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Institutional Characteristics

Date: **June 27, 2005**

1. Corporate name of institution: **Asnuntuck Community College**
2. Address: **170 Elm St. Enfield, CT 06082**
Phone: **(860) 253-3000**
3. Date institution was chartered or authorized: **1969**
4. Date institution enrolled first students in degree programs: **1972**
5. Date institution awarded first degrees: **1974**
6. Type of control: **Public, State**
7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?
Asnuntuck Community College is authorized to grant certificates and associate's degrees by the Connecticut Board of Governors for Higher Education. (The enabling legislation, Connecticut Public Act 92-126, is available in the workroom.)
8. Level of postsecondary offering:
 - **Less than one year of work**
 - **At least one but less than two years**
 - **Associate degree granting program of at least two years**
9. Type of undergraduate programs:
 - **Occupational training at the craftsman/clerical level (certificate or diploma)**
 - **Occupational training at the technical or semi-professional level (degree)**
 - **Two-year programs designed for full transfer to a baccalaureate degree**
 - **Liberal arts and general**
10. The calendar system at the institution is **semester**
11. What constitutes a "normal" credit hour load for students each semester?
A normal full-time load is 12-15 credit hours.

12. Student population:

a) How many full-time students in degree programs?

	Headcount:	Headcount M/F:
1. Undergraduate	<u>492</u>	<u>M 217/F 275</u>
2. Graduate	<u>0</u>	<u>0/0</u>

b) How many part-time students in degree programs?

	Headcount:	Headcount M/F:
1. Undergraduate	<u>1,012</u>	<u>M 436/F 576</u>
2. Graduate	<u>0</u>	<u>0/0</u>

c) How many full time equivalents (total student population)?

1. Undergraduate	<u>759</u>
2. Graduate	<u>0</u>

d) How many students (headcount) in non-credit, short-term courses? 1,014

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

Not applicable

14. List by name and title the chief administrative officers of the institution.

Institutional officers are listed on the next page.

15. Supply a table of organization for the institution.

Organizational charts for the institution are available on pages ??-??.

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

1969: college authorized by state legislature

1972: president and first staff appointed

**1972: name changed from North Central Connecticut Community College to
Asnuntuck Community College**

1972: first classes offered

1974: first degrees awarded

1974: college moved from North School to Phoenix Avenue location

1977: accredited by the New England Association of Schools and Colleges

1980: reaccredited

1983: college moved from Phoenix Avenue to present location on Elm Street

1985: second president appointed

1985: reaccredited

1985: college became part of Capital Region Community College District

1989: Capital Region Community College District dissolved

**1992: name changed to Asnuntuck Community-Technical College as part of
the merger of state community and technical colleges**

1998: Manufacturing Technology Center founded

1999: name changed back to Asnuntuck Community College

2003: third (current) president appointed

2003: college radio station began broadcasting

Chief Institutional Officers

Function or Official	Name	Exact Title
Chair Board of Trustees	Louise S. Berry	Chair
President/Director	Dr. Martha McLeod	President
Executive Vice President		
Chief Academic Officer	Sarah Garret	Dean of Academic Affairs
Deans of Schools and Colleges		
Chief Financial Officer	Tim Hurlock	Dean of Administration
Chief Student Services Officer	Vince Fulginiti	Dean of Student Services
Planning		
Institutional Research	Qing Mack	Director of Institutional Research
Development	Laura Marchese	Institutional Advancement Coordinator
Library	Mike Moran	Director of the Learning Resource Center
Continuing Education	Joanne Kane	Director of Continuing Education
Grants/Research		
Admissions	Donna Shaw	Director of Admission
Registrar	Gail Labbadia	Registrar
Financial Aid	Donna Jones-Searle	Director of Financial Aid
Public Relations	Amy Pszczolkowski	Executive Assistant to the President
Alumni Association	Laura Marchese	Institutional Advancement Coordinator

Organizational Chart

The institution's organizational charts by college division are presented on the next four pages.

Academic Affairs Organizational Chart

Student Services Organizational Chart

Institutional Research, Administrative Services, and Personnel Organizational Chart

Continuing Education Organizational Chart

Preface

The self-study process began more than two years before the visiting team was scheduled to arrive at the college for its November 2005 visit. At the beginning of the 2003 fall semester, the president announced that the members of the NEASC Self-Study Steering Committee would include the following employees:

Vince Fulginiti, Dean of Student Services (co-chair)
Mike Moran, Director of Library services (co-chair)
Tim Hurlock, Dean of Administration
Joanne Kane, Director of Continuing Education
Qing Mack, Director of Institutional Research
Vince Motto, Professor of Computer Science/Mathematics (NEASC liaison)
Christine Paul, Student Representative
Amy Pszczolkowski, Executive Assistant to the President
John Sheirer, Professor of English (writer/editor)

Two committee members were also members of the Steering Committee during the last comprehensive self-study in 1995. Moran was the chair a decade ago, and Sheirer served as writer/editor. Two other members were subsequently added to the Steering Committee:

Aimeé Gauvin, Student Representative
Adrienne Maslin, Acting Dean of Academic Affairs
Sarah Garrett, Dean of Academic Affairs

The Steering Committee began preliminary work in the fall of 2003. Several members attended a self-study workshop to prepare for the self-study process. And the committee worked to develop the college's strategic plan. Then in February 2004, Patricia O'Brien, Associate Director of the New England Association of School and Colleges Commission on Institutions of Higher Education, visited Asnuntuck and made a presentation to an all-college meeting that focused on our self-study process.

Later in the spring of 2004, the Steering Committee assigned every current full-time and permanent or continuing part-time employee of the college to working groups that were charged with gathering preliminary data to address the Standards for Accreditation. Each working group was designed to include a mix of employees with insider expertise in areas related to the particular standard and employees from areas unrelated to the standard. The Steering Committee also mixed faculty and staff, as well as new and long-time employees. Group leaders and Steering Committee liaisons were also selected for each working group.

The following list shows the original members of each working group:

Standard One: Mission and Purpose & Standard Two: Planning and Evaluation

Donna Shaw, Director of Admissions (group leader)
Lynne Gregor, Director of Information Technology (group leader)
John Sheirer, Professor of English (steering committee liaison)
Don Cronan, Professor of Electrical Engineering/Mathematics
Paul Felici, Office Assistant, Manufacturing Technology
Bev Jemison, Counselor
Debbie Matusko, Secretary, Academic Affairs
Gail Labbadia, Registrar
Edwina Trentham, Professor of English

Standard Three: Organization and Governance

Nick Lefakis, Professor of Accounting (group leader)
Amy Pszczolkowski, Executive Assistant to the President (steering committee liaison)
Ann Bouchelle, Secretary, Academic Affairs
Don Boyd, Assistant Professor of Criminal Justice
Jessica Campbell, Administrative Assistant, Continuing Education
Beth-Anne Egan, Associate Director of Financial Aid and Admissions
Pat Hirschy, Professor of Mathematics
Joe Simanski, Director of Human Resources
Linda Squire, Accountant, Administrative Services
Fred Stefanowicz, Professor of Computer Information Systems

Standard Four: Programs and Instruction

Donna Jones-Searle, Director of Financial Aid Services (group leader)
Bob Bergquist, Professor of English (group leader)
Qing Mack, Director of Institutional Research (steering committee liaison)
Denise Boman, Associate Director of Career Services
Bev Himmelstein, Librarian
Jenna-Marie Jonah, Secretary, Administrative Services
Ellie Lowell, Professor of Biology
Faye Campbell, Administrative Assistant, Academic Affairs
Anne Maier, Science Laboratory Assistant
Michael Rood, Professor of Psychology
Cheryl Turgeon, Assistant Professor of Computer Information Systems
Adrienne Maslin, Acting Dean of Academic Affairs

Standard Five: Faculty

Frank Gulluni, Director of Manufacturing Technology (group leader)
Vince Motto, Professor of Computer Science/Mathematics (steering committee liaison)
Joyce Catania, Human Resources Assistant
Tony Cirone, Professor of Art
Jean Egan, Professor of Management/Sociology
Pam Keenan, Children's Reading Room Assistant

Eileen Moncrief, Tech-Prep Coordinator
Maria Ragno, Administrative Assistant, Student Services
Mae Sullivan, Secretary, Admissions

Standard Six: Student Services

Michaela Mullarkey, Director of the Academic Skills Center (group leader)
Tim Hurlock, Dean of Administration (steering committee liaison)
Vivianne Grabinski, Secretary, Information Center
Nancy Lareau, Financial Clerk, Administrative Services
Maki McHenry, Counselor
Polly Parker, Associate Professor of Early Childhood Education
Bill Rivers, Custodian
Fred Sokol, Professor of English
Tom Vesci, Director of Media Services

Standard Seven: Library and Information Services

Chris Rossing, Professor of Developmental Studies (group leader)
Vince Fulginiti, Dean of Student Services (steering committee liaison)
Tom Cardarella, Instructor of Business and Industry
Sherry Gelbwasser, Librarian
Joe Gervascio, Professor of Accounting/Computer Information Systems/Management
Chris Hanecak, Information Technology Technician
Catherine Juozokas, Academic Assistant, Academic Skills Center
Katie O'Connell, Coordinator of Academic Information Technology
Madeline Pease, Library Assistant
Ann Poirer, Secretary, Financial Aid

Standard Eight: Physical Facilities & Standard Nine: Financial Resources

Maura Gardiner, Director of Business and Industry Services (group leader)
Bill Searle, Professor of Business Administration/Computer Information Systems
(group leader)
Joanne Kane, Director of Continuing Education (steering committee liaison)
Andrea Arietti, Office Assistant, Administrative Services
Susan Cavanaugh, Affirmative Action Officer/Human Resources Administrator
Sue Champagne, Program Assistant, Continuing Education
Donna Landerman, Professor of Psychology/Sociology
Betty Lanigan, Fiscal Administrative Supervisor, Administrative Services
Sean McGuire, Director of the Small Business Development Center
Joe Muller, Building Superintendent
Mike Rosenberg, Lead Custodian
Robbin Smith, Instructor of American Studies
James Wilkinson, Instructor of Business
Michael William, Custodian

Standard Ten: Public Disclosure & Standard Eleven: Integrity

Robert Winston, Dean of Academic Affairs (group leader)
Marilynn Turner, Instructor of English, formerly Director of Institutional Advancement (group leader)
Mike Moran, Director of Library Services (steering committee liaison)
Zakiah Barksdale, Professor of English
Bob Bressani, Instructor of Business and Industry
Ralph DeMaranville, Lead Custodian
Ben Durant, Media Assistant
Duncan Morris, Fiscal Administrative Officer, Administrative Services

The working groups held preliminary meetings during the spring 2004 semester and began to develop information about their assigned standard or standards. The Steering Committee undertook further preliminary planning during the summer of 2004. During the fall 2004 semester, the working groups met frequently and developed written notes that were forwarded to the self-study writer/editor. The writer/editor prepared a first draft of the report by February 2005 for review by the Steering Committee and group leaders.

Using feedback from the Steering Committee and group leaders, the writer/editor produced subsequent revisions in May and July of 2005. With continuing feedback from the Steering Committee and group leaders, an August 2005 draft was sent to Barbara Brittingham, the Interim Director of the New England Association of Schools and Colleges Commission on Institutions of Higher Education, for preliminary review. Her feedback was incorporated into the draft, which was then posted online for review by the entire college community.

An all-college meeting was held on September 8, 2005 for review, discussion, and final feedback on the self-study document. Using feedback from the college community, the writer/editor made final revisions to the documents and composed the Preface and Overview. The basics of the report were shared with Joyce Hedlund, President of Eastern Maine Community College and chair of Asnuntuck's NEASC visiting team, when she made a preliminary visit to the college in mid-September. The various front pieces and appendices were then added, and the document was sent to the Commission in late September in preparation for the November visit.

Self-Study Overview

Context of the Self-Study Process

Asnuntuck is a college on the move. Despite continued reductions in state funding, the college has been committed to building on its strong reputation as a student-centered learning community and becoming even more of a state-of-the-art institution for the citizens of north-central Connecticut. Since the previous comprehensive review in 1995, the college has made significant strides in serving its students and improving as an effective institution.

The entire upper management of the college has changed in the past decade, and the development of a shared governance structure will formalize the strong connections and communications among all employees. The college has greatly enhanced its ability to generate institutional data and has put that data to practical use through improved its marketing efforts. The revitalized Asnuntuck Foundation has brought about a focused effort toward fundraising. The technological aspects of the college have blossomed in the form of extensive computer resources, a unique college radio station, and a distinguished Manufacturing Technology Program. To become comparable to our sister community colleges in the state system, the college has developed a Master Plan to renovate the building and joined in an ambitious common course name and number program. Even the college's name and entrance have changed to make Asnuntuck more accessible for our students.

Changes in Upper Management: Since 1995, there have been changes in these upper-management positions: Chancellor of the state community college system, president, academic dean, student services dean, and administrative dean. The college has embraced these changes by retaining the best policies and procedures from previous managers, incorporating new ideas and fresh perspectives from incoming managers, and continuing Asnuntuck's small college tradition of cooperation and access between all levels of the reporting structure.

Implementation of Shared Governance Structure: Asnuntuck's small size naturally leads to a somewhat informal governance system. The positive aspect of this informality is that each employee and student at the college has the opportunity to raise concerns directly with upper levels of the reporting structure. Unfortunately, this can sometimes lead to confusion or inefficiency in governance communication and decision-making. To address this situation, in 2004, the college began the process of proposing and implementing a shared governance structure that would be more formal while preserving the accessibility through our small college reporting structure. The new governance structure is scheduled to be in place in fall 2005.

Enhancement of Institutional Research: The college's 1995 self-study emphasized a great need for improved institutional research capabilities. Shortly afterward, the college was

able to hire a Director of Institutional Research, a position originally shared with Capital Community College, but shortly thereafter modified to a full-time Asnuntuck position. The college now enjoys more access to data than at any point in its history.

Development of College Marketing Efforts: In 1995 Asnuntuck created a half-time position to oversee college marketing, public relations, and publications. Since the staff person who filled this position was transferred into a new development position in 2000, the marketing position has not been refilled. But a Marketing Committee with members from throughout the college was created to assure that Asnuntuck's image would be seen in a consistent and positive light in the community. The committee coordinates television, radio, and print ads to publicize the college, as well as advising development of the college's web site, assuring that Asnuntuck's name is more visible and recognized than at any time in our history.

Development of the Asnuntuck Foundation: After being dormant for some years, the new Asnuntuck Community College Foundation was founded in 1998 as an independent entity separate from the college itself. The foundation currently has assets of nearly \$100,000 and awards scholarships, supports Asnuntuck projects, and coordinates fundraising to provide additional financial resources to support the college mission into the future.

Enhancement of Electronic Technology: In addition to significant advancement in academic and administrative computer resources, the college has improved its public profile through a more comprehensive web sight, record keeping through the Banner computerized records system, and distance learning through WebCT and Vista computerized teaching technology.

Founding of the College Radio Station: The college was granted radio station licensure from the Federal Communications Commission in 2001 and began broadcasting with 100 watts in March 2003 as the only community college radio station in Connecticut. WACC, 107.7-FM can be heard approximately fifteen to twenty miles in all directions from Enfield, encompassing much of our service area. The college web site also links to Internet access for streaming audio of the radio station's broadcast.

Development of the Manufacturing Technology Program: The Manufacturing Technology (formerly known as Machine Technology) program, begun through the continuing education department in 1998 to address a high regional employment demand for trained machinists, currently includes options for a one-semester Level I Certificate, a two-semester combination Level I and II Certificate, and a two-year Associate in Science in Machine Technology.

Development of the College's Master Plan for Space Utilization: The Asnuntuck Master Plan for space utilization has been developed in collaboration and consultation with both the Board of Trustees of the community college system and the administration at Asnuntuck. When implemented, the Master Plan will help to reinvent the existing building's image to draw in prospective students. The master plan relies mainly on space

reorganization to increase the functional use of existing spaces. The image and operation of the renovated facility will be elevated to a level competitive with regional and national community colleges.

Institution of Common Course Names and Numbers: For the better part of a decade, the Connecticut community college system has been moving toward a curriculum in which comparable courses at each college would be assigned the same number and name. Faculty members from community colleges across the state met to discuss course commonalities and assign revised names and numbers. The project was largely completed by fall 2004, and the final common names and numbers went into effect in fall 2005. This effort enables students to transfer from one community college to another more easily and to take courses at multiple community colleges during the same semester. In addition, common course names and numbers have helped to facilitate community college student transfer to state and regional four-year colleges and universities.

Change in the College's Name: In 1992, the Connecticut legislature merged the state's community and technical colleges, prompting Asnuntuck to complement its general education with a technical focus and bringing about a change to the name Asnuntuck Community-Technical College. The technical focus remains, particularly in our recently established Manufacturing Technology (formerly known as Machine Technology) program, but the state community colleges dropped the word "technical" from their names in 1999, returning us to the simpler name, Asnuntuck Community College.

Renovation of the College Entrance/Exit: In 2003, the entrance from Elm Street to the parking lot was renovated from two separate roads (one entrance and one exit, each one-way) to a single two-way entrance/exit with a stoplight at the Elm Street intersection. This renovation has helped make access to the college from the east on Elm Street much easier and has made exiting the college onto Elm Street safer.

Major Findings of the Self-Study Process

In summary, these are the findings of the college's self-study process the 11 standards of accreditation:

Mission and Purposes: Asnuntuck Community College is a comprehensive public two-year college, one of twelve in the state system, in its fourth decade of service to the citizens of north central Connecticut. The mission of Asnuntuck Community College is to offer quality education in an accessible, affordable, and nurturing environment.

Planning and Evaluation: Planning and evaluation take place at the system-wide, college-wide, and department/area levels at Asnuntuck. Since the last comprehensive accreditation, the college created the Office of Institutional Research, which has provided more data and expertise for planning and evaluation than at any time in the college's history.

Governance: Externally, the college is governed by the Board of Trustees of Community-Technical Colleges. Internally, the college has two overlapping but non-competing organizational structures: the reporting structure and the governance system. The reporting structure is the formal organization of ranks and of classifications established by collective bargaining. The governance system is a less formal collection of permanent and shifting committees and organizations. In an effort to codify the governance system and make it more responsive to college needs, the college community has recently begun a process of proposing a more formal governance structure.

Programs and Instruction: The college fulfills its mission of offering quality education in an accessible, affordable, and nurturing environment through thirteen associate degree programs and eighteen certificate programs for transfer opportunities career preparation and enhancement, and lifelong learning. These programs are planned and evaluated at both a state and local level, and carried out through on-ground classroom instruction, online learning, and, in the case of some programs, practicum, internship, or student teaching experiences. Each degree program has specific learning outcomes and, per mandates of both the Connecticut Department of Higher Education and the Connecticut Community College System, requires at least one-third of the curriculum to be comprised of specific general education courses in English, mathematics, science, social science, humanities, and fine arts. Additionally, the college requires a specific diversity course, Self and Others, which also contains a service-learning component.

Faculty: Asnuntuck's full-time faculty members are the academic core of the institution. Their primary focus is on their teaching responsibilities—both fulfilling the mission of the college and developing their skills as teachers. Beyond this primary focus, they also contribute to all areas of college operations. An essential pool of adjunct faculty members provides additional expertise and instruction.

Student Services: The college maintains a welcoming and supportive atmosphere for all its students, both traditional and nontraditional in age and circumstances. Students have a variety of opportunities for participation and leadership in the college community, as well as assistance in maximizing their roles as students.

Library and Information Services: The college's Learning Resource Center combines the services of a traditional library along with audio-visual and computerized resources to give students, faculty, staff, and the community access to an extremely wide range of materials.

Physical Facilities: Asnuntuck's buildings and grounds, as well as its computer and telecommunication facilities, provide adequate space and resources for our present needs. To allow for and encourage future growth and improvements, the college is currently finalizing a comprehensive Master Plan for renovating the facilities.

Financial Resources: Asnuntuck has felt the financial strain of continued budget reductions from the state legislature. Despite these cuts, the college and state system have in place a coherent budgetary process to make the most of funding that is available.

Public Disclosure: The college makes itself known to the public through its catalog and a variety of other ways. In particular, the activities of the Marketing Committee, along with the increased exposure of the college through the radio station, access television programming, and expanded web sit, has provided the college with a strong public profile.

Integrity: Asnuntuck's adherence to high ethical standards, especially in regard to the nondiscrimination and diversity, creates an atmosphere that best serves our students and employees.