer, and attain jobs in the labor market. The Guided Pathways approach ensures that all students develop an academic plan early in their college experience, have a clear road map of the courses they need, and receive consistent support to help them stay on track. Each pathway is based on a program of study that is aligned with specific employment goals and/or transfer.

The CCC Students First plan also includes several important cost savings initiatives. Shared services are being established or improved, creating opportunities for administrative savings in areas such as financial management, purchasing, and facilities. These back office consolidations are underway now.

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 the CSCU Chief Financial Officer, Connecticut State Colleges & Universities (860-723-0251). College-specific questions may also be directed to the Dean of Administration at each individual college.

GRANT THORNTON LLP

75 State Street, 13th Floor
Boston, MA 02109

D +1 617 723 7900

F +1 617 723 3640

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut Community Colleges, an enterprise fund of the State of Connecticut (collectively, the "System") as of June 30, 2019, and related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component units (the affiliated foundations ("Foundations")), which statements reflect total assets of \$65.9 million and total net assets of \$63.8 million as of June 30, 2019, and total revenues, capital gains and losses, and other support of \$12.1 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and aggregate discretely presented component units of the Connecticut Community Colleges as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut and do not purport to, and do not present fairly the financial position of the State of Connecticut as June 30, 2019, the changes in its financial position or where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other matters*Required supplementary information*

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 11 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Other Post-Employment Benefits and Related Ratios and Schedule of Contributions on pages 40 through 44 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position, Combining Statement of Cash Flows, Combining Statement of Net Position by Fund Group, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund group included on pages 46 through 51 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Grant Thornton LLP

Boston, Massachusetts
June 10, 2020

Connecticut Community Colleges
Statement of Net Position
Year Ended June 30, 2019

CSCU

	Primary Institution	Component Unit Magnet High School
Assets		
Current assets		
Cash and cash equivalents	\$ 137,012,369	\$ 1,525,500
Accounts receivable, due from the State	30,141,227	51,998
Accounts receivable other, net	19,127,691	260,790
Prepaid expenses and other current assets	330,134	-
Total current assets	<u>186,611,422</u>	<u>1,838,288</u>
Non-current assets		
Investment in plant	1,115,658,324	32,322,939
Accumulated depreciation	(399,026,754)	(8,832,521)
Investment in plant, net of accumulated depreciation	<u>716,631,570</u>	<u>23,490,418</u>
Student loans, net	234,279	-
Total non-current assets	<u>716,865,849</u>	<u>23,490,418</u>
Total assets	<u>\$ 903,477,271</u>	<u>\$ 25,328,706</u>
Deferred outflows of resources		
Deferred pension	\$ 223,612,458	\$ -
Deferred other post employment benefits	50,637,609	-
Total deferred outflows of resources	<u>\$ 274,250,067</u>	<u>\$ -</u>
Liabilities		
Current liabilities		
Accounts payable	\$ 6,091,989	\$ 224,262
Accrued expenses - salary and fringe benefits	40,600,862	52,397
Accrued compensated absences - current portion	3,145,344	2,578
Unearned tuition and grant revenue	14,996,470	-
Retainage	3,363,748	-
Agency and loan fund liabilities	2,059,983	-
Other liabilities	799,862	-
Total current liabilities	<u>71,058,258</u>	<u>279,237</u>
Non-current liabilities		
Pension liability, net	795,762,269	-
Other post employment benefits liability net	829,795,327	-
Accrued compensated absences - long term portion	35,554,815	29,829
Federal loan program advances	41,944	-
Total non-current liabilities	<u>1,661,154,355</u>	<u>29,829</u>
Total liabilities	<u>\$ 1,732,212,613</u>	<u>\$ 309,067</u>
Deferred inflows of resources		
Deferred pension	\$ 25,095,368	\$ -
Deferred other post employment benefits	77,264,341	-
Total deferred inflows of resources	<u>\$ 102,359,709</u>	<u>\$ -</u>
Net position		
Invested in capital assets, net	\$ 716,631,570	\$ 23,490,418
Restricted		
Nonexpendable	20,000	-
Expendable	40,209,248	-
Unrestricted	(1,413,705,802)	1,529,221
Total net position	<u>\$ (656,844,985)</u>	<u>\$ 25,019,639</u>

The accompanying notes are an integral part of this financial statement.

	Component Unit Foundations
Assets	
Cash and cash equivalents	\$ 4,413,908
Accounts receivable, net	23,995
Contributions receivable, net	1,361,167
Prepaid expenses and other assets	68,640
Investments	60,074,905
Total assets	<u>\$ 65,942,615</u>
Liabilities	
Accounts payable and accrued expenses	\$ 694,373
Annuities payable	41,920
Scholarships payable	16,905
Other liabilities	1,353,675
Total liabilities	<u>2,106,873</u>
Net Assets	
Without donor restrictions	12,898,721
With donor restrictions	50,937,021
Total net assets	<u>63,835,742</u>
Total liabilities and net assets	<u>\$ 65,942,615</u>

The accompanying notes are an integral part of this financial statement.

Connecticut Community Colleges

Statement of Activities – Component Unit

June 30, 2019

CSCU

	Primary Institution	Component Unit Magnet High School
Operating revenues		
Student tuition and fees	\$ 183,201,246	\$ -
Less: Scholarship discounts and allowances	(84,947,563)	-
Net tuition and fees	98,253,683	-
Federal grants and contracts	13,970,305	3,404,417
State and local grants and contracts	11,854,182	-
Nongovernment grants and contracts	5,820,452	-
Auxiliary revenues	564,095	103,660
Other operating revenues	3,500,862	1,074,437
Total operating revenues	133,963,580	4,582,514
Operating expenses		
Salaries and wages	243,996,943	2,914,781
Fringe benefits	209,229,334	1,244,387
Professional services and fees	8,829,036	-
Educational services and support	9,483,569	-
Travel expenses	2,575,083	-
Operation of facilities	29,787,785	-
Other operating supplies and expenses	19,115,879	449,011
Scholarship aid, net	29,751,640	-
Depreciation expense	30,521,990	846,220
Total operating expenses	583,291,258	5,454,399
Operating loss	(449,327,678)	(871,885)
Nonoperating revenues		
State appropriation - general fund	283,350,238	809,181
State appropriation - bond fund	26,684,634	-
Pell grant revenue	75,144,201	-
Investment income	1,939,620	-
Total nonoperating revenues	387,118,694	809,181
Change in net position	(62,208,985)	(62,704)
Net position, beginning of year	(594,636,000)	25,082,343
Net position, end of year	\$ (656,844,985)	\$ 25,019,639

The accompanying notes are an integral part of this financial statement.

Connecticut Community Colleges

Statement of Activities – Component Unit

June 30, 2019

CSCU

	Component Unit Foundations
Revenue, capital gains and losses and other support	
Gifts and grants	\$ 9,840,129
Gifts in kind	3,600
Events and activities	830,634
Dividends and interest income (loss)	(440,925)
Net realized and unrealized gain on investments	1,847,874
Total revenue, capital gains and losses and other support	<u>12,081,312</u>
Expenses	
Fundraising events	\$ 938,531
Campus facilities, projects and equipment	5,000
Grants	478,130
Program services	3,461,440
Scholarships, awards, and financial aid	2,459,399
Management and general	1,162,431
College advancement	1,735,390
Total expenses	<u>10,240,321</u>
Change in net assets	1,840,991
Net assets	
Net assets at beginning of year	\$ 61,994,751
Net assets at end of year	<u>\$ 63,835,742</u>

The accompanying notes are an integral part of this financial statement.

Connecticut Community Colleges

Statement of Cash Flows

June 30, 2019

CSCU

	<u>Primary Institution</u>
Cash flows from operating activities	
Student tuition and fees	\$ 95,287,158
Government grants and contracts	26,673,539
Private grants and contracts	4,282,830
Sales and services of educational departments	794,495
Payments to employees	(249,713,477)
Payments for fringe benefits	(167,934,153)
Payments to students	(36,546,921)
Payments to vendors	(75,038,011)
Payments by Department of Construction Services (DCS)	(306,619)
Other receipts, net	6,374,617
Net cash used in operating activities	<u>(396,126,542)</u>
Cash flows from investing activities	
Interest income	1,425,962
Net cash provided by investing activities	<u>1,425,962</u>
Cash flows from capital and related financing activities	
State appropriations	14,813,436
Payments by Department of Construction Services (DCS)	(4,236,093)
Purchase of capital assets	(13,798,491)
Net cash used in capital and related financing activities	<u>(3,221,148)</u>
Cash flows from noncapital financing activities	
State appropriations	300,685,389
Pell grants	75,217,632
Private gifts	1,726,901
Federal Family Education Loan Program (FFELP)	9,906,773
Net cash provided by noncapital financing activities	<u>387,536,695</u>
Net decrease in cash and cash equivalents	(10,385,033)
Cash and cash equivalents at beginning of year	\$ <u>147,397,402</u>
Cash and cash equivalents at end of year	\$ <u><u>137,012,369</u></u>
Reconciliation of operating loss to net cash used in operating activities:	
Operating loss	\$ (449,327,678)
Adjustments to reconcile operating loss to net cash used in operating activities	
Depreciation expense	30,521,990
Loss on disposal of capital assets, net	872,645
Operating application of FFELP receipts	(9,906,773)
Changes in operating assets and liabilities:	
Accounts receivable, net	(2,325,655)
Prepaid expenses and other assets	6,956
Accrued compensation and other	(10,136,979)
Pension liability, net	36,383,269
Other post-employment benefits liability	(18,049,673)
Accounts payable and other liabilities	1,539,244
Unearned tuition, fees and grant revenue	613,470
Changes in deferred outflows and inflows of resources:	
Deferred pension outflows	2,076,542
Deferred other post-employment benefits outflows	(8,644,609)
Deferred pension inflows	1,368
Deferred other post-employment benefits inflows	<u>30,249,341</u>
Net cash used in operating activities	\$ <u><u>(396,126,542)</u></u>

The accompanying notes are an integral part of this financial statement.

1. Summary of Significant Accounting Policies**Organization**

The Connecticut State Colleges and Universities System ("CSCU") was established by the State of Connecticut (the "State") in 2011 via Public Act 11-48 as amended by Public Act 11-61. This brought together the governance structure for the Connecticut State University System ("CSU"), the Connecticut Community College System ("CCC" or "the Colleges") and Charter Oak State College ("COSC") under the newly formed Board of Regents for Higher Education. The financial statements presented herein represent only the financial activities of CCC. Separate financial statements are issued for CSU and COSC.

CSCU consists of seventeen separate institutions including four state universities, twelve community colleges and Charter Oak State College. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short-term certificates and individual coursework in both credit and noncredit programs.

Basis of Presentation

The financial statements for the CCC institutions have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("GAAP"), as prescribed by the Government Accounting Standards Board ("GASB"). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. The primary institutions that make up the financial statements include the CCC System Office ("SO") and the following 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"), and their aggregate discretely presented component units.

CCC's financial statements include three statements: the statement of net position, the statement of revenues, expenses, and changes in net position and the statement of cash flows.

- The statement of net position present information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.
- The statement of revenues, expenses and changes in net position present information showing how the incumbent system's net position changed during the fiscal years presented. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in these statements for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).
- The statement of cash flows are presented using the direct method. The direct method of cash flow reporting portrays net cash flow from operations by major class of operating receipts and expenditures (e.g., payments to employees for salaries and benefits).

There are several legally separate, tax-exempt, affiliated organizations (the "Foundations" and the "magnet high school") which must be reported as component units of CCC and are presented discretely in these financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the 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 is restricted to the activities of the Colleges by the donors. Since 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 CCC primary institutions.

The Foundations are private nonprofit organizations that report under Financial Accounting Standards Board ("FASB") standards, which include guidelines for *Financial Reporting for Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in CCC's financial reporting entity for these differences. The disclosures included in the financial statements address only CCC and the magnet high school and not the related Foundations. Each of the foundations issues a separate audited financial statement which may be obtained by contacting the System's office at 61 Woodland Street, Hartford, CT 06105.

Great Path Academy ("GPA") is an inter-district magnet high school located on the Manchester Community College campus. GPA is discretely presented and identified in a single column as a component unit on the face of CCC's statement of net position and statement of revenues, expenses and changes in net position. CCC does not consider other magnet high schools to be component units of CCC primary institutions, because they are legally separate entities from CCC and they are separately managed and accounted for.

Net Position

Resources are classified for reporting purposes into the following four net position categories:

- **Invested in Capital Assets, Net of Related Debt**
Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in net assets without donor restrictions in the statements of the foundation component units.
- **Restricted Nonexpendable**
Net position subject to externally imposed stipulations that they be maintained in perpetuity by CCC. Similar net assets are referred to as net assets with donor restrictions in the statements of the foundation component units.
- **Restricted Expendable**
Net position whose use by CCC is subject to externally imposed stipulations that can be fulfilled by actions of CCC pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as net assets with donor restrictions in the statements of the foundation component units.
- **Unrestricted**
Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the Board of Regents ("BOR") or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs.

Classification of Assets and Liabilities

CCC presents short-term and long-term assets and liabilities in the statement of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from June 30. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from June 30. Cash and cash equivalents and investments presented as short-term in the statement of net position include balances with a maturity of one year or less from June 30. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from June 30 and balances that have externally imposed restrictions as to use.

Cash and Cash Equivalents

Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at market value, is held on behalf of CCC by the State Treasurer and has original maturities of three months or less (see Note 2).

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

Fair Value of Financial Instruments

Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits.

Investment in Plant

Capital assets of the primary institutions and magnet school are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life.

Useful lives assigned to assets are as follows:

<u>Asset Class Description</u>	<u>Useful Life</u>
Buildings	40 years
Site & Building Improvements	20 years
Technology	5 years
Library Materials	10 years
Vehicles	10 years
Software	5 years
Non-Collectible Artwork	10 years
Other Equipment	10 years

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.

Major construction projects for new physical plant and original equipment financed by the State capital outlay appropriations are managed and controlled by the Division of Construction Services of the State of Connecticut ("DCS").

Title to all assets, whether purchased, constructed or donated, is held physically by the State.

Accrued Compensated Absences (ACA)

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

Pension & Other Post Employment Obligations

The System records pension and other post-employment benefit obligations equal to the net liability for its defined benefit and retiree health plans. These net liabilities are measured as the total pension and health liability, less the amount of the respective plan's fiduciary net position. The total liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available. Because there are other state entities participating in the plans, the net liability recorded by CCC is based on an allocation of the total net liability, as determined by an independent actuary.

Pension and other post-employment benefit expenses are recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

Deferred Revenue

Deferred revenue consists primarily of tuition and fees collected as of year-end for the upcoming summer or fall semesters.

Tuition and Fees 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. 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.

Operating Activities

Operating activities as reported on the statement 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, including state appropriations, Pell grants, gifts and investment income.

Income Taxes

CCC is a component unit of the State and is exempt from federal and state income taxes under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements. CCC qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the "Code").

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes at June 30 and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension and other post-employment benefit liabilities, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

Component Units

The component units represent the 12 college foundations (the "Foundations") and the Great Path Academy ("GPA"), a magnet high school at Manchester Community College ("MCC"). The GPA at MCC is a discretely presented component unit, identified in a single column on the CCC financial statements.

GASB Pronouncements Effective for Fiscal Year 2019

In November 2016, GASB released Statement No. 83, *Certain Asset Retirement Obligations*. The objective of this statement is to address accounting for legally enforceable liabilities associated with the retirement and future activities of a capital asset. The requirements of this Statement are effective for reporting periods beginning after June 15, 2018, with earlier application encouraged. This standard was adopted in fiscal year 2019 and there was no impact as a result of the adoption.

GASB Pronouncements Effective in Future Fiscal Years

In January 2017, GASB released Statement No. 84, *Fiduciary Activities*. This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. This Statement also provides for recognition of a liability to the beneficiaries in a fiduciary fund when an event has occurred that compels the government to disburse fiduciary resources. The requirements of this Statement are effective for reporting periods beginning after December 15, 2019, with earlier application encouraged.

In June 2017, GASB released Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The requirements of this Statement are effective for reporting periods beginning after December 15, 2020, with earlier application encouraged.

Subsequent Events

In accordance with generally accepted accounting principles, CSCU has evaluated subsequent events for the period after June 30, 2019, through June 10, 2020, the date the financial statements were issued. The COVID-19 pandemic, whose effects first became known in January 2020, is

having a broad and negative impact on commerce and financial markets around the world. The extent of the impact of COVID-19 on CSCU's operational and financial performance will depend on certain developments, including the duration and spread of the outbreak and its impact on the economy, State appropriations, and enrollment, all of which at present cannot be determined. Accordingly, the extent to which COVID-19 may impact CCC's net position, changes in net position and cash flows is uncertain and the accompanying financial statements include no adjustments relating to the effects of this pandemic.

2. Cash, Cash Equivalents and Investments

Cash and cash equivalents are invested in the State Treasurer's STIF, a combined investment pool of high quality, short-term money market instruments. 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's daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed five percent (5%) of the STIF's net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2019 was 2.42%.

Cash, cash equivalents and investments at June 30 are as follows:

	<u>2019</u>
Cash	\$ 95,122,748
Cash equivalents	<u>41,889,621</u>
Cash and cash equivalents	<u>\$ 137,012,369</u>

Investments are pooled by the State and separate accounting is maintained as to the amounts allocable to the various funds and programs.

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CCC is only invested in the State 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 investments with one issuer exceeds 5% or more of the total value of investments. 100% of CCC total cash, cash equivalents and investments were invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to CCC as of June 30, 2019.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

3. Accounts Receivable

Accounts receivable consist of the following at June 30:

	2019
Tuition and fees	\$ 12,520,808
Less: allowance for doubtful accounts	<u>(5,166,054)</u>
Student tuition and fee receivables, net	7,354,755
Third-party contracts	2,194,521
Government and private grants and contracts	5,644,273
Other receivables	<u>4,376,232</u>
Subtotal	12,215,027
Less: allowance for doubtful accounts	<u>(442,090)</u>
Other receivables, net	11,772,937
Accounts receivable other, net	<u>\$ 19,127,691</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 by the end of the term is entered into collections.

4. Capital Assets

Capital assets consist of the following at June 30:

	Balance at June 30, 2018	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2019
Land and land/site improvements	\$ 28,336,283	\$ 802,447	\$ -	\$ 1,790,499	\$ 30,929,229
Building and building improvements	891,473,316	2,470,088	(592,457)	5,847,681	899,198,628
Furniture and equipment	90,290,570	4,873,541	(2,407,658)	-	92,756,453
Library books	5,060,160	961	-	-	5,061,121
Software	<u>210,000</u>	<u>115,481</u>	<u>(41,610)</u>	<u>-</u>	<u>283,871</u>
	1,015,370,329	8,262,518	(3,041,725)	7,638,180	1,028,229,302
Less: accumulated depreciation	<u>(369,727,213)</u>	<u>(30,521,990)</u>	<u>1,222,449</u>	<u>-</u>	<u>(399,026,754)</u>
	645,643,116	(22,259,472)	(1,819,276)	7,638,180	629,202,548
Construction in progress	83,540,938	11,526,264	-	(7,638,180)	87,429,022
Capital assets, net	<u>\$ 729,184,054</u>	<u>\$ (10,733,208)</u>	<u>\$ (1,819,276)</u>	<u>\$ -</u>	<u>\$ 716,631,570</u>

5. Accrued Compensated Absences

Accrued compensated absences consist of the following at June 30:

	2019
Accrued vacation	\$ 16,001,873
Accrued sick leave	12,336,050
Other accrued fringe benefits	10,362,235
Total accrued compensated absences	38,700,158
Less: current portion	(3,145,344)
Accrued compensated absences - non-current portion	\$ 35,554,815

Activity for compensated absences as of June 30 includes:

	2019
Balance as of June 30, 2018	\$ 39,878,432
Additions in 2019	1,758,966
Benefits paid to participants in 2019	(2,937,239)
Balance as of June 30, 2019	\$ 38,700,158

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 estimated based on recent past history.

6. Related Parties

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to the State's General Fund. The CCC made no transfers to the State during fiscal year 2019.

The System Office administers certain activities centrally for the provision of management information systems and services to the Colleges. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and budgeting and technical support. Costs of such activities, including the allocation of funds to the Colleges from bond proceeds, are included in the activity of the System Office and supported by revenues from State appropriations and Colleges' tuition and fee revenues, which are allocated to the System Office through the budget allocation process. Such activities are eliminated in the statement of revenues, expenses and changes in net position.

Accrued salaries and related fringe benefit costs for CSCU employees within CCC, whose salaries will be charged to the State General Fund represent a related party balance. CCC has also recorded a receivable from the State related to allocated bond financing for capital projects when allotted by the Governor.

Amounts due from the State for the year ended June 30 are as follows:

	<u>2019</u>
Receivable for accrued salaries, interest and fringe benefits to be paid by State General Fund	\$ <u>30,141,227</u>

The accompanying statements of net position includes balances among related parties. Significant balances for the year ended June 30 are as follows:

	<u>2019</u>
Cash balances held with the State on behalf of the CCC's	\$ <u>95,122,728</u>

7. Commitments, Contingencies and Leases

CCC makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CCC is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CCC.

CCC is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot be determined now, management is of the opinion that eventual liability, if any, will not have a material effect on CCC's financial position.

CCC had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30. These commitments are not recorded as liabilities until materials or services are received. The commitments of total net position balances at June 30 were as follows:

	<u>2019</u>
Asnuntuck Community College	\$ 1,351,103
Capital Community College	411,440
Gateway Community College	442,356
Housatonic Community College	723,412
Manchester Community College	23,708
Middlesex Community College	571,377
Naugatuck Valley Community College	41,268
Northwestern Connecticut Community College	196,659
Norwalk Community College	461,550
Quinebaug Valley Community College	261,074
System Office	8,776,338
Three Rivers Community College	1,420,748
Tunxis Community College	<u>253,572</u>
	\$ 14,934,605

CCC is party to one non-cancellable operating lease contract entered into on July 1, 2012 by Gateway with the City of New Haven for parking in the Temple Street Parking Garage for \$970,200 per year for 20 years.

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 as follows (in thousands):

Year ending June 30	
2020	\$ 2,075
2021	2,001
2022	1,961
2023	1,968
2024	1,968
Thereafter	9,881
	<u>\$ 19,854</u>

Rental and lease expense was \$3.6 million for the year ended June 30, 2019.

8. Pension Plans

Plan Description

All regular full-time employees participate in one of two retirement plans. The State is statutorily responsible for the pension benefits of CSCU employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). SERS provides retirement, disability, death benefits and cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in agreements between the State and the State Employee Bargaining Agent Coalition ("SEBAC") as authorized by the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller, and in annual actuarial valuations prepared by the State Retirement Commission.

Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, or TRS depending on several factors.

Employees hired after July 1, 2011 but before July 31, 2017 were eligible to participate in Tier III or the Hybrid Plan, the 2 primary SERS plan options available (some employees are eligible to elect the Teachers Retirement System - "TRS"). The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the SEBAC, provides a retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a 5% employer match and 4% interest in lieu of a defined benefit.

Employees hired after July 1, 2017 are eligible to participate in Tier IV as a result of the 2017 SEBAC agreement. The SERS Tier IV plan is comprised of both a traditional Defined Benefit component and a new Defined Contribution component. The Tier IV Defined Benefit component provides a pre-defined monthly retirement income for life, with the amount being affected by years of service, retirement age, and the member's final average earnings for members that satisfy the Tier IV minimum age and service eligibility requirements. The Tier IV Defined Contribution component establishes an account consisting of an accumulation of employee and employer contributions both set equal to 1%, as well as investment gains or losses. Each Tier IV member will have an account

with the third party administrator of the State Alternate Retirement Program ("ARP"). CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State.

Alternatively, employees may choose to participate in the ARP, which is a defined contribution plan managed by Prudential. Under this arrangement, plan participants contribute 6.5% of their pay, or they can opt out of the 6.5% and contribute 5% and the State contributes 6.5% to individual participants' investment accounts managed by Prudential. CSCU pays a fringe benefit charge to the State, which includes the 6.5% employer contribution, employee health benefits and an administrative charge. The aforementioned 2011 SEBAC agreement provided CSCU employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through December 31, 2018 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 subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Plan B Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base, respectively, plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively. Tier IV employees contribute 5% of their salary (8% for hybrid and hazardous duty members) plus 1% into the defined contribution component.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 64.30% for SERS and 41.84% for TRS for the fiscal year ended June 30, 2019. The State contributed \$51.3 million and \$1.3 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2019, equal to 100.0% and 53.1%, respectively, of the required contributions that year.

Net Pension Liability

The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2019 was measured and valued as of June 30, 2018 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, the CCC System's proportion was 0.19% as of June 30, 2019. For the SERS plan, the CCC System's proportion was 3.55% as of June 30, 2019.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CCC System is calculated separately. The net pension liability for the CCC System as of June 30, 2019 for SERS and TRS was \$770.5 million and \$25.3 million, respectively.

Actuarial Assumptions for SERS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2018
Inflation	2.50%
Salary increases including inflation	3.50% to 19.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%

Mortality rates were based on the RP-2014 White Collar Mortality Table projected to 2020 by scale BB at 100% for males and 95% for females.

The actuarial assumptions used in the June 30, 2018 valuation (which was the basis for recording the June 30, 2019 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2018.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The best estimates of geometric rates of return for each major asset class as of the 2018 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18%	6.6%
Emerging Market (Non-U.S.)	9%	8.3%
Real Estate	7%	5.1%
Private Equity	11%	7.6%
Alternative Investments	8%	4.1%
Fixed Income	8%	1.3%
High Yield Bonds	5%	3.9%
Emerging Market Bond	4%	3.7%
TIPS	5%	1.0%
Cash	4%	0.4%
	100%	

Actuarial Assumptions for TRS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2018
Inflation	2.75%
Salary increases including inflation	3.25% to 6.50%
Investment rate of return net of pension plan investment expense, including inflation	8.00%

Mortality rates were based on the RPH-2014 White Collar table with employee and annuitant rates blended from ages 50 to 80, projected to the year 2020 using the BB improvement scale and further adjusted to grade in increases (5% for females and 8% for males) to rates over age 80 for the period after service retirement and for dependent beneficiaries as well as for active members.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18%	6.6%
Emerging Market (Non-U.S.)	9%	8.3%
Real Estate	7%	5.1%
Private Equity	11%	7.6%
Alternative Investments	8%	4.1%
Fixed Income	7%	1.3%
High Yield Bonds	5%	3.9%
Emerging Market Bond	5%	3.7%
Inflation Linked Bonds	3%	1.0%
Cash	6%	0.4%
	<u>100%</u>	

Discount Rate for SERS:

The discount rate used to measure the total pension liability was 6.9% in the 2018 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the State's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Discount Rate for TRS:

The discount rate used to measure the total pension liability was 8.0% in the 2018 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability to Changes in Discount Rate

The following table presents the current-period net pension liability of the CCC System calculated using the current-period discount rate assumption of 6.9% for SERS and 8.0% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

		1% Decrease (SERS-5.9%) (TRS-7.0%)	Current Discount (SERS-6.9%) (TRS-8.0%)	1% Increase (SERS-7.9%) (TRS-9.0%)
SERS	\$	919,449,353	\$ 770,504,174	\$ 646,225,687
TRS		31,921,699	25,258,143	19,622,974

Pension Expense, Deferred Outflows and Deferred Inflows of Resources Related to Defined Benefit Pension Plan

For the year ended June 30, 2019, the CCC System recognized pension expense of \$36.0 million for SERS and \$2.4 million for TRS. A schedule of deferred outflows and inflows of resources as of June 30, 2019 is presented in Note 13. The net amount of deferred outflows and deferred inflows of resources related to the pensions attributed to the CCC System that will be recognized in pension expense during the next five years is as follows:

		SERS		TRS		Total
2020	\$	50,317,270	\$	2,704,454	\$	53,021,724
2021		41,908,193		2,333,621		44,241,814
2022		21,415,300		1,678,452		23,093,752
2023		1,516,964		1,888,906		3,405,870
2024		2,076,086		1,629,994		3,706,080
Thereafter		-		490,795		490,795
Total	\$	117,233,813	\$	10,726,222	\$	127,960,035

9. Other Post-Employment Benefits

The State provides post-retirement health care and life insurance benefits to eligible CSCU employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post-retirement health care and life insurance benefits.

There is a single State sponsored defined benefit OPEB plan open to CSCU employees, the State Employee OPEB Plan ("SEOPEBP"). The State Comptroller's Healthcare Policy and Benefits Division under the direction of the Connecticut State Employees Retirement Commission administers the SEOPEBP. The membership of the commission is composed of the State Treasurer or designee, who is a nonvoting ex-officio member; fifteen trustees, including six trustees representing state employees; six trustees representing state management; two trustees who are professional actuaries and one neutral trustee who serves as chairman. Also, the State Comptroller, ex officio, serves as the nonvoting secretary. The Governor makes all appointments except the employee trustees, who are selected by employee bargaining agents. Management and employee trustees make the appointments of the chairman and the actuarial trustee positions.

Plan Description

SEOPEBP is a single-employer defined benefit OPEB plan that covers retired employees of CSCU who are receiving benefits from any State-sponsored retirement system. The plan provides healthcare and life insurance benefits to eligible retirees and their spouses. Plan benefits, required contributions of plan participants and the State, and other plan provisions are described in Sections 5-257 and 5-259 of the General Statutes.

Funding Policy

The contribution requirements of the plan members and the State are established and may be amended by the State legislature, or by agreement between the State and employees' unions, upon approval by the State legislature. The cost of providing plan benefits is financed approximately 100% by the State on a pay-as-you-go basis through an annual appropriation in the General fund outside of the CSCU entities. CSCU contributes and helps fund the annual appropriation based upon a designated fringe rate established by the State.

Investments

The State Treasurer employs several outside consulting firms as external money and investment managers, to assist the State's Chief Investment Officer, as they manage the investment programs of the SEOPEBP. Plan assets are managed primarily through assets allocation decisions with the main objective being to maximize investment returns over the long term at an acceptable level of risk. There is no concentration of investments in any one organization that represents 5.0% or more of plan net position available for benefits. The following is the asset allocation policy as of June 30, 2019:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18%	6.6%
Emerging Market (Non-U.S.)	9%	8.3%
Real Estate	7%	5.1%
Private Equity	11%	7.6%
Alternative Investments	8%	4.1%
Fixed Income	8%	1.3%
High Yield Bonds	5%	3.9%
Emerging Market Bond	4%	3.7%
Inflation Linked Bonds	5%	1.0%
Cash	4%	0.4%
	<u>100%</u>	

Net OPEB Liability

The Systems' net OPEB liability is valued one year in arrears. The net OPEB liability recorded in the financial statements as of June 30, 2019 of \$829.8 million was measured and valued as of June 30, 2018 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net OPEB liability was based on a projection of the System's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating entities and the State, actuarially determined.

For the SEOPEBP plan, at June 30, 2019 the System's proportion was 4.8%. All plan assets are available to pay any participants benefits. However, the portion of each plan's net liability attributable to CSCU is calculated separately. The net liability for the CCC System as of June 30, 2019 for SEOPEBP was \$829.8 million.

Actuarial Assumptions:

The total OPEB liability was determined by actuarial valuations as of June 30, 2018, using the following actuarial assumptions:

Measurement Year	2018
Payroll growth rate	3.50%
Salary increases	3.25% to 19.50% varying by years of service and retirement system
Discount rate	3.95% as of June 30, 2018 and 3.68% as of June 30, 2017
Healthcare cost trend rates:	
Medical	6.5% graded to 4.5% over 4 years
Prescription drug	8.0% graded to 4.5% over 7 years
Dental and Part B	4.50%
Administrative expense	3.00%

Mortality rates for the SEOPEBP were based on the RP-2000 Healthy Annuitant Mortality Table for male rates projected 15 years (set back 2 years) and female rates projected 25 years (set back one year) under Scale AA.

The discount rate used to measure the total OPEB liability for SEOPEBP was 3.95%. The projection of cash flows used to determine the discount was performed in accordance with GASB pronouncements.

The following presents the current period net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate and healthcare cost trend rate that is 1% lower or 1% higher than the current rate utilized:

Discount rate comparison:

	1% Decrease (2.95%)	Current Discount (3.95%)	1% Increase (4.95%)
Net OPEB Liability	\$ 962,501,995	\$ 829,795,335	\$ 722,029,015

Health care trend rate comparison:

	1% Decrease in Trend Rates	Current Trend Rates	1% Increase in Trend Rates
	Medical: 5.5% graded to 3.5% over 4 years	Medical: 6.5% graded to 4.5% over 4 years	Medical: 7.5% graded to 5.5% over 4 years
	Prescription Drug: 7.0% graded to 3.5% over 7 years	Prescription Drug: 8.0% graded to 4.5% over 7 years	Prescription Drug: 9.0% graded to 5.5% over 7 years
	Dental and Part B: 3.5%	Dental and Part B: 4.5%	Dental and Part B: 5.5%
	Administrative expense: 2.0%	Administrative expense: 3.0%	Administrative expense: 4.0%
Net OPEB Liability	\$ 706,793,365	\$ 829,795,335	\$ 985,656,616

OPEB Expense, Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2019, the CCC System recognized OPEB expense of \$49.5 million. A schedule of deferred outflows and inflows of resources as of June 30, 2019 is presented in Note 13. The net amount of deferred outflows and deferred inflows of resources related to OPEB attributed to the CCC System that will be recognized in pension expense during the next five years is as follows:

	OPEB	Total
2020	\$ (18,651,894)	\$ (18,651,894)
2021	(18,651,894)	(18,651,894)
2022	(18,651,990)	(18,651,990)
2023	(12,867,183)	(12,867,183)
2024	(3,756,059)	(3,756,059)

10. Unearned Tuition, Fees and Grant Revenue

Unearned tuition and fees and grants and contracts revenue for the year ended June 30 are as follows:

	2019
Unearned tuition and fees	\$ 7,998,336
Grants and contracts	6,617,716
Unapplied payments	380,418
Total unearned tuition and grant revenue	\$ <u>14,996,470</u>

11. Natural Classification with Functional Classification

The operating expenses by functional classification for the year ended June 30, 2019 are summarized as follows:

	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expenses	Operation of facilities	Other operating supplies and expenses	Scholarship aid, net	Depreciation expense	Total operating expenses
Academic support	\$ 39,859,009	\$ 36,353,562	\$ 668,188	\$ 2,408,088	\$ 1,800,167	\$ 909,435	\$ 5,718,356	\$ -	\$ -	\$ 87,716,806
Auxiliary enterprises	99,866	81,516	172,319	1,075	30	31,394	126,046	-	-	512,247
Institutional support	30,559,916	29,398,213	5,264,338	544,500	359,180	503,198	9,789,456	-	-	76,418,800
Instruction	129,434,417	100,043,848	534,818	4,371,097	185,055	309,894	1,579,753	-	-	236,458,882
Library	5,735,943	4,803,499	372,005	768,695	9,128	30,364	220,728	-	-	11,940,363
Physical plant	11,420,779	13,795,768	1,188,529	20,358	29,537	27,861,378	776,926	-	30,521,990	85,615,265
Public service	224,119	168,040	107,026	403,238	10,419	3,960	193,131	-	-	1,109,933
Scholarship aid	-	-	-	-	-	-	-	29,751,640	-	29,751,640
Student services	26,662,894	24,584,888	521,813	966,518	181,566	138,162	711,480	-	-	53,767,321
	<u>\$ 243,996,943</u>	<u>\$ 209,229,334</u>	<u>\$ 8,829,036</u>	<u>\$ 9,483,569</u>	<u>\$ 2,575,082</u>	<u>\$ 29,787,785</u>	<u>\$ 19,115,879</u>	<u>\$ 29,751,640</u>	<u>\$ 30,521,990</u>	<u>\$ 583,291,257</u>

12. Bonds Payable

The State, 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.

13. Deferred Outflows and Inflows of Resources

Deferred outflows and deferred inflows of resources consisted of the following as of June 30, 2019:

As of June 30, 2019	SERS	TRS	OPEB	Total
DEFERRED OUTFLOWS OF RESOURCES				
Difference between expected and actual experience	\$ 27,196,000	\$ -	\$ -	\$ 27,196,000
Changes of assumptions or other inputs	83,955,085	2,375,791	-	86,330,876
Net difference between projected and actual earnings on pension plan investments	-	467,063	-	467,063
Changes in proportion and differences between employer contributions and proportionate share of contributions	28,027,996	11,033,559	4,750,635	43,812,190
Employer contributions after measurement date	68,401,915	2,155,049	45,886,974	116,443,938
Total	\$ 207,580,996	\$ 16,031,462	\$ 50,637,609	\$ 274,250,067
			\$ -	
DEFERRED INFLOWS OF RESOURCES				
Difference between expected and actual experience	\$ -	\$ 1,042,732	\$ -	\$ 1,042,732
Changes of assumptions or other inputs	-	-	43,874,511	43,874,511
Net difference between projected and actual earnings on pension plan investments	2,415,634	-	333,468	2,749,102
Changes in proportion and differences between employer contributions and proportionate share of contributions	19,529,544	2,107,458	33,056,362	54,693,364
Total	\$ 21,945,178	\$ 3,150,190	\$ 77,264,341	\$ 102,359,709

REQUIRED SUPPLEMENTARY INFORMATION

Connecticut Community Colleges

Schedule of Net Pension Liability and Related Ratios (Unaudited)

Years Ended June 30, 2019, 2018, 2017, 2016, 2015 and 2014

CSCU

Schedule of Net Pension Liability and Related Ratios

State Employee Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

	2019	2018	2017	2016	2015	2014
CCC System's proportion of the net pension liability	3.55%	3.55%	3.61%	3.60%	3.38%	3.24%
CCC System's proportionate share of the net pension liability	\$ 770,504	\$ 747,249	\$ 829,328	\$ 594,978	\$ 540,627	\$ 537,772
CCC System's covered-employee payroll	\$ 121,796	\$ 136,569	\$ 134,378	\$ 130,285	\$ 117,737	\$ 108,775
CCC System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	633%	547%	617%	457%	459%	494%
Plan Fiduciary net position as a percentage of the total pension liability	36.62%	36.25%	31.69%	39.23%	39.54%	N/A ¹

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

	2019	2018	2017	2016	2015	2014
CCC System's proportion of the net pension liability	0.19%	0.09%	0.09%	0.11%	0.11%	0.11%
CCC System's proportionate share of the net pension liability	\$ 25,258	\$ 12,130	\$ 12,798	\$ 12,018	\$ 11,109	\$ 12,253
State's proportionate share of the net pension liability associated with the System	\$ 25,258	\$ 12,130	\$ 12,798	\$ 12,018	\$ 11,094	N/A ¹
Total	<u>\$ 50,516</u>	<u>\$ 24,260</u>	<u>\$ 25,596</u>	<u>\$ 24,036</u>	<u>\$ 22,203</u>	<u>\$ 12,253</u>
CCC System's covered-employee payroll	\$ 6,578	\$ 3,549	\$ 3,549	\$ 4,327	\$ 4,197	\$ 4,001
CCC System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	384%	342%	361%	278%	265%	306%
Plan Fiduciary net position as a percentage of the total pension liability	57.69%	55.93%	52.26%	59.50%	61.56%	N/A ¹

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Schedule of Net Other Post Employment Benefits Liability and Related RatiosLast 10 Fiscal Years ¹

	2019	2018	2017
System's proportion of the net OPEB liability	4.81%	3.90%	4.03%
System's proportionate share of the net OPEB liability	\$ 834,514,351	\$ 841,977,711	\$ 869,278,680
System's covered-employee payroll	\$ 194,411,536	\$ 200,795,770	\$ 206,023,378
System's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll	429%	419%	N/A
Plan Fiduciary net position as a percentage of the total OPEB liability	4.69%	3.03%	1.94%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

State Employee Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

	2019	2018	2017	2016	2015	2014
Contractually required contribution	\$ 51,270	\$ 55,136	\$ 54,676	\$ 49,636	\$ 42,837	\$ 34,343
Contributions in relation to the contractually required contribution	(51,270)	(54,695)	(54,239)	(49,388)	(42,837)	(34,309)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ 441</u>	<u>\$ 437</u>	<u>\$ 248</u>	<u>\$ -</u>	<u>\$ 34</u>
CCC System's covered-employee payroll	\$ 121,796	\$ 136,569	\$ 136,569	\$ 130,285	\$ 117,737	\$ 108,775
Contributions as a percentage of covered employee payroll	42.09%	40.05%	39.72%	37.91%	36.38%	31.54%

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

	2019	2018	2017	2016	2015
Contractually required contribution	\$ 2,441	\$ 909	\$ 876	\$ 1,078	\$ 1,039
Contributions in relation to the contractually required contribution	(1,296)	(551)	(1,613)	(1,970)	(1,927)
Contribution deficiency (excess)	<u>\$ 1,145</u>	<u>\$ 358</u>	<u>\$ (737)</u>	<u>\$ (892)</u>	<u>\$ (888)</u>
CCC System's covered-employee payroll	\$ 6,578	\$ 3,549	\$ 3,549	\$ 4,327	\$ 4,197
Contributions as a percentage of covered employee payroll	19.70%	15.53%	45.45%	45.53%	45.91%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Other Post Employment Benefits

Last 10 Fiscal Years ¹

	2019	2018	2017
Contractually required contribution	38,542,153	32,590,354	30,682,270
Contributions in relation to the contractually required contribution	(38,542,153)	(32,590,354)	(30,682,270)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
System's covered-employee payroll	\$ 194,411,536	\$ 200,795,770	\$ 206,023,378
Contributions as a percentage of covered employee payroll	19.83%	16.23%	14.89%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

1. Changes in Benefit Terms

Pension Plans

There were no changes for the June 30, 2018 valuation.

State Employee OPEB Plan

For the June 30, 2018 valuation, the following assumptions were updated:

- o The discount rate was updated in accordance with GASB Statement No. 75 to 3.95%

SUPPLEMENTARY SCHEDULES

**Connecticut Community
Colleges**
Combining Statement of Net Position
June 30, 2019

CSCU

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Assets														
Current assets														
Cash and cash equivalents	\$ 5,612,132	\$ 3,746,329	\$ 2,104,274	\$ 17,998,670	\$ 10,903,129	\$ 5,131,239	\$ 12,531,801	\$ 3,531,158	\$ 14,761,663	\$ 9,588,905	\$ 12,283,655	\$ 4,524,668	\$ 34,294,746	\$ 137,012,369
Accounts receivable, due from the State	1,203,630	2,392,344	3,426,118	2,684,928	3,730,640	1,704,130	4,069,525	1,239,302	3,221,907	1,182,259	2,289,199	2,075,423	921,822	30,141,227
Accounts receivable other, net	882,362	2,572,416	1,894,552	1,575,142	2,021,733	759,366	2,475,527	288,434	1,021,024	417,496	1,745,339	1,376,084	2,098,215	19,127,691
Prepaid expenses and other current assets	3,447	429	883	8,860	11,536	36,898	25,926	667	1,416	921	3,261	2,752	233,140	330,134
Total current assets	<u>7,701,571</u>	<u>8,711,519</u>	<u>7,425,827</u>	<u>22,267,600</u>	<u>16,667,038</u>	<u>7,631,633</u>	<u>19,102,778</u>	<u>5,059,562</u>	<u>19,006,010</u>	<u>11,189,582</u>	<u>16,321,454</u>	<u>7,978,927</u>	<u>37,547,923</u>	<u>186,611,422</u>
Non-current assets														
Investment in plant	46,392,783	73,017,830	198,495,725	149,357,842	113,840,426	21,851,187	160,421,119	62,216,088	72,641,104	29,691,837	99,072,304	63,871,770	24,788,310	1,115,658,324
Accumulated depreciation	(9,504,820)	(33,235,351)	(42,197,209)	(37,438,043)	(59,730,544)	(13,945,118)	(75,885,920)	(15,473,554)	(28,686,238)	(10,863,086)	(31,030,735)	(21,158,359)	(19,877,777)	(399,026,754)
Investment in plant, net of accumulated depreciation	<u>36,887,963</u>	<u>39,782,479</u>	<u>156,298,516</u>	<u>111,919,799</u>	<u>54,109,883</u>	<u>7,906,069</u>	<u>84,535,199</u>	<u>46,742,534</u>	<u>43,954,867</u>	<u>18,828,751</u>	<u>68,041,569</u>	<u>42,713,410</u>	<u>4,910,533</u>	<u>716,631,570</u>
Student loans, net	153,084	-	-	-	-	4,505	-	-	-	-	-	76,691	-	234,279
Total non-current assets	<u>37,041,047</u>	<u>39,782,479</u>	<u>156,298,516</u>	<u>111,919,799</u>	<u>54,109,883</u>	<u>7,910,574</u>	<u>84,535,199</u>	<u>46,742,534</u>	<u>43,954,867</u>	<u>18,828,751</u>	<u>68,041,569</u>	<u>42,790,101</u>	<u>4,910,533</u>	<u>716,865,849</u>
Total assets	<u>\$ 44,742,618</u>	<u>\$ 48,493,998</u>	<u>\$ 163,724,343</u>	<u>\$ 134,187,398</u>	<u>\$ 70,776,921</u>	<u>\$ 15,542,206</u>	<u>\$ 103,637,976</u>	<u>\$ 51,802,095</u>	<u>\$ 62,960,876</u>	<u>\$ 30,018,332</u>	<u>\$ 84,363,023</u>	<u>\$ 50,769,028</u>	<u>\$ 42,458,456</u>	<u>\$ 903,477,271</u>
Deferred outflows of resources														
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 223,612,458	\$ 223,612,458
Deferred other post employment benefits	-	-	-	-	-	-	-	-	-	-	-	-	50,637,609	50,637,609
Total deferred outflows of resources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 274,250,067</u>	<u>\$ 274,250,067</u>
Liabilities														
Current liabilities														
Accounts payable	\$ 1,052,661	\$ 304,883	\$ 297,761	\$ 405,431	\$ 146,593	\$ 514,934	\$ 406,363	\$ 167,623	\$ 635,121	\$ 135,816	\$ 357,265	\$ 471,078	\$ 1,196,461	\$ 6,091,989
Accrued expenses - salary and fringe benefits	1,705,395	3,042,514	5,040,001	3,553,298	4,784,621	2,247,171	5,256,726	1,457,662	4,563,567	1,396,728	3,289,287	3,011,727	1,252,167	40,600,862
Accrued compensated absences - current portion	137,466	234,006	325,582	246,892	301,663	163,559	372,291	125,100	307,159	105,113	230,702	248,692	347,121	3,145,344
Unearned tuition and grant revenue	175,362	1,632,078	1,371,163	705,612	1,973,233	1,158,027	1,633,657	222,491	1,275,431	168,657	796,141	958,479	2,926,139	14,996,470
Retainage	-	-	-	1,426,156	-	-	145,823	1,791,769	-	-	-	-	-	3,363,748
Agency and loan fund liabilities	35,269	108,524	265,792	89,089	229,116	192,123	358,624	52,197	303,830	50,065	228,885	146,468	-	2,059,983
Other liabilities	34,968	56,981	105,845	75,545	121,350	50,134	51,648	1,874	177,221	8,425	60,502	55,369	-	799,862
Total current liabilities	<u>3,141,121</u>	<u>5,378,984</u>	<u>7,406,144</u>	<u>6,502,023</u>	<u>7,556,576</u>	<u>4,325,946</u>	<u>8,225,132</u>	<u>3,818,716</u>	<u>7,262,329</u>	<u>1,864,803</u>	<u>4,962,782</u>	<u>4,891,813</u>	<u>5,721,888</u>	<u>71,058,258</u>
Non-current liabilities														
Pension liability, net	-	-	-	-	-	-	-	-	-	-	-	-	795,762,269	795,762,269
Other post employment benefits liability net	-	-	-	-	-	-	-	-	-	-	-	-	829,795,327	829,795,327
Accrued compensated absences - long term portion	1,542,499	2,638,406	3,692,781	2,793,226	3,425,396	1,853,086	4,222,525	1,399,344	3,484,189	1,203,328	2,621,542	2,780,572	3,897,920	35,554,815
Federal loan program advances	-	-	-	-	-	-	-	-	-	-	-	41,944	-	41,944
Total non-current liabilities	<u>1,542,499</u>	<u>2,638,406</u>	<u>3,692,781</u>	<u>2,793,226</u>	<u>3,425,396</u>	<u>1,853,086</u>	<u>4,222,525</u>	<u>1,399,344</u>	<u>3,484,189</u>	<u>1,203,328</u>	<u>2,621,542</u>	<u>2,822,517</u>	<u>1,629,455,516</u>	<u>1,661,154,355</u>
Total liabilities	<u>\$ 4,683,620</u>	<u>\$ 8,017,390</u>	<u>\$ 11,098,925</u>	<u>\$ 9,295,250</u>	<u>\$ 10,981,972</u>	<u>\$ 6,179,032</u>	<u>\$ 12,447,657</u>	<u>\$ 5,218,060</u>	<u>\$ 10,746,517</u>	<u>\$ 3,068,132</u>	<u>\$ 7,584,324</u>	<u>\$ 7,714,330</u>	<u>\$ 1,635,177,405</u>	<u>\$ 1,732,212,613</u>
Deferred inflows of resources														
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,095,368	\$ 25,095,368
Deferred other post employment benefits	-	-	-	-	-	-	-	-	-	-	-	-	77,264,341	77,264,341
Total deferred inflows of resources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 102,359,709</u>	<u>\$ 102,359,709</u>
Net position														
Invested in capital assets, net	\$ 36,887,963	\$ 39,782,479	\$ 156,298,516	\$ 111,919,799	\$ 54,109,883	\$ 7,906,069	\$ 84,535,199	\$ 46,742,534	\$ 43,954,867	\$ 18,828,751	\$ 68,041,569	\$ 42,713,410	\$ 4,910,533	\$ 716,631,570
Restricted														
Nonexpendable	-	-	-	20,000	-	-	-	-	-	-	-	-	-	20,000
Expendable	2,564,433	5,535,477	682,636	2,719,868	349,706	332,234	1,703,677	232,649	6,406,426	960,485	1,025,297	1,160,707	16,535,654	40,209,248
Unrestricted	<u>606,602</u>	<u>(4,841,348)</u>	<u>(4,355,733)</u>	<u>10,232,482</u>	<u>5,335,361</u>	<u>1,124,871</u>	<u>4,951,444</u>	<u>(391,148)</u>	<u>1,853,066</u>	<u>7,160,965</u>	<u>7,711,834</u>	<u>(819,419)</u>	<u>(1,442,274,777)</u>	<u>(1,413,705,802)</u>
Total net position	<u>\$ 40,058,998</u>	<u>\$ 40,476,607</u>	<u>\$ 152,625,418</u>	<u>\$ 124,892,149</u>	<u>\$ 59,794,949</u>	<u>\$ 9,363,174</u>	<u>\$ 91,190,320</u>	<u>\$ 46,584,036</u>	<u>\$ 52,214,359</u>	<u>\$ 26,950,200</u>	<u>\$ 76,778,699</u>	<u>\$ 43,054,698</u>	<u>\$ (1,420,828,591)</u>	<u>\$ (656,844,985)</u>

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2019

CSCU

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Operating revenues														
Student tuition and fees	\$ 7,962,329	\$ 12,681,558	\$ 26,123,895	\$ 17,551,673	\$ 22,960,384	\$ 9,818,889	\$ 24,144,039	\$ 4,299,984	\$ 21,989,910	\$ 5,047,075	\$ 14,667,219	\$ 15,718,358	\$ 235,933	\$ 183,201,246
Less: Scholarship discounts and allowances	(3,588,637)	(7,479,229)	(12,704,169)	(10,144,074)	(9,591,727)	(3,961,577)	(10,118,728)	(2,250,017)	(8,706,770)	(2,591,019)	(7,238,620)	(6,572,995)	-	(84,947,563)
Net tuition and fees	4,373,692	5,202,329	13,419,726	7,407,598	13,368,657	5,857,312	14,025,310	2,049,967	13,283,140	2,456,056	7,428,599	9,145,362	235,933	98,253,683
Federal grants and contracts	606,478	1,298,128	1,016,627	1,158,195	1,645,245	283,413	3,928,093	724,108	1,376,579	203,527	566,029	1,135,626	28,259	13,970,305
State and local grants and contracts	376,393	812,733	2,200,640	1,418,704	1,183,865	498,790	1,874,719	240,754	1,140,825	327,775	787,986	830,381	160,616	11,854,182
Nongovernment grants and contracts	298,588	601,202	241,438	807,768	479,697	95,993	432,812	180,526	1,844,919	396,110	325,903	101,626	13,871	5,820,452
Auxiliary revenues	-	-	169,430	-	87,341	-	-	-	-	-	307,324	-	-	564,095
Other operating revenues	166,409	129,877	388,129	446,929	300,944	105,714	397,729	30,959	362,859	64,868	477,429	430,311	198,706	3,500,862
Total operating revenues	5,821,559	8,044,269	17,435,991	11,239,195	17,065,748	6,841,221	20,658,663	3,226,315	18,008,321	3,448,338	9,893,270	11,643,306	637,384	133,963,580
Operating expenses														
Salaries and wages	11,198,390	18,368,521	30,659,726	21,722,935	26,969,190	12,279,709	31,733,521	8,668,228	25,821,150	8,405,128	18,329,350	18,703,506	11,137,590	243,996,943
Fringe benefits	7,568,830	13,159,525	20,095,694	15,364,011	19,256,220	8,176,915	23,299,091	6,215,088	15,647,622	5,742,151	12,541,319	12,314,946	49,847,921	209,229,334
Professional services and fees	600,928	330,933	841,069	712,814	790,195	433,162	735,766	173,074	521,993	595,023	600,334	434,260	2,059,486	8,829,036
Educational services and support	638,136	742,794	679,725	923,820	844,650	1,053,637	1,037,816	377,928	561,842	378,320	423,449	803,129	1,018,323	9,483,569
Travel expenses	157,274	169,295	202,142	289,906	296,849	133,981	172,080	106,025	280,430	70,050	188,255	189,279	319,515	2,575,083
Operation of facilities	1,174,817	2,375,985	6,048,141	4,386,283	1,959,410	1,083,710	2,513,164	1,031,645	4,108,975	908,709	1,955,047	1,963,326	278,571	29,787,785
Other operating supplies and expenses	1,792,915	441,757	1,341,270	993,462	1,059,259	739,797	1,423,896	457,171	1,518,952	474,050	758,044	1,337,435	6,777,872	19,115,879
Scholarship aid, net	1,123,428	2,390,674	4,023,385	3,245,562	3,197,850	1,279,205	5,003,196	455,178	3,870,996	847,982	1,877,246	2,185,109	251,831	29,751,640
Depreciation expense	2,115,123	2,042,623	5,359,521	2,758,959	3,121,235	875,633	3,753,562	1,108,004	1,862,565	1,057,992	2,830,391	1,610,569	2,025,813	30,521,990
Total operating expenses	26,369,842	40,022,106	69,250,670	50,397,751	57,494,857	26,055,749	69,672,092	18,592,342	54,194,526	18,479,405	39,503,436	39,541,559	73,716,922	583,291,258
Operating loss	(20,548,283)	(31,977,837)	(51,814,679)	(39,158,557)	(40,429,109)	(19,214,528)	(49,013,429)	(15,366,027)	(36,186,205)	(15,031,067)	(29,610,167)	(27,898,253)	(73,079,538)	(449,327,678)
Nonoperating revenues														
State appropriation - general fund	12,638,253	21,295,417	33,354,449	24,518,634	31,135,503	13,457,851	36,991,192	10,988,590	24,681,045	10,041,922	20,821,569	19,263,327	24,162,487	283,350,238
State appropriation - bond fund	3,599,580	304,135	1,040,539	1,342,582	208,241	893,665	706,356	574,840	1,246,261	801,509	1,558,162	720,100	13,688,663	26,684,634
Pell grant revenue	2,950,983	6,655,679	11,023,093	9,359,738	8,274,897	3,363,752	9,781,077	1,690,355	7,682,024	2,297,395	5,953,519	6,111,688	-	75,144,201
Investment income	18,791	1,391	36,995	305,807	259,045	91,546	239,810	37,330	196,927	163,689	251,797	29,509	306,985	1,939,620
Total nonoperating revenues	19,207,606	28,256,623	45,455,076	35,526,762	39,877,686	17,806,814	47,718,434	13,291,115	33,806,257	13,304,514	28,585,047	26,124,624	38,158,134	387,118,694
Loss before other changes in net position	(1,340,676)	(3,721,214)	(6,359,604)	(3,631,795)	(551,423)	(1,407,713)	(1,294,994)	(2,074,912)	(2,379,949)	(1,726,553)	(1,025,119)	(1,773,629)	(34,921,404)	(62,208,985)
Other changes in net position														
Capital and other additions (deductions)	2,692,186	1,148,154	5,088	(105,612)	278,768	1,166,795	283,626	927,986	1,152,805	355,992	337,557	37,636	(8,280,982)	-
Interagency transfers	680,488	(692,333)	(404,067)	(670,444)	(2,090,396)	695,092	(2,594,311)	686,961	772,502	1,326,760	(714,738)	21,690	2,982,795	-
Total other changes in net position	3,372,674	455,821	(398,978)	(776,056)	(1,811,628)	1,861,887	(2,310,685)	1,614,948	1,925,308	1,682,752	(377,181)	59,326	(5,298,187)	-
Change in net position	2,031,998	(3,265,393)	(6,758,582)	(4,407,851)	(2,363,051)	454,174	(3,605,680)	(459,964)	(454,641)	(43,800)	(1,402,301)	(1,714,302)	(40,219,591)	(62,208,985)
Net position, beginning of year	38,027,000	43,742,000	159,384,000	129,300,000	62,158,000	8,909,000	94,796,000	47,044,000	52,669,000	26,994,000	78,181,000	44,769,000	(1,380,609,000)	(594,636,000)
Net position, end of year	\$ 40,058,998	\$ 40,476,607	\$ 152,625,418	\$ 124,892,149	\$ 59,794,949	\$ 9,363,174	\$ 91,190,320	\$ 46,584,036	\$ 52,214,359	\$ 26,950,200	\$ 76,778,699	\$ 43,054,698	\$ (1,420,828,591)	\$ (656,844,985)

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2019

CSCU

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Cash flows from operating activities														
Student tuition and fees	\$ 3,753,784	5,243,705	13,054,611	7,261,662	12,855,563	6,084,646	13,318,515	1,984,750	13,496,912	2,328,420	7,326,418	8,125,760	452,412	\$ 95,287,158
Government grants and contracts	1,037,890	2,154,881	3,439,960	2,770,937	2,764,455	791,837	6,140,643	866,603	2,545,071	664,488	1,380,518	1,990,172	126,084	26,673,539
Private grants and contracts	86,850	674,235	269,611	640,849	198,347	47,550	467,943	77,819	994,104	209,983	301,251	68,800	245,488	4,282,830
Sales and services of educational departments	18,135	25,461	42,996	120,553	114,359	3,820	132,847	-	196,278	-	-	140,046	-	794,495
Payments to employees	(11,321,196)	(18,956,886)	(31,098,397)	(22,332,620)	(27,969,140)	(12,425,371)	(32,473,636)	(8,831,368)	(26,346,078)	(8,885,678)	(18,481,100)	(19,153,787)	(11,439,220)	(249,713,477)
Payments for fringe benefits	(7,551,081)	(13,058,377)	(20,341,247)	(15,229,961)	(19,490,548)	(8,190,261)	(23,383,305)	(6,280,135)	(15,894,752)	(5,849,600)	(12,593,060)	(12,508,493)	(7,563,333)	(167,934,153)
Payments to students	(2,129,326)	(2,991,402)	(4,375,579)	(3,522,236)	(3,837,938)	(1,819,204)	(5,297,827)	(851,228)	(4,706,590)	(817,709)	(2,983,668)	(3,076,612)	(137,602)	(36,546,921)
Payments to vendors	(3,847,298)	(4,636,412)	(9,835,725)	(8,329,057)	(5,425,209)	(3,478,236)	(6,536,102)	(2,218,134)	(7,233,298)	(2,628,647)	(4,840,750)	(5,295,877)	(10,733,266)	(75,038,011)
Payments by Department of Construction Services (DCS)	-	-	-	-	-	-	-	-	(85,052)	-	-	-	(221,567)	(306,619)
Other receipts, net	241,208	166,366	492,656	307,911	764,422	139,182	255,886	166,271	371,676	147,966	729,525	375,229	2,216,319	6,374,617
Net cash used in operating activities	(19,711,034)	(31,377,429)	(48,351,114)	(38,311,962)	(40,025,689)	(18,846,037)	(47,375,036)	(15,085,422)	(36,661,729)	(14,830,777)	(29,160,866)	(29,334,762)	(27,054,685)	(396,126,542)
Cash flows from investing activities														
Interest income	21,095	4,382	41,209	218,611	182,460	68,158	168,006	27,087	132,672	107,633	182,665	33,852	238,132	1,425,962
Net cash provided by investing activities	21,095	4,382	41,209	218,611	182,460	68,158	168,006	27,087	132,672	107,633	182,665	33,852	238,132	1,425,962
Cash flows from capital and related financing activities														
State appropriations	1,110,054	34,503	288,496	382,413	52,806	74,830	102,048	43,259	692,028	27,272	1,057,191	-	10,948,536	14,813,436
Payments by Department of Construction Services (DCS)	(24,225)	-	-	(2,019,861)	(919)	(1,438)	(943,748)	(362,189)	(708,036)	(43,613)	(132,064)	-	-	(4,236,093)
Purchase of capital assets	(886,200)	(99,833)	(374,305)	(529,883)	(351,284)	(74,362)	(193,240)	(44,136)	(131,319)	(198,674)	(73,279)	(503,484)	(10,338,492)	(13,798,491)
Interagency transfers	-	(5,000)	-	(230,344)	(59,240)	-	(16,500)	-	174,144	149,245	(57,673)	-	45,368	-
Net cash (used in) provided by capital and related financing activities	199,629	(70,330)	(85,809)	(2,397,675)	(358,637)	(970)	(1,051,440)	(363,066)	26,817	(65,770)	794,175	(503,484)	655,412	(3,221,148)
Cash flows from noncapital financing activities														
State appropriations	15,227,553	22,056,989	34,899,308	25,729,932	32,216,732	14,412,573	38,011,254	11,863,172	25,850,223	11,126,430	21,556,530	20,724,756	27,009,937	300,685,389
Pell grants	2,810,272	6,644,377	11,042,633	9,450,258	8,288,726	3,362,619	9,785,237	1,684,741	7,777,410	2,329,110	5,930,391	6,111,858	-	75,217,632
Private gifts	262,214	37,600	-	-	-	72,953	43,904	118,586	956,977	201,250	31,739	1,678	-	1,726,901
Federal Family Education Loan Program (FFELP)	1,759,640	921,117	705,810	488,744	649,770	394,809	930,335	371,966	667,858	-	1,129,652	1,887,072	-	9,906,773
Interagency transfers	680,488	(687,333)	(282,186)	(440,100)	(2,031,156)	694,693	(2,636,069)	686,961	683,411	1,235,795	(656,784)	21,915	2,730,365	-
Net cash provided by noncapital financing activities	20,740,167	28,972,750	46,365,565	35,228,834	39,124,072	18,937,647	46,134,661	14,725,426	35,935,879	14,892,585	27,991,528	28,747,279	29,740,302	387,536,695
Net increase (decrease) in cash and cash equivalents	1,249,857	(2,470,627)	(2,030,149)	(5,262,192)	(1,077,794)	158,798	(2,123,809)	(695,975)	(566,361)	103,671	(192,498)	(1,057,115)	3,579,161	(10,385,033)
Cash and cash equivalents at beginning of year	4,362,275	6,216,956	4,134,423	23,260,862	11,980,923	4,972,441	14,655,610	4,227,133	15,328,024	9,485,234	12,476,153	5,581,783	30,715,585	147,397,402
Cash and cash equivalents at end of year	\$ 5,612,132	\$ 3,746,329	\$ 2,104,274	\$ 17,998,670	\$ 10,903,129	\$ 5,131,239	\$ 12,531,801	\$ 3,531,158	\$ 14,761,663	\$ 9,588,905	\$ 12,283,655	\$ 4,524,668	\$ 34,294,746	\$ 137,012,369

Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
As of June 30, 2019

CSCU

	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	
Assets						
Current assets						
Cash and cash equivalents	\$ 93,378,235	\$ 1,912,043	\$ 19,968,920	\$ 21,753,171	\$ -	\$ 137,012,369
Accounts receivable, due from the State	30,141,227	-	-	-	-	30,141,227
Accounts receivable other, net	16,968,655	7,351	2,151,685	-	-	19,127,691
Prepaid expenses and other current assets	102,044	-	228,091	-	-	330,135
Total current assets	<u>140,590,161</u>	<u>1,919,394</u>	<u>22,348,696</u>	<u>21,753,171</u>	<u>-</u>	<u>186,611,422</u>
Non-current assets						
Investment in plant	-	-	-	-	1,115,658,324	1,115,658,324
Accumulated depreciation	-	-	-	-	(399,026,754)	(399,026,754)
Investment in plant, net of accumulated depreciation	-	-	-	-	716,631,570	716,631,570
Student loans, net	-	234,279	-	-	-	234,279
Total non-current assets	-	<u>234,279</u>	-	-	<u>716,631,570</u>	<u>716,865,849</u>
Total assets	<u>\$ 140,590,161</u>	<u>\$ 2,153,673</u>	<u>\$ 22,348,696</u>	<u>\$ 21,753,171</u>	<u>\$ 716,631,570</u>	<u>\$ 903,477,271</u>
Deferred outflows of resources						
Deferred pension	\$ 223,612,458	-	-	-	-	223,612,458
Deferred other post employment benefits	50,637,609	-	-	-	-	50,637,609
Total deferred outflows of resources	<u>\$ 274,250,067</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>\$ 274,250,067</u>
Liabilities						
Current liabilities						
Accounts payable	\$ 2,652,211	-	\$ 3,439,778	-	-	6,091,989
Accrued expenses - salary and fringe benefits	40,600,862	-	-	-	-	40,600,862
Accrued compensated absences - current portion	3,145,344	-	-	-	-	3,145,344
Unearned tuition and grant revenue	14,996,470	-	-	-	-	14,996,470
Retainage	-	-	-	3,363,748	-	3,363,748
Agency and loan fund liabilities	-	2,059,983	-	-	-	2,059,983
Other liabilities	799,862	-	-	-	-	799,862
Total current liabilities	<u>62,194,749</u>	<u>2,059,983</u>	<u>3,439,778</u>	<u>3,363,748</u>	<u>-</u>	<u>71,058,258</u>
Non-current liabilities						
Pension liability, net	795,762,269	-	-	-	-	795,762,269
Other post employment benefits liability net	829,795,327	-	-	-	-	829,795,327
Accrued compensated absences - long term portion	35,554,815	-	-	-	-	35,554,815
Federal loan program advances	-	41,944	-	-	-	41,944
Total non-current liabilities	<u>1,661,112,411</u>	<u>41,944</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,661,154,355</u>
Total liabilities	<u>\$ 1,723,307,160</u>	<u>\$ 2,101,927</u>	<u>\$ 3,439,778</u>	<u>\$ 3,363,748</u>	<u>\$ -</u>	<u>\$ 1,732,212,613</u>
Deferred inflows of resources						
Deferred pension	\$ 25,095,368	-	-	-	-	25,095,368
Deferred other post employment benefits	77,264,341	-	-	-	-	77,264,341
Total deferred inflows of resources	<u>\$ 102,359,709</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>\$ 102,359,709</u>
Net position						
Invested in capital assets, net	\$ -	-	-	-	716,631,570	716,631,570
Restricted						
Nonexpendable	-	20,000	-	-	-	20,000
Expendable	2,879,162	31,745	18,908,918	18,389,423	-	40,209,248
Unrestricted	(1,413,705,802)	-	-	-	-	(1,413,705,802)
Total net position	<u>\$ (1,410,826,641)</u>	<u>\$ 51,745</u>	<u>\$ 18,908,918</u>	<u>\$ 18,389,423</u>	<u>\$ 716,631,570</u>	<u>\$ (656,844,985)</u>

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group

Year Ended June 30, 2019

CSCU

	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Operating revenues						
Student tuition and fees	\$ 183,201,246	\$ -	\$ -	\$ -	\$ -	\$ 183,201,246
Less: Scholarship discounts and allowances	(84,947,563)	-	-	-	-	(84,947,563)
Net tuition and fees	98,253,683	-	-	-	-	98,253,683
Federal grants and contracts	13,970,305	-	-	-	-	13,970,305
State and local grants and contracts	11,854,182	-	-	-	-	11,854,182
Nongovernment grants and contracts	5,789,537	-	-	-	30,916	5,820,452
Auxiliary revenues	564,095	-	-	-	-	564,095
Other operating revenues	3,480,867	-	-	-	19,995	3,500,862
Total operating revenues	133,912,669	-	-	-	50,911	133,963,580
Operating expenses						
Salaries and wages	243,996,943	-	-	-	-	243,996,943
Fringe benefits	209,229,334	-	-	-	-	209,229,334
Professional services and fees	7,823,001	255	935,916	141,995	(72,131)	8,829,037
Educational services and support	8,219,220	-	1,264,349	-	-	9,483,569
Travel expenses	2,575,082	-	-	-	-	2,575,082
Operation of facilities	26,807,322	-	2,980,462	-	-	29,787,785
Other operating supplies and expenses	11,306,040	-	7,809,839	-	-	19,115,879
Scholarship aid, net	29,751,640	-	-	-	-	29,751,640
Depreciation expense	-	-	-	-	30,521,990	30,521,990
Total operating expenses	539,708,582	255	12,990,567	141,995	30,449,858	583,291,258
Operating loss	(405,795,913)	(255)	(12,990,567)	(141,995)	(30,398,948)	(449,327,678)
Nonoperating revenues						
State appropriation - general fund	283,350,238	-	-	-	-	283,350,238
State appropriation - bond fund	-	-	26,684,634	-	-	26,684,634
Pell grant revenue	75,144,201	-	-	-	-	75,144,201
Investment income	1,939,620	-	-	-	-	1,939,620
Total nonoperating revenues	360,434,059	-	26,684,634	-	-	387,118,693
Loss before other changes in net position	(45,361,854)	(255)	13,694,067	(141,995)	(30,398,948)	(62,208,985)
Other changes in net position						
Capital and other additions (deductions)	(1,445,274)	-	(12,483,150)	(3,918,094)	17,846,518	-
Interagency transfers	188,488	-	-	(188,488)	-	-
Total other changes in net position	(1,256,786)	-	(12,483,150)	(4,106,582)	17,846,518	-
Change in net position	(46,618,640)	(255)	1,210,918	(4,248,577)	(12,552,430)	(62,208,985)
Net position, beginning of year	(1,364,208,000)	52,000	17,698,000	22,638,000	729,184,000	(594,636,000)
Net position, end of year	\$ (1,410,826,640)	\$ 51,745	\$ 18,908,918	\$ 18,389,423	\$ 716,631,570	\$ (656,844,985)

1. Basis of Presentation of Supplemental Information

The supplementary schedules are presented to provide information from the stand-alone books and records of the colleges and system office. The supplementary schedules exclude certain eliminating entries necessary to prepare the consolidated financial statements of CCC. The supplementary schedules also do not include the impact of the adoption of GASB 68, *Pensions*, or GASB 75, *Other Post-employment Benefits*, on the individual colleges as reported in the financial statements of CCC because the liability has not been allocated to the colleges but rather is reflected only at the CCC system level in the basic financial statements.

APPENDIX C

Auditor's Management Letter

No management letter was provided.

The auditor from Grant Thornton made a presentation to the Audit Committee of the Board of Regents of Connecticut State Colleges and Universities on June 2, 2020. No official management letter was issued. Additional information can be obtained if requested.

APPENDIX D

Interim Report Forms

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name: Asnuntuck Community College

OPE ID: ? 01115000

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	? 2019	Yes	Unqualified
Most Recent Year	? 2019	Yes	Unqualified
1 Year Prior	2018	Yes	Unqualified
2 Years Prior	2017	Yes	Unqualified

Fiscal Year Ends on: 06/30 (month/day)

Budget / Plans

Current Year	2020
Next Year	2021

Contact Person: ? Qing Mack

Title: Director of Institutional Research

Telephone No: 860-716-5351

E-mail address: Qmack@Asnuntuck.edu

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	https://asnuntuck.edu/about	2003 and again in December 2015

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Year approved by governing board	Effective Dates	Website location
2014	2014-2015	https://asnuntuck.edu/wp-content/uploads/2012/05/Complete%20ACC%20NEASC%20Self%20Study%202015%20rev%202_0.pdf
2016	2016-2021	Available upon request

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Other institution-wide plans*

Year completed	Effective Dates	Website location
Dec-17	Current	Available upon request
Feb-20	Current	Available upon request
Nov-19	Current	Available upon request

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

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

ACC Library Annual Report	annual	2018-19	https://asnuntuck.edu/student-resources/library/about-the-library/

EVALUATION

Academic program review

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

Website location
Available upon request
Available upon request

*Insert additional rows, as appropriate.

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

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

Name of the sponsoring entity
Website location of documentation of relationship

Governing Board

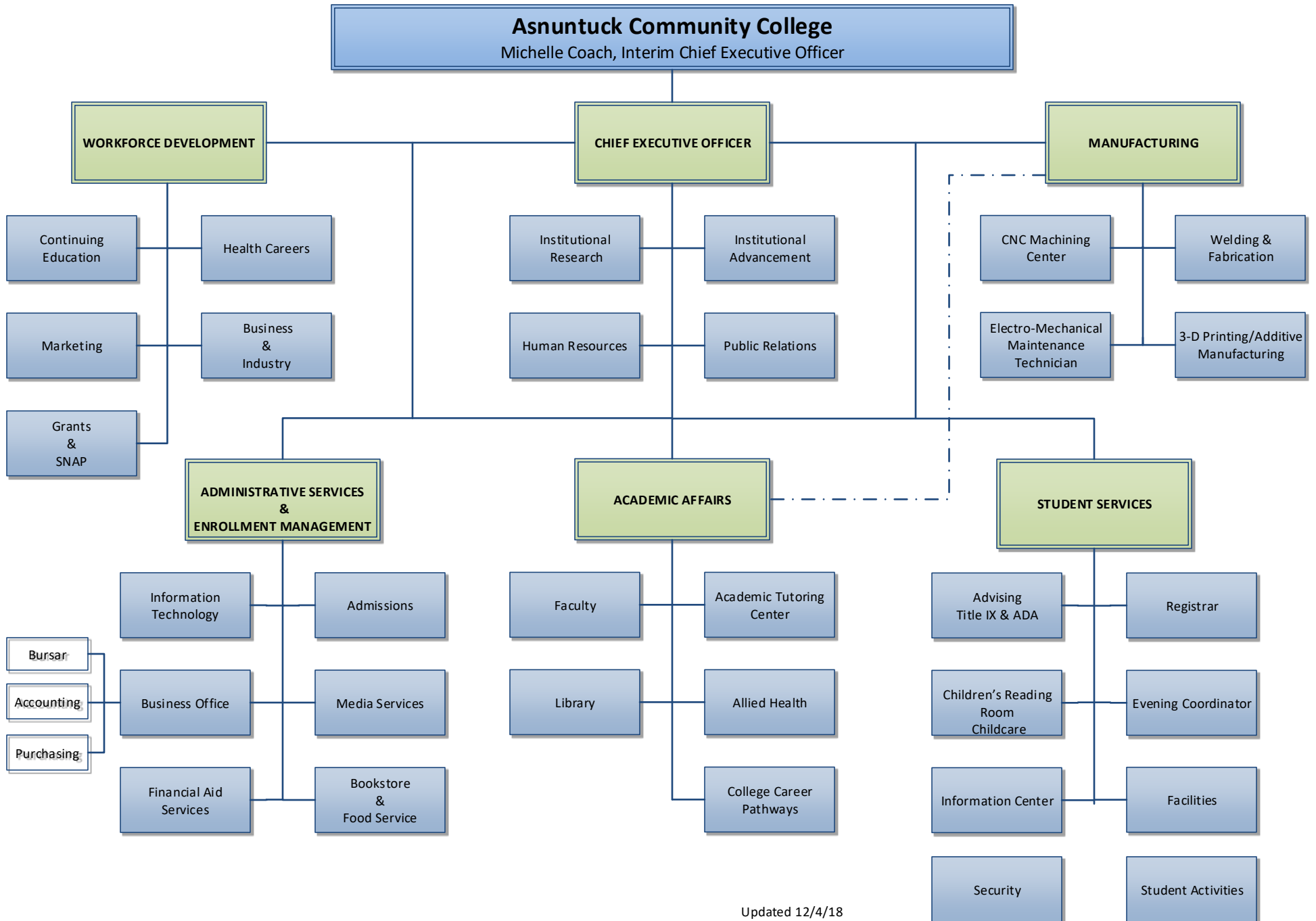
By-laws
Board members' names and affiliations

Website location
https://www.ct.edu/regents/bylaws
https://www.ct.edu/regents/members

Please enter any explanatory notes in the box below

--

Connecticut State Colleges & Universities (CSCU) Board of Regents



Standard 3: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2)	1 year prior (FY 2)	Current year (FY 2)
11 Main campus	Enfield, CT	Fall 1972	2,433	2,508	2,368
12 Other principal campuses					
13 Branch campuses (US)					
14 Other instructional locations (US)	Suffield CT and Somers CT	Fall 2016	297	343	277
15 Branch campuses (overseas)					
16 Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
Distance Learning Programs					
Programs 50-99% on-line	10 degrees and 4 certificates	Spring 2014	1,236	1,133	1,171
Programs 100% on-line	5 certificates	Spring 2014	209	81	39
17 Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	College Connections, HSP		235	303	294
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

Line 11, other locations included 4 Dept of Correction facilities in Suffield and Somers CT. Line 18-19, included all students enrolled in the DL programs. Line 23, College Connections - high school students on campus taking AMTC courses, HSP - High School Partnership. Additionally, about 200 CCP (College Career Pathways, used to be Tech Prep) students each year earned credits in high school. Line 23 only included HSP and College Connections students on campus.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	444							444
Main Campus PT	522							522
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT	0							0
Other Locations PT	165							165
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT	14							14
Distance education PT	85							85
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	1,230	0	0	0	0	0	0	1,230
Total FTE	764.20							764.20
Enter FTE definition:	15 credits per 1 FTE							
Degrees Awarded, Most Recent Year	153							153

Notes:

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

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

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non- degree-Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT	89	9		98	444	542
Main Campus PT	48	337		385	522	907
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT	0			0		0
Other Locations PT	34			34	165	199
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	0			0	14	14
Distance education PT	8	44		52	85	137
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	179	390	0	569	1,230	1,799
Total FTE	235.06			235	764.20	999.26
Enter FTE definition:	15 credits per 1 FTE					
Certificates Awarded, Most Recent Year	299					

Notes:

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

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

Please enter any explanatory notes in the box below

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
Certificate	484	437	352	193	193
Associate	1174	1163	1127	1230	1230
NonDegree	287	270	379	376	376
Total Undergraduate	1,945	1,870	1,858	1,799	1,799

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
Master's					
Doctorate					
First Professional					
Other					
Total Graduate	0	0	0	0	0

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
Undergraduate	16767	16592	15926	14989	14989
Graduate					
Total	16,767	16,592	15,926	14,989	14,989

Standard 4: The Academic Program
(Information Literacy sessions)

	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
Main campus					
Sessions embedded in a class					
Free-standing sessions	16	25	26	11	20
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports	https://asnuntuck.edu/wp-content/uploads/2020/01/annual-reports-2018-19.pdf				

Please enter any explanatory notes in the box below

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior Fall 2016	2 Years Prior Fall 2017	1 Year Prior Fall 2018	Current Year Fall 2019	Goal (specify year) Fall 2020
Freshmen - Undergraduate	?					
Completed Applications	?	698	513	554	687	687
Applications Accepted	?	696	511	549	680	680
Applicants Enrolled	?	499	309	339	319	319
% Accepted of Applied		99.7%	99.6%	99.1%	99.0%	99.0%
% Enrolled of Accepted		71.7%	60.5%	61.7%	46.9%	46.9%
Percent Change Year over Year						
Completed Applications		na	-26.5%	8.0%	24.0%	0.0%
Applications Accepted		na	-26.6%	7.4%	23.9%	0.0%
Applicants Enrolled		na	-38.1%	9.7%	-5.9%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		486	442	452	459	459
Applications Accepted		480	441	445	454	454
Applications Enrolled		361	306	299	266	266
% Accepted of Applied		98.8%	99.8%	98.5%	98.9%	98.9%
% Enrolled of Accepted		75.2%	69.4%	67.2%	58.6%	58.6%
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students
(Enrollment, Fall Term)

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	(FY 2020)
UNDERGRADUATE						
First Year	Full-Time Headcount	516	509	468	414	414
	Part-Time Headcount	1,011	917	926	938	938
	Total Headcount	1,527	1,426	1,394	1,352	1,352
	Total FTE	872	834	791	741	741
Second Year	Full-Time Headcount	136	167	153	142	142
	Part-Time Headcount	282	277	311	305	305
	Total Headcount	418	444	464	447	447
	Total FTE	245	272	271	258	258
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	652	676	621	556	556
	Part-Time Headcount	1,293	1,194	1,237	1,243	1,243
	Total Headcount	1,945	1,870	1,858	1,799	1,799
	Total FTE	1,118	1,106	1,062	999	999
% Change FTE Undergraduate		na	-1.0%	-4.0%	-5.9%	0.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		1,945	1,870	1,858	1,799	1,799
Grand Total FTE		1,118	1,106	1,062	999	999
% Change Grand Total FTE		na	-1.0%	-4.0%	-5.9%	0.0%

Please enter any explanatory notes in the box below

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

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

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

<https://asnuntuck.edu/admissions/financial-aid/>

? Three-year Cohort Default Rate

? Three-year Loan repayment rate
(from College Scorecard)

(FY 2014)	(FY 2015)	(FY 2016)
14.70%	22.90%	15.90%
47%	47%	49%

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

? Student Financial Aid

Total Federal Aid

Grants

Loans

Work Study

Total State Aid

Total Institutional Aid

Grants

Loans

Total Private Aid

Grants

Loans

\$3,315,933	\$3,852,576	\$4,621,349	\$5,335,241	\$5,240,832
\$2,349,987	\$2,260,776	\$3,002,181	\$3,310,208	\$3,275,201
\$905,996	\$1,530,713	\$1,558,804	\$1,965,082	\$1,883,118
\$59,950	\$61,087	\$60,364	\$59,951	\$82,513
\$188,931	\$164,728	\$424,269	\$354,925	\$293,609
\$589,107	\$473,571	\$563,948	\$499,493	\$409,065
\$589,107	\$473,571	\$563,948	\$499,493	\$409,065
\$41,995	\$62,867	\$79,205	\$92,836	\$86,107
\$41,995	\$62,867	\$79,205	\$92,836	\$86,107

Student Debt

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

Undergraduates

Graduates

First professional students

10%	18%	18%	22%	21%

For students with debt:

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

Undergraduates

Graduates

First professional students

\$7,408	\$9,861	\$8,518	\$7,421	\$5,682

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

Undergraduates

Graduate Students

First professional students

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

Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019

English as a Second/Other Language

English (reading, writing, communication skills)

Math

Other

16%	8%	12%	8%	4%
25%	14%	28%	14%	9%

Please enter any explanatory notes in the box below

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

? Number of Faculty by category

Full-time	31	28	26	35
Part-time	88	98	100	100
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Non-credit instrutors	22	19	26	22
as reported in IPEDS				
Total	141	145	152	157

Percentage of Courses taught by full-time faculty

47.64%	39.58%	32.32%	30.92%
--------	--------	--------	--------

? Number of Faculty by rank, if applicable

Professor	11	12	11	13
Associate	6	5	5	3
Assistant	4	3	4	6
Instructor	5	3	2	2
Other; specify below:				
Lecturer	1	2	2	2
12-M (AMTC)	4	3	2	9
Total	31	28	26	35

? Number of Academic Staff by category

Librarians	2	2	2	2
Advisors				
Instructional Designers				
Other; specify below:				
Total	2	2	2	2

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

Number of Faculty Appointed

Professor
Associate
Assistant
Instructor
No rank
Other
Total

3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
FT	PT	FT	PT	FT	PT	FT	PT
						1	
		2				1	
0	0	2	0	0	0	2	0

Number of Faculty in Tenured Positions

Professor
Associate
Assistant
Instructor
No rank
Other
Total

11		12		11		13	
1		1		5		3	
0		0		0		0	
0		0		0		0	
0		0		0			
12	0	13	0	16	0	16	0

Number of Faculty Departing

Professor
Associate
Assistant
Instructor
No rank
Other
Total

				1			
		1					
		1					
0	0	2	0	1	0	0	0

Number of Faculty Retiring

Professor
Associate
Assistant
Instructor
No rank
Other
Total

		2				1	
		1		2			
0	0	3	0	2	0	1	0

Please enter any explanatory notes in the box below

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

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

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

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

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2016)			(FY 2017)			(FY 2018)			(FY 2019)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	31	110	141	28	117	145	26	126	152	35	122	157
Research Staff	0		0	0	0	0	0	0	0	0	0	0
Public Service Staff	0		0	0	0	0	0	0	0	0	0	0
Librarians	2		2	2	0	2	2	0	2	2	0	2
Library Technicians	0		0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0		0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	37	1	38	40	1	41	41	1	42	36	0	36
Management Occupations	11		11	10	0	10	10	0	10	10	0	10
Business and Financial Operations	4		4	3	0	3	2	0	2	3	0	3
Computer, Engineering and Science	3		3	3	0	3	3	0	3	3	0	3
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	2		2	2	0	2	2	0	2	2	0	2
Healthcare Practitioners and Technical	1		1	1	0	1	1	0	1	0	0	0
Service Occupations	5	1	6	6	1	7	5	0	5	5	3	8
Sales and Related Occupations	0		0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	11		11	11	0	11	10	0	10	9	0	9
Natural Resources, Construction, Maintenance	1		1	1	0	1	1	0	1	1	0	1
Production, Transportation, Material Moving	0		0	0	0	0	0	0	0	0	0	0
Total	108	112	220	107	119	226	103	127	230	106	125	231

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (/)		2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)		2019				
?	Cash and Short Term Investments	\$3	\$3	\$3	0.0%	0.0%
?	Cash held by State Treasurer	\$8,942	\$4,359	\$5,612	-51.3%	28.7%
?	Deposits held by State Treasurer			-	-	-
?	Accounts Receivable, Net	\$2,439	\$2,473	\$2,239	1.4%	-9.5%
?	Contributions Receivable, Net			-	-	-
?	Inventory and Prepaid Expenses	\$0	\$0	\$0	-	-
?	Long-Term Investments			-	-	-
?	Loans to Students	\$28	\$24	\$0	-14.3%	-100.0%
?	Funds held under bond agreement			-	-	-
?	Property, plants, and equipment, net	\$32,320	\$35,303	\$36,888	9.2%	4.5%
?	Other Assets			-	-	-
	Total Assets	\$43,732	\$42,162	\$44,742	-3.6%	6.1%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$3,261	\$2,287	\$2,895	-29.9%	26.6%
?	Deferred revenue & refundable advances	\$443	\$454	\$206	2.5%	-54.6%
?	Due to state			-	-	-
?	Due to affiliates			-	-	-
?	Annuity and life income obligations			-	-	-
?	Amounts held on behalf of others	\$57	\$52	\$40	-8.8%	-23.1%
?	Long-term investments			-	-	-
?	Refundable government advances			-	-	-
?	Other long-term liabilities	\$1,642	\$1,475	\$1,542	-10.2%	4.5%
	Total Liabilities	\$5,403	\$4,268	\$4,683	-21.0%	9.7%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$835	\$811	\$607	-2.9%	-25.2%
?	Foundation			-	-	-
	Total	\$835	\$811	\$607	-2.9%	-25.2%
	Temporarily restricted net assets					
	Institutional			-	-	-
?	Foundation			-	-	-
	Total	\$0	\$0	\$0	-	-
	Permanently restricted net assets					
	Institutional	\$37,741	\$37,216	\$39,452	-1.4%	6.0%
?	Foundation			-	-	-
	Total	\$37,741	\$37,216	\$39,452	-1.4%	6.0%
	Total Net Assets	\$38,576	\$38,027	\$40,059	-1.4%	5.3%
	TOTAL LIABILITIES and NET ASSETS	\$43,979	\$42,295	\$44,742	-3.8%	5.8%

Please enter any explanatory notes in the box below

FY19 figures are from the unaudited management draft of the FY19 statements

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

Fiscal Year ends - month& day: (/)		3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$6,412	\$7,413	\$8,447	\$7,962	\$7,888
?	Room and board					
?	Less: Financial aid	-\$2,535	-\$3,263	-\$132	-\$3,589	-\$3,648
	Net student fees	\$3,877	\$4,150	\$8,315	\$4,373	\$4,240
?	Government grants and contracts	\$661	\$1,014	\$1,074	\$983	\$1,548
?	Private gifts, grants and contracts	\$58	\$121	\$134	\$60	\$54
?	Other auxiliary enterprises					
	Endowment income used in operations					
?	Other revenue (specify):	\$130	\$156	\$273	\$167	\$205
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$4,726	\$5,441	\$9,796	\$5,583	\$6,047
OPERATING EXPENSES (in 000s)						
?	Instruction	\$9,381	\$10,832	\$11,351	\$11,128	\$10,312
?	Research					
?	Public Service	\$1			\$0	
?	Academic Support	\$4,688	\$4,329	\$4,420	\$4,356	\$4,037
?	Student Services	\$2,240	\$2,439	\$2,412	\$2,660	\$2,465
?	Institutional Support	\$2,373	\$3,177	\$2,984	\$3,697	\$3,426
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$1,895	\$2,040	\$2,252	\$1,727	\$1,600
?	Scholarships and fellowships (cash refunded by public institution)	\$821	\$1,101	\$4,702	\$687	\$729
?	Auxiliary enterprises					
?	Depreciation (if not allocated)	\$792	\$977	\$1,892	\$2,115	\$2,150
?	Other expenses (specify):					
	Other expenses (specify): breakdowns unavailable					
	Total operating expenditures	\$22,191	\$24,895	\$30,013	\$26,370	\$24,719
	Change in net assets from operations	-\$17,465	-\$19,454	-\$20,217	-\$20,787	-\$18,672
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$12,514	\$12,456	\$11,860	\$12,638	\$14,107
?	Investment return	\$6	\$10	\$24	\$19	\$20
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$113	\$153	\$154	\$238	\$198
?	Other: Pell	\$2,153	\$2,919	\$3,303	\$2,951	\$3,011
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$14,786	\$15,538	\$15,341	\$15,846	\$17,336
	Income before other revenues, expenses, gains, or losses	-\$2,679	-\$3,916	-\$4,876	-\$4,941	-\$1,336
?	Capital appropriations (public institutions)	\$25,353	\$4,193	\$808	\$3,600	\$154
?	Other (specify):	\$1,567	\$661	\$3,519	\$3,373	\$1,864
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$24,241	\$938	-\$549	\$2,032	\$682

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY 2)	Current Year (FY 2)	Next Year Forward (FY 2)
	Long-term Debt					
	Beginning balance					
	Additions					
	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets					
	Debt to Assets Ratio Long-term Debt / Total Assets					
<p>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.</p>						
<p>Line(s) of Credit: List the institutions line(s) of credit and their uses.</p>						
<p>Future borrowing plans (please describe).</p>						

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2)
NET ASSETS						
	Net assets beginning of year	\$37,698	\$38,576	\$38,027		
	Total increase/decrease in net assets	\$24,241	\$938	(\$549)		
	Net assets end of year	\$61,939	\$39,514	\$37,478	\$0	\$0
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$737	\$795	\$858		
	Federal, state and private grants	\$2,619	\$3,568	\$3,976		
	Restricted funds					
	Total	\$3,356	\$4,363	\$4,834	\$0	\$0
	% Discount of tuition and fees	-39.5%	-44.0%	-1.6%		
?	% Unrestricted discount	11.5%	10.7%	10.2%		
	Net Tuition Revenue per FTE					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:						
Please enter any explanatory notes in the box below.						

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

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$5,008		\$8,945		
Cash Flow from Operating Activities	(\$16,499)		(\$20,360)		
Cash Flow from Investing Activities	\$5		\$21		
Cash Flow from Financing Activities	\$37,102		\$15,756		
Cash and Cash Equivalents end of year	\$25,616	\$0	\$4,362	\$0	\$0
LIQUIDITY RATIOS					
Current Assets					
Current Liabilities					
Current Ratio	0.00	0.00	0.00	0.00	0.00
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)					
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
Please enter any explanatory notes in the box below.					

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2016)	(FY2017)	(FY 2018)	(FY 2019)	(FY 2020)
IPEDS <u>Retention</u> Data					
Associate degree students	68%	59%	61%	63%	63%
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	44%	42%	34%	39%	37%
Bachelors degree students					
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years	42%	42%	45%	36%	39%
Awarded a degree within eight years	44%	43%	47%	37%	39%
Not awarded within eight years but still enrolled	7%	7%	20%	25%	23%
First-time, part-time students					
Awarded a degree within six years	14%	18%	22%	19%	32%
Awarded a degree within eight years	15%	19%	22%	20%	35%
Not awarded within eight years but still enrolled	14%	6%	31%	34%	20%
Non-first-time, full-time students					
Awarded a degree within six years	36%	33%	36%	39%	47%
Awarded a degree within eight years	37%	35%	38%	40%	47%
Not awarded within eight years but still enrolled	7%	9%	38%	29%	28%
Non-first-time, part-time students					
Awarded a degree within six years	18%	13%	20%	14%	16%
Awarded a degree within eight years	18%	13%	20%	15%	17%
Not awarded within eight years but still enrolled	11%	11%	48%	55%	50%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 SRK Success Rate	68%	73%	63%	67%	67%
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 AMTC	71%	78%	51%	71%	60%
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

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

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

	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students					
	Degree from original institution			39%	35%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution			23%	
	Not graduated, never transferred, no longer enrolled				
First-time, Part-time Students					
	Degree from original institution			32%	24%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
Non-first-time, Full-time Students					
	Degree from original institution			47%	45%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
Non-first-time, Part-time Students					
	Degree from original institution			16%	14%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	Fall Cohort Transferred to 2 or 4 Yrs	36%	37%	39%	38%
2	(within 3 years)				
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	
---	--

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	MQMG (Massage Therapy)	3	3	5	5	8	8	6	6
2									
3									

National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	RMA Certification Exam					7	7	12	12
2	Phlebotomy Exam-CPT					3	3	15	13
3	Health Care RMA Certificate					20	18	23	20
4	RMA Degree					4	4	4	4
5									

Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										

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

Web location of gainful employment report (if applicable)

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

Completion #

1	ACCOUNTING ASSISTANT	11	19	20	14	14
2	Adv. Mfg. Machine Technology	70	84	92	78	78
3	BUSINESS ADMINISTRATION	23	30	26	55	55
4	EARLY CHILDHOOD EDUCATION	3	6	8	5	5
5	Electro-Mechanical Mtnce Tech	1	7	7	21	21
6	GERONTOLOGY CERTIFICATE	1	4	3	1	1
7	Human Services Mgmt Cert		8	4	13	13
8	MARKETING	12	12	5	7	7
9	Mfg Electronics Fundamentals	5	9	16	11	11
10	Mfg Welding Tech Fndmntls	33	40	31	10	10
11	Office User Specialist	2	4	2	2	2
12	Registered Medical Assistant		3	24	22	22
13	Web Designer Certificate	1	1	1	1	1

Placement Rates

1					
5					

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	60%	61%	65%	61%	62%
Retention rates	79%	79%	84%	81%	82%
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	98%	97%	99%	93%	95%
Retention rates					
Graduation rates					
Other measures, specify:					
Main Campus of Same Courses (completion rates)	84%	81%	84%	69%	80%
Definition and Methodology Explanations					
1 Branch Campus and Instructional Locations - course completion rate for SCP students in all four DOC facilities					
2 Course Completion Rate - 4 years average SCP - 97%, Main Campus - 80%					
3					

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

? Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	6/16/2016	https://asnuntuck.edu/current-	Student Services
Intellectual property rights	10/19/2017	http://www.ct.edu/files/policies/4.	Board of Regents
Conflict of interest	10/19/2017	http://www.ct.edu/files/policies/4.	Board of Regents
Privacy rights	12/18/2014	http://www.ct.edu/files/pdfs/2.2%	Board of Regents
Fairness for students	6/16/2016	https://asnuntuck.edu/current-	Student Services
Fairness for faculty	6/11/2019	http://the4cs.org/4cs-contracts/	4c's/Academic Affairs
Fairness for staff	6/11/2019	http://the4cs.org/4cs-contracts/	4c's/HR
Academic freedom	6/11/2019	http://the4cs.org/4cs-contracts/	4c's
Research			
Title IX	2019	https://asnuntuck.edu/student-resources/title-ix-at-acc/	Student Services
Other; specify			

Non-discrimination policies

Recruitment and admissions		asnuntuck.edu; asnuntuck.edu/admissions/https://a snuntuck.edu/student-resources/registrar/https://asnuntuck.edu/student-resources/student-disability-support-services/https://asnuntuck.edu/adm	Admissions, Student Services, Disability Services, Financial Aid
Employment		https://asnuntuck.edu/for-faculty-	HR
Evaluation	6/11/2019	http://the4cs.org/4cs-contracts/	4c's/HR
Disciplinary action	10/19/2017	http://www.ct.edu/files/policies/4.	Board of Regents
Advancement			
Other; specify			

Resolution of grievances

Students	6/16/2016	https://asnuntuck.edu/current-	student services
Faculty	6/11/2019	http://the4cs.org/4cs-contracts/	4C's and HR
Staff	6/11/2019	http://the4cs.org/4cs-contracts/	4C's and HR
Other; specify		ADA Grievance page 41 catalog	

? Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://asnuntuck.edu/contact/
Notice of availability of publications and of audited financial statement or fair summary	https://www.ct.edu/finance#documents
Processes for admissions	https://ssb-prod.ec.commnet.edu/pls/m/bwskalog.P_DisplLoginNon
Processes for employment	https://asnuntuck.edu/for-faculty-staff/human-resources/careers-at-asnuntuck/
Processes for grading	Course Syllabus
Processes for assessment	Course Syllabus
Processes for student discipline	https://asnuntuck.edu/wp-content/uploads/2019/07/studentcodeofconductrevised-6-16-16.pdf
Processes for consideration of complaints and appeals	https://asnuntuck.edu/current-students/student-handbook/
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Students Success stories	https://asnuntuck.edu/

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	https://asnuntuck.edu/courses-programs/programs/college-catalog/
Obligations and responsibilities of students and the institution	https://asnuntuck.edu/wp-content/uploads/2019/10/acc-collegecatalog-2019-2020-web.pdf
Information on admission and attendance	https://asnuntuck.edu/admissions/
Institutional mission and objectives	https://asnuntuck.edu/about/
Expected educational outcomes	https://asnuntuck.edu/courses-programs/programs/college-catalog-2/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.ct.edu/about
Requirements, procedures and policies re: admissions	https://ssb-prod.ec.commnet.edu/pls/m/bwskalog.P_DisplLoginNon
Requirements, procedures and policies re: transfer credit	https://asnuntuck.edu/student-resources/transfer/
A list of institutions with which the institution has an articulation agreement	https://asnuntuck.edu/courses-programs/programs/transfertoafouryearschoo/
Student fees, charges and refund policies	https://asnuntuck.edu/student-resources/registrar/
Rules and regulations for student conduct	https://asnuntuck.edu/current-students/student-handbook/
Procedures for student appeals and complaints	https://asnuntuck.edu/current-students/student-handbook/
Other information re: attending or withdrawing from the institution	https://asnuntuck.edu/student-resources/registrar/
Academic programs	https://asnuntuck.edu/courses-programs/programs/college-catalog/
Courses currently offered	https://ssb-prod.ec.commnet.edu/pls/x/bzskfcls.P_CrseSearch
Other available educational opportunities	
Other academic policies and procedures	https://asnuntuck.edu/courses-programs/continuingeducation/personal-enrichment/
Requirements for degrees and other forms of academic recognition	https://asnuntuck.edu/courses-programs/programs/college-catalog-2/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://asnuntuck.edu/about/faculty-staff/
Names and positions of administrative officers	https://asnuntuck.edu/about/faculty-staff/
Names, principal affiliations of governing board 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 do not have a branch campus. Programs and courses offered at the DOC locations are not offered to the general public.
Programs, courses, services, and personnel not available in any given academic year.	There are none
Size and characteristics of the student body	https://asnuntuck.edu/about/institutional-research/fact-book/
Description of the campus setting	https://asnuntuck.edu/about/history/
Availability of academic and other support services	https://asnuntuck.edu/student-resources/
Range of co-curricular and non-academic opportunities available to students	https://asnuntuck.edu/student-life/activities-clubs/
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	https://asnuntuck.edu/wp-content/uploads/2012/05/ACC%20Trans%203yr_V2.pdf https://asnuntuck.edu/wp-content/uploads/2019/03/acc_srk.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	https://asnuntuck.edu/wp-content/uploads/2019/04/fall-2019-tuition-and-fee-schedule.pdf
Expected amount of student debt upon graduation and loan payment rates	https://nces.ed.gov/collegenavigator/?id=128577
Statement about accreditation	https://asnuntuck.edu/about/institutional-research/neche-reports/

APPENDIX E

Making Assessment More Explicit (The E Series) Forms

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:	https://www.ct.edu/tap#gen				To be implemented for one college in 2023
List each degree program: 1. Early Childhood Education	Can be found at the following URL https://asnuntuck.edu/program/page/early-childhood-education-a-s/#1501817641218-df1eef66-b95c2212-8ffc71b-d8a7	Six key assessments are required to meet the NAEYC standards. Attainment is assessed at the close of each course and this data comprises the annual report to NAEYC.	It is reviewed annually by NAEYC and every 7 years for renewal accreditation.	Key assessments have been revised to better align with NAEYC standards.	The program is reviewed annually by NAEYC and every 7 years for renewal accreditation.
2. Human Services	Can be found at the following URL https://asnuntuck.edu/program/page/human-services-a-s/	Acceptance into Field Work is contingent upon or concurrent with our capstone course: HSE*241: Human Services Agencies and Organizations.	Program Coordinator	Advising now encourages students to take both classes towards the end of the degree program and either consecutively or concurrently for maximum impact.	Program review is in process and will be completed by December 2020.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

3. Criminal Justice	Can be found at the following URL on the ACC Website: https://asnuntuck.edu/program_page/criminal-justice-a-s/#1501817641218-df1eef66-b95c2212-8ffc1bda-3d84	<ol style="list-style-type: none"> 1. Complete appropriate course sequencing. 2. Complete program requirements (22 credits). 3. Complete courses to develop competencies in reading, writing, oral communication, fundamental math skills, and the basic use of computers. 4. Complete the published degree program requirements. 5. Students are also given the opportunity to complete a 120 hour practicum at a field site during a 15 week semester. 	Faculty interpret the evidence by assessing academic performance via quizzes, exams, and writing assignments. The program will be looking to develop more practicum experiences and possibly making internships a program requirement.	Faculty may make changes with particular assignments as needed. Additionally, faculty may make adjustments to their classes such as course syllabus, assignments, assessment tools, and use of technology.	The last program review was conducted 8/13/2013. However, there is another program review currently in progress and will be completed by December 2020
4. Business Administration	The learning outcomes are published in the college's catalog and website. https://asnuntuck.edu/program_page/business-administration-a-s/#1501817641218-df1eef66-b95c2212-8ffc0bc3-53d8	GPA is the only data/evidence the department uses to determine if graduates have achieved the degree outcomes.	The college is moving towards assessments of courses by individuals. The business department's advisory board	Soc*190: Self & Others was eliminated as a required course. BBG*210: Business Communications was added to meet the needs of businesses. Adding BBG*240:	May 2015

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

			provides advice and guidance regarding the needs of the workforce and the courses being offered by the college.	Business Ethics can be used by students to complete the degree.	
5. Accounting	The learning outcomes are published in the college's catalog and website. https://asnuntuck.edu/program/page/accounting-a-s/#1501817641218-df1eef66-b95c	GPA is the only data/evidence the department uses to determine if graduates have achieved the degree outcomes.	The college is moving towards assessments of courses by individuals. The business department's advisory board provides advice and guidance regarding the needs of the workforce and the courses being offered by the college.	Soc*190: Self & Others was eliminated as a required course. BBG*210: Business Communications was added to meet the needs of businesses. BBG*240: Business Ethics can be used by students to complete the degree.	May 2015
6. Business Administration Certificate	The learning outcomes are published in the college's catalog and website. https://asnuntuck.edu/program/page/business-administration/#1501817641218-df1eef66-b95c2212-8ffc5760-5649	GPA is the only data/evidence the department uses to determine if graduates have achieved the degree outcomes.	The college is moving towards assessments of courses by individuals. The business department's advisory board provides advice and guidance regarding the needs of the workforce and the courses	No changes have been made to this certificate.	May 2015

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

			being offered by the college.		
7. Accounting Assistant Certificate	The learning outcomes are published in the college's catalog and website. https://asnuntuck.edu/program/page/accounting-assistant/#1501817641218-df1eef66-b95c91ce-b372	GPA is the only data/evidence the department uses to determine if graduates have achieved the degree outcomes.	The college is moving towards assessments of courses by individuals. The business department's advisory board provides advice and guidance regarding the needs of the workforce and the courses being offered by the college.	No changes have been made to this certificate.	May 2015
8. Entrepreneur Certificate	The learning outcomes are published in the college's catalog and website. https://asnuntuck.edu/program/page/entrepreneur/#1501817641218-df1eef66-b95c2212-8ffc111f-90f4	GPA is the only data/evidence the department uses to determine if graduates have achieved the degree outcomes.	The college is moving towards assessments of courses by individuals. The business department's advisory board provides advice and guidance regarding the needs of the workforce and the courses being offered by the college.	A business communication course was added to meet the needs of businesses.	May 2015
9. General Studies	No formal program learning outcomes have been developed. General education objectives	Course outcomes are published in syllabi and online in course	General education outcomes have been developed at	A General Education Committee was chartered and	May 2019

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

	<p>have been developed and approved, but not yet implemented.</p> <p>https://asnuntuck.edu/program/page/general-studies-a-s/#1561046713456-3f19f6fe-3f6e</p>	management software.	the system level through the TAP framework process. At the institutional level, general education objectives were written and approved, but not yet implemented,	responsible for reviewing assessment. It was disbanded in Spring 2019. The Faculty Council currently collaborates to assess general education on an ongoing basis. Our initial assessment of the TAP-framework general education outcomes has resulted in a concerted effort to revise those outcomes at the system level. Some course and discipline outcomes have been revised based on the TAP-framework	
10. Liberal Arts: Fine Arts Option	<p>College Catalog and college website.</p> <p>https://asnuntuck.edu/program/page/liberal-arts-fine-arts-option-a-a/#1501817306877-aa85ad73-e3282212-8ffca206-a0a9</p>	Various written assignments and in-class (or online) discussions (both oral and written); hands-on projects; real-world involvement with the arts (class trips to galleries, museums and studios; various on-campus art projects/community involvement; student art gallery). Additionally, studio critiques provide	Individual teacher reviews projects/submissions according to standards established for that particular course. Material is evaluated based on criteria specific to each course.	New assignments/projects are developed when appropriate. Additionally, studio critiques are a fluid activity, and as such are constantly changing depending upon the classroom dynamic.	Fall 2017

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

		students with methods to further their artistic growth.			
11. Liberal Arts	<p>Liberal Arts Program information on the website</p> <p>https://asnuntuck.edu/program/page/liberal-arts-a-a/#1501817641218-df1eef66-b95c2212-8ffc9435-af68</p> <p>Program Outcomes: The Liberal Arts program provides a broad background in humanities, social sciences, natural sciences, and mathematics. Upon completion of a liberal arts associates' degrees, graduates are able to:</p> <ul style="list-style-type: none"> • Reason quantitatively; • Communicate clearly both through speaking and writing; • Think critically and creatively; • Work in groups; • Apply information literacy to inquiry-based learning; • Demonstrate an understanding of the complexity of human cultures; 	Course outcomes are published in syllabi and online in course management software	General education outcomes have been developed at the system level through the TAP framework process. At the institutional level, general education objectives were written and approved, but not yet implemented,	A General Education Committee was chartered and responsible for reviewing assessment. It was disbanded in Spring 2019. The Faculty Council currently collaborates to assess general education on an ongoing basis. Our initial assessment of the TAP-framework general education outcomes has resulted in a concerted effort to revise those outcomes at the system level. Some course and discipline outcomes have been revised based on the TAP-framework	May 2010

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

	<ul style="list-style-type: none"> Express knowledge of the natural world; Possess an academic foundation for transfer to four year institutions of higher education; and Understand civic responsibility. 				
12. Registered Medical Assistant	<p>Link to the web page Registered Medical Assisting outcomes.</p> <p>https://asnuntuck.edu/program/page/registered-medical-assisting-a-s/#1501817641218-df1eef66-b95c2212-8ffce0cf-0b41</p>	<p>Students complete an externship course MED*280 in which they practice all required skills needed and utilize their learned theory in a medical office setting.</p> <p>Students take a national certification exam sponsored by the American Medical Technologists to earn the credential of Registered Medical Assistant (RMA) and be eligible to work in all states.</p>	<p>An advisory board meets once per year to discuss trends in the industry and how they align with the curriculum and certification results.</p> <p>Melvin Speilberg, MD currently serves as the physician on record.</p> <p>The program coordinator received certification results twice per year broken down by category and is able to make curriculum changes as well. This normally applies to additions in the</p>	<p>The only change made in the RMA program is the addition of an online Medical Law and Ethics MED*170 offered in the Winter and Summer sessions.</p>	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

			curriculum. Significant changes would be presented to the college's Curriculum and Standards Committee for approval before implementation		
13. Massage Therapy	<p>Link to the web page Massage Therapy outcomes.</p> <p>https://asnuntuck.edu/program/page/massage-therapy/#1501817641218-df1eef66-b95c2212-8ffc3e10-9fdf79be-7c59</p>	<p>Students complete a clinical internship course MED*260 in which practice their learned techniques, anatomy and physiology, and pathology for 100 hour of massage on scheduled clients. Students are required to keep and analyze medical notes on each client.</p> <p>The student must pass the Massage Board Licensing Exam (MBLEx) prior to obtaining Connecticut licensure. The current pass rate on the exam is 100%</p>	<p>An advisory board meets once per year to discuss trends in the industry and how they align with the curriculum and certification results. Melvin Spielberg, MD currently serves as the physician on record.</p> <p>The program coordinator continually reviews MBLEX scores and MBLEX content and information provided by the Federation of State Massage Therapy Boards (FSMTB) for required additions to the</p>	<p>Since the inception of the Massage Therapy degree, an additional track to the AS degree was added for those with a valid CT or MA Massage Therapy License. Candidates for the alternate track have their Massage Therapy license assessed by Charter Oak State College for transfer credits equivalent to most of the degree's major requirements. These students would complete a specified number of major requirements and complete the general education portion of the degree. A Massage Therapy Capstone class MAS*295 was</p>	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

			curriculum. Significant changes would be presented to the college's Curriculum and Standards committee for approval before implementation.	specifically designed for this population of students allowing the students to combine their theory and practice into academic credit.	
14. Communications	Can be found at the following URL on the ACC Website: Communications (A.S.) https://asnuntuck.edu/program/page/communications-a-s/#1561045642361-a7aa1ae8-09b4 Communications: Broadcasting option (A.S.) https://asnuntuck.edu/program/page/communications-broadcasting-option-a-s/#1561045830527-31e7c91e-2469 Communication: Journalism option (A.S.) https://asnuntuck.edu/program/page/communications-journalism-option-a-s/#1561045967484-ed14c801-7c76	1. Complete appropriate course sequencing. 2. Complete basic core of education courses (33 credits). 3. Complete courses to develop competencies in reading, writing, oral communication, fundamental math skills, humanities, fine arts, and social sciences. 4. Complete the published degree program requirements. 5. Students are also given the opportunity to complete a radio practicum or 120 hour internship at a field site during a 15 week semester.	Faculty interpret the evidence by assessing academic performance via quizzes, exams, writing assignments, and demonstrations or presentations.	Faculty may make changes with particular assignments as needed. Additionally, faculty may make adjustments to their classes such as course syllabus, assignments, assessment tools, and use of technology.	The last program review was finalized in May 2019
15. AMTC Degrees and	Can be found on the ACC Website: Advanced Manufacturing ISO 9001:2015	1. Complete appropriate course sequencing.	Faculty interpret the evidence by assessing academic	Faculty may make changes with particular assignments	AMTC programs and processes are reviewed on a

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS

Certificates	<p>Tab.</p> <ol style="list-style-type: none"> https://asnuntuck.edu/program_page/advanced-manufacturing-machine-technology/ https://asnuntuck.edu/program_page/advanced-manufacturing-welding-technology/ https://asnuntuck.edu/program_page/manufacturing-electro-mechanical-maintenance-technology/ https://asnuntuck.edu/program_page/manufacturing-electronics-technology/ 	<ol style="list-style-type: none"> Complete basic core of education courses (30-34 credits). Complete courses to develop advanced manufacturing competencies in machining, welding, and mechatronics. Complete the published certificate program requirements. Students are also given the opportunity to complete an internship at a local manufacturing company. 	<p>performance via quizzes, exams, and writing assignments. The program will be looking to develop more practicum experiences and possibly making internships a program requirement.</p>	<p>as needed. Additionally, faculty may make adjustments to their classes such as course syllabus, assignments, assessment tools, and use of technology.</p>	<p>semester basis during ISO 9001:2015 Management Review meetings. Management Review meetings assure that the AMTC Quality Management System is functioning in accordance with the principles of ISO 9001:2015 standard.</p> <p>AMTC was ISO 9001:2015 certified on September 25, 2019 by the certifying body TÜV Rheinland. Also, TÜV Rheinland conducts the required annual ISO 9001:2015 surveillance audits.</p>
---------------------	--	--	--	--	--

AMTC programs and processes are reviewed on a semester basis during ISO 9001:2015 Management Review meetings. Management Review meetings assure that the AMTC Quality Management System is functioning in accordance with the principles of ISO 9001:2015 standard.

AMTC was ISO 9001:2015 certified on September 25, 2019 by the certifying body TÜV Rheinland. Also, TÜV Rheinland conducts the required annual ISO 9001:2015 surveillance audits.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
National Association for the Education of Young Children accreditation of our Early Childhood Education A.S. degree program.	March 2018	<ol style="list-style-type: none"> 1. Revise or create key assessments for all standards to demonstrate explicit alignment with the depth and breadth of the standards and to meet the cognitive demands and skill requirements congruent with the standards. 2. Revise all rubrics so they provide objective and qualitative distinctions between levels of student performance expected with regard to each standard they are designed to assess. 	<p>The following key assessments have been aligned with the 6 NAEYC standards:</p> <ol style="list-style-type: none"> 1. Observation report (ECE 101) 2. Child Study Portfolio and Presentation (ECE 210) 3. Literacy Observation (ECE 231) 4. Research Paper on Exceptionality (ECE 215) 5. Student teaching portfolio (ECE 295) 6. Integrative Creative Arts Curriculum (ECE 103) 	Annual reports are submitted each year by March 30. The program is accredited for a 7 year term through March 2025.

*Record results of key performance indicators in form 8.3 of the Data First Forms. Institutions selecting E1b should also include E1a.



Asnuntuck Community College
170 Elm Street
Enfield, CT 06082

Contact Information:

Asnuntuck CEO's Office
Sharntae Wilson
Executive Assistant to the Chief Executive Officer
Phone: 860-253-3001
Email: SWilson@Asnuntuck.edu