Naugatuck Valley Community College

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Fifth-Year Interim Report

Submitted to
The Commission on Institutions
of Higher Education of the
New England Association of Schools and Colleges

October, 2017

Naugatuck Valley Community College
750 Chase Parkway
Waterbury, Ct 06708

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By
President Daisy Cocco De Filippis, Ph.D.

Due Date: October 13, 2017

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Introduction

NVCC is pleased to submit this Fifth-year Interim Report to the Commission on Institutions of Higher Education (CIHE) in response to the May 3, 2013 letter from the Commission following the College's comprehensive Self-Study. Since then, we have addressed the areas of emphasis noted in the letter and have continued our efforts to meet the standards for accreditation. The development of this report has allowed us to review the accomplishments of the past five years and continue our planning for the future.

In April of 2016, a Steering Committee was formed to lead the preparation of this Report under the direction of the President and the Dean of Academic Affairs. Comprising representatives from all areas of the campus, including faculty, academic leaders, student services leaders, members of the President's Extended Cabinet and of the President's Policy Team, and students, this committee worked through the spring, summer, and early fall of 2016 gathering evidence and writing responses to specific sections and Standards within the report. These efforts became the foundation for the first full draft we developed in late fall of 2016. At the beginning of the spring 2017 semester, we shared a revised draft online with the College community. Their feedback and comments led to a second revision in early spring 2017. Throughout March and April, the Steering Committee members attended five three-hour plenary sessions where we discussed data, evidence, and projections for each Standard. As a result of this deepened work, we developed another draft that we shared online with the College community in September 2017. The subsequent feedback resulted in this final report. In all, more than 25 members of the College community developed sections and were involved in reviewing, commenting, and revising this document. Therefore, this Fifth-year Interim Report provides what we believe to be an accurate picture of the ways in which Naugatuck Valley Community College continues to meet the CIHE Standards for Accreditation.

Institutional Overview

Naugatuck Valley Community College, an urban comprehensive community college, prepares a diverse regional constituency to meet their academic and workforce goals. Our primary service region includes 22 towns in west central Connecticut. Waterbury (pop. 109,887) and Danbury (pop. 82,781), flanked by small rural and suburban communities, serve as anchor cities in NVCC's region. Accordingly, Waterbury and Danbury represent our two largest feeder areas (29.4% and 14.6% of student enrollment respectively), as well as two major Connecticut cities where Hispanics represent fast growing populations (34.2% and 27.1% of the population) and where many residents are economically disadvantaged (24.2% and 11.1% of the population living in poverty). As seen in our recent Student Profile, we celebrate a broad range of ethnic and racial diversity each semester, with an average enrollment of 28% Hispanic students.

As one of only three Hispanic Serving Institution (HSI) community colleges in Connecticut, NVCC recognizes its critical role in improving equity and outcomes for all students. Toward that end, we offer 100+ associate degree and credit certificate programs alongside academic and non-academic supports that help students complete and transfer. For students seeking non-degree opportunities, we offer non-credit courses and certification programs in 14 job-related areas, customized to fulfill industry specific training, job skills upgrading, and personal enrichment interests.

As we contemplate the past five years, we note with satisfaction NVCC's vibrancy. We have operated in the black, just last year adding $1.7M to our Unrestricted Net Assets and consistently closing out fiscal years with a balanced budget. For the sixth consecutive time, in spring 2017 we awarded more than 1,000 associate degrees and certificates. Our strong partnerships with industry have helped result in high job placement rates; our allied health and nursing licensure and credentialing outcomes and job placements regularly exceed most other programs in the State. Our collaborative community initiatives, such as evening bus service and support of pre-college advancement and student employment, ensure students have access to our campuses and can successfully achieve their goals. Our capacity to serve students well has been widely recognized locally and nationally. Notably, NVCC was designated by the U.S. Department of Education as one of the 25 most successful community colleges in 2016 in educating low income students, as per employment rates and students' abilities to pay loans.

This five-year NEASC progress report comes in a year marked by the 25th anniversary of the 1992 merger of Mattatuck Community College and Waterbury State Technical College that led to NVCC, as well as a year in which we launch major guiding plans, including NVCC's 2016-2026 NVCC Strategic Plan that coincides with a new ten-year Facilities Master Plan. These plans, based on significant data assessment, map out bold strategies to build systems and infrastructure that increase our effectiveness and expand our capacity to serve more students. We are growing fast, recently moving our now NEASC accredited Danbury campus into larger quarters so we can offer associate degrees and certificates in Business Management, General Studies, and Liberal Arts and Sciences in that community (see more in Area of Emphasis - G). We also just completed the renovation of Founders Hall to house a high tech Center for Health Sciences and raised over $1M for state-of-the-art equipment and furniture to outfit it.

While we look at our initiatives, activities, and achievements as evidence of our vitality and viability, we are at the same time very much aware of the significant decreases in State funding to community colleges. Due to the increasing State budget deficit, the Connecticut State Colleges and Universities (CSCU) System Board of Regents has approved two strategies to address cost-savings: the consolidation of "back room" functions and the merger of our twelve community colleges into a single institution. One of the system's community college presidents has been assigned to work with two teams, one of which includes community college presidents, and along with the CSCU President they are working to propose a new structure under one centrally managed college that will meet the needs of individual campuses as well as NEASC and other professional program accrediting bodies.

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Response to Areas Identified for Special Emphasis

The CIHE letter sent to President Daisy Cocco De Filippis on May 3, 2013 identified five areas for special emphasis to address in the College's Fifth-year Interim Report. This section demonstrates how the College has attended to the areas of special emphasis.

A) Assuring the sufficiency of resources to support its programs and services
NVCC continues to respond to the State of Connecticut's reduced contribution to the college's total budget, which was approximately 40% of our annual budget in fiscal year 2016, so that we are able to maintain a healthy sufficiency of resources to support our programs and services.

Description and Analysis

Growth of Reserves and Unrestricted Net Assets

Since our 2012 Self-Study, our Unrestricted Net Assets (UNA) have grown steadily to a current balance of $4.8M as of June 30, 2016. The Table 1 below highlights the significant growth of 509% over a five-year period.

Table 1: Growth of UNA					
FY Statement	2012	2013	2014	2015	2016
NVCC UNA	476,629.00	831,645.44	852,308.75	3,104,673.96	4,810,976.42

Our continual, annual increases to the UNA since 2012 demonstrate our focused and frugal financial management, which has created comfortable reserves to help us face an uncertain budget climate at the State level. We have closed our budget in the black since 2012.

Further strengthening our financial stability is that in 2014-15 we were part of a system-wide effort to amend the Board of Regents (BOR) budget distribution formula for State funds. Prior to these efforts, the financially stronger community colleges were required to donate money to the less financially stable colleges. In 2014-15 the new budget distribution formula for General Fund allocations for community colleges was instituted by the BOR, resulting in a gain for NVCC that first year of nearly $800,000. In short, the result of our leadership is an increase in our "share of the pie," and tuition revenue is no longer apportioned among the colleges.

Growth of Foundation Net Assets

The Foundation's net assets increased 43% since our last report, from $1,325,684 in 2012 to $1,890,739 in 2017. The Foundation's annual support to the College has grown from $108,871 in 2012 to $458,395 in 2017. ($330K of these monies are from the Founders Hall Capital Campaign.) To strengthen the Foundation's contribution and our financial resources we are diversifying and strengthening our NVCC Foundation Board membership, which includes members who bring to us a wealth of experience in non-profit leadership. In alignment with the College's strategic planning goals, the Foundation Board membership represents nine different sectors of the economy in Connecticut, and in spring 2017 the Board created a new committee specifically for fund-raising. At the request of NVCC, the Board agrees that they will embark on no new fundraising efforts until the completion of our Capital Campaign in fall 2017, at which time the committee will put into place their plan to raise monies from one or more annual fund-raising efforts to increase unrestricted funds.
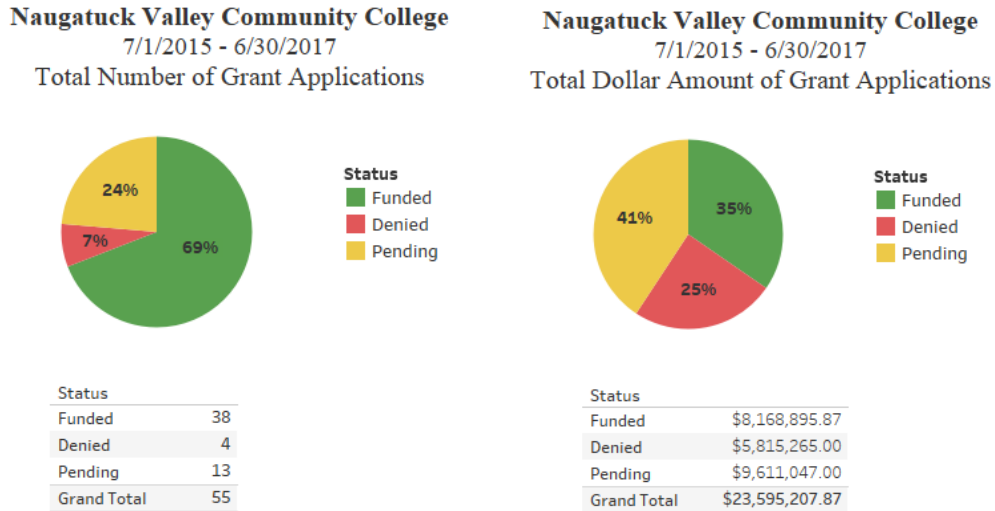
Initiatives to Diversify and Increase Financial Resources

In 2016, to meet Goal 5, Priority 9 of our 2016-2026 Strategic Plan and with the intention to build capacity by strategically increasing staff, NVCC created a Grants Office that reports to the President. This office is led by a part-time Grant Facilitator whose responsibility is to plan and implement a comprehensive grant proposal writing program that will support our goals and activities. Working under the lead of the Associate Dean of Academic Affairs and Institutional Effectiveness, the position is charged with identifying and prioritizing major funding needs and opportunities; creating and maintaining large databases of information sources; and researching, writing, and preparing

proposals. In April 2017, the Grants Facilitator brought in experts to present a Grants Writing Workshop attended by approximately 25 NVCC faculty, staff, and administrators.

The Grants Office helps us focus efforts on new opportunities for funding: Between July 1, 2015 and June 30, 2017 we applied for 55 grants totaling $23,595,207, securing funding from 69% (38) of them for a total of $8,168,896. The two pie charts below (Figure 1) show the impressive progress we have made in our efforts over only two years.

Figure 1: NVCC Grant Applications and Dollars, 2015 - 2017

Naugatuck Valley Community College
7/1/2015 - 6/30/2017
Total Number of Grant Applications

Status	
Funded	69%
Denied	7%
Pending	24%

Status	
Funded	38
Denied	4
Pending	13
Grand Total	55

Naugatuck Valley Community College
7/1/2015 - 6/30/2017
Total Dollar Amount of Grant Applications

Status	
Funded	35%
Denied	25%
Pending	41%

Status	
Funded	$8,168,895.87
Denied	$5,815,265.00
Pending	$9,611,047.00
Grand Total	$23,595,207.87

In March 2017 we appointed an Associate Dean of Development to work closely with the Foundation, further demonstrating our commitment to expand our abilities to increase funding. This new position, along with the continued growth and diversification of the NVCC Foundation, offers the potential to increase financial stability from new funding sources.

Finally, even in these difficult economic times, NVCC has secured approval of substantial State Bond Commission funding for specific capital improvements, including $44M to renovate Founders Hall, $6.5M for NVCC's Waterbury Campus Improvement Project, and $2M for outfitting the new Danbury campus that opened in September 2016. These bond monies for special initiatives, which link directly to our Strategic Plan as well as to our Facilities Master Plan, have helped fund needs identified in these two plans.

Financial Plans
To meet our projections for the Financial Resources Standard in the College's 2012 Self-Study, in 2015 we created a Capital Spending Plan which includes a review and approval process that coordinates with our 2013-16 and 2016-26 Strategic Plans.

To maintain flexibility and stability, the Capital Spending Plan is divided into two separate plans produced annually by the Provost's office: a Capital Equipment Plan and a Deferred Maintenance Plan. The annual funding for these plans comes from steadily increasing State bonding revenue of about $1.5M/year in Capital Equipment and $1.5M/year in Deferred Maintenance, resulting in our abilities to adequately stabilize our financial resources.

The first plan, Capital Equipment, is for purchases such as academic classroom and lab equipment, furniture, IT equipment and infrastructure, classroom instructional technology, and maintenance/custodial equipment. The list of potential purchases is prepared when equipment bond funds are made available from the State, often in January of each year. All departments and divisions of the College submit requests to their deans, who prioritize and make recommendations to the President, who then reviews and approves requests to ensure coordination with our Strategic Plan and Facilities Master Plan.

The second plan, Deferred Maintenance, uses a new source of bonding from the State of Connecticut that is dedicated specifically to deferred maintenance needs. This list of deferred maintenance projects is prepared and kept current as a "rolling list" by the Director of Facilities and the Provost/Dean of Administration, who make recommendations to the President.

Finally, since 2015 the College has filed an annual financial plan as required by the BOR. This plan acts as a check-in on the current year budget, and projects revenue and expenditures to the end of year as well as for the following year.

Systematized Budget Process
To further strengthen our management and effective allocation of our financial resources, we approach our budget process systematically and comprehensively: our process anticipates the BOR's calendar and, to increase transparency and awareness of the process, the President and the Provost/Dean of Administration developed practices to publicize and promulgate the planning and adoption college-wide. Additionally, by balancing our budget in two six-month segments, we ensure that we stay within our budgetary limits.

Our six-month budget process highlights how planning functions within the institution as well as within the larger BOR and legislative umbrella. This process allows us to meet important BOR deadlines: In January we submit a detailed budget plan to the BOR that shows our mid-year status and projects our *anticipated* status at the end of the fiscal year; in May we fill out the same forms that show our *current* status and assess where we will be at the end of the fiscal year.

Once budget requests are submitted to the deans, the Cabinet holds public hearings for the college community to clarify the opportunities and challenges we face and how the budget is allocated to meet priorities. The budget adoption schedule and outline of the process is also published in the President's Weekly Bulletin.

Throughout the budget building process, the Provost/Dean of Administration evaluates the short and long-term financial implications of budget decisions on the formulation of the current and proposed operating budgets, as well as the impact upon budget policies and cash management. As the amount needed to operate has grown, we are more focused on long-term planning, hence we developed a ten-year strategic plan (2016-26). The budget forecasting/planning described above ties to our 2016 – 2026 Strategic Plan, and the Facilities Master Plan.

Since 2015, each department and division has been asked to maintain level funding in their operating budgets, though requests for expenditure increases are sometimes accepted with justification. For example, the Associate Dean of Enrollment Management requested a slight increase in the budget to

bolster our admissions process and develop different ways to recruit students. Given the connection to Goal 5, Priority 10 of our 2016-26 Strategic Plan, this request was granted.

In short, since 2012 we have systematized budget processes, made them more transparent, and built operational capacity to ensure the sufficiency of financial resources to support programs and services. Thus, in spite of budget rescissions and annual reductions from the State, we have maintained a balanced budget for five consecutive fiscal years and nine of the last ten, have sizably increased our unrestricted net assets, and continue to make improvements to the facilities of both campuses.

Projections:
- By 2018, the NVCC Foundation will develop and implement a plan for additional scholarships and fund-raising initiatives.

B) Assuring the use of institutional research to develop and implement a comprehensive approach to assessing student learning outcomes with an emphasis on the general education program
Since the 2012 self-study, NVCC has progressed in implementing a comprehensive approach to assessing student learning outcomes (SLOs), emphasizing the General Education program.

Description and Analysis
The Office of Academic Affairs, in partnership with the Office of Institutional Research and Effectiveness, guides the assessment of student learning outcomes through a systematic approach that focuses on multiple levels of assessment: course, disciplinary, programmatic, and institutional. Since 2012, under the guidance of the Associate Dean of Academic Affairs and Institutional Effectiveness, faculty have gained a deeper understanding of how to write SLOs more effectively. Consequently, our efforts to ensure that course and programmatic outcomes are measurable, that they cover a wide range of thinking skills (using Bloom's Taxonomy of educational objectives), and that they are mapped appropriately are increasingly evident in our review processes.

Other assessment efforts include our 11 externally accredited programs (out of 63 total programs) in which we map courses to program outcomes and perform program level assessment as accrediting bodies require. The remaining 52 degree programs without accrediting bodies have measurable outcomes, and every credit course offered at the College lists SLOs on the syllabi. A Coordinator for the Liberal Arts and Sciences program has been identified and will begin during the 2017-18 academic year.

We offer a detailed explanation of academic program review in Standard 4; and course, discipline, and programmatic assessment in Standard 8, Section 1, "Assessment of student learning: what and how students are learning."

When we submitted our 2012 Self-Study, our General Education Core Curriculum was at a turning point. In summer of 2012 the BOR created a Steering Committee of faculty across the 17 State colleges and universities to work with specific General Education competencies and to create a framework package that would help to ease transfer between community colleges and the State universities. Initially called Transfer and Articulation Pathway, or TAP, the BOR currently markets these programs as "Transfer Tickets."

In early 2013, NVCC faculty across all divisions began an extensive process to identify the designated and embedded competencies of TAP and to map courses in a way that minimized any change in courses associated with the current (at that time) General Education core curriculum. The goal was to make sure that the General Education core curriculum continues to be coherent and substantive, to embody our definition of an educated person, and to prepare students for the world in which they live. Thus, in spring 2014 we adopted the 11 TAP competencies as the new General Education Core Curriculum to be effective fall 2015.

During this time, we formed a new standing committee, General Education Assessment Curriculum Design Committee (GEACC), which includes faculty representatives from across the institution. Each committee member serves as an expert on one competency to ensure consistency in course mapping and effective assessment practices.

By spring 2014 we completed mapping existing core courses to the new competencies and immediately began competency assessment to ascertain students' level of learning and knowledge. Focusing on two to three competencies each year, in which all courses mapped to the respective competency are assessed, the General Education Assessment and Curriculum Design Committee (GEACC) leads the cycle of assessment, as seen in Table 2:

Table 2: GEACC Cycle of Competency Assessment	
2014 - 2015	Quantitative Reasoning
	Oral Communication
2015 - 2016	Historical Knowledge
	Scientific Knowledge
2016 - 2017	Written Communication in progress
	Aesthetic Dimensions in progress
2017 - 2018	Scientific Reasoning
	Ethical Dimensions
	Critical Analysis and Logical Thinking
2018 - 2019	Social Phenomena
	Continuing Learning and Information Literacy

The cycle will repeat in 2019-2020, and GEACC is exploring ways to increase assessment efficacy through assessment software from Task Stream.

Our General Education Competency Assessment is based on best practices that include nationally recognized assessment entities such as the Association of American Colleges and Universities, New England Educational Assessment Network, National Institute for Learning Outcomes Assessment, and others that are identified in a Research Guide on Assessment that our librarians created. The acceptance of our General Education competency assessment work at the AAC&U's February 2016 National Conference on General Education Assessment testifies to our rigorous practices and processes.

We offer more detail and examples from our General Education competency assessment reports in Standard 8, Section 3, "Satisfactory Levels of Student Achievement on Mission-appropriate Outcomes."

Assessment and the Office of Institutional Research and Effectiveness
In spring 2017, with the rollout of the new Institutional Effectiveness Plan (IEP), the Office of Institutional Research was re-named the Office of Institutional Research and Effectiveness (OIRE) and responsibilities were expanded to provide a greater role in aligning all of the College's plans as well as in gathering data to assess non-instructional services, effective fall 2017. The OIRE participates extensively in our assessment practices: Faculty gather, evaluate, and score artifacts for any assessment of student learning outcomes, and the OIRE works closely with the assessment team to analyze the data. Additionally, a research specialist from this office attends all GEACC meetings to answer data-related questions and to be aware of additional data needs.

As of fall 2017, the Director of Institutional Research reports to the Associate Dean of Academic Affairs and Institutional Effectiveness and is a member of the President's Cabinet. This change in organizational structure facilitates greater institutional effectiveness for planning, assessment, policy formation, and decision-making within the College. Further, the staff in the OIRE has been expanded by 1.5 FTE to provide more support and service in gathering and analyzing data.

NVCC is committed to an ongoing process of evaluation and improvement to ensure satisfactory levels of student achievement. Since 2012 we have increased our attention to data-informed decision-making to understand learning outcomes, both in terms of what and how students learn as well as their successes in progressing through and completing their programs of study. This evidence-based approach has played a vital role in academic program revisions and general education curriculum review. We expect that our emphasis on data-linked decision-making and "closing the loop" will increase with the implementation of our new IEP, which outlines strategies to improve assessment in instructional and non-instructional areas.

Projections:
- Strengthen and standardize General Education assessment templates with more focus on specific plans for "closing the loop."
- Strengthen and standardize assessment of non-instructional services (as per the IEP which outlines a cyclical non-instructional review process).
- Identify a General Studies Program coordinator for the 2018-19 academic year.

C) Continuing to develop and implement strategies to track student success and achieve graduation rate goals
Since 2012, the Academic Affairs and Student Services divisions, with the support of the Office of Institutional Research and Effectiveness (OIRE), have coordinated efforts to make progress in developing and implementing more comprehensive and coordinated systems for tracking student progress toward graduation.

Description and Analysis
Our approach is twofold, both of which are meant to contribute to improved retention and graduation rates:
1. Our "meta" tracking systems guide overarching policy and practice, and
2. Specific tools track individual student progress and guide our intervention processes.

Between 2013 and 2016 we raised our fall to fall, full-time, first-time retention rate by three percentage points, from 60% to 63%, which remains above the State and national averages for community college retention.

The three-year graduation rate does not account for the majority of our students who are part-time, so we view completions as a more meaningful indicator of student success. NVCC remains the only Connecticut community college to grant more than 1,000 degrees and certificates each year for six years in a row. See Special Area of Emphasis I for more on this topic.

Guiding Policy and Practice

Data Dashboards offer an overview of five-year student enrollment trends, broken down by student characteristics and completions by program. They include fall and spring semester data and metrics such as class level based on earned credit hours. Non-degree students are also incorporated, as many matriculate in subsequent semesters. These dashboards are annually shared with the Dean of Academic Affairs, academic division leaders, and program coordinators after the fall semester census date.

Credit Student Profiles produced by the OIRE at the beginning of each semester contribute further to tracking efforts. These profiles, available on our college website, give an overview of student metrics, including demographic profiles, credit accumulation, top ten enrolled programs, and regional information such as the top-ten enrolled towns and high schools. We use these to track trends that guide policy decisions and to focus admissions and enrollment efforts. For instance, an analysis of the increased enrollment from specific high schools and those students' success rates in math resulted in meetings between NVCC math faculty and high school personnel to align the curriculum better and to develop strategies that help students transition to college more effectively, a step we anticipate will strengthen our abilities to retain the students.

Graduation/Transfer: In our 2016-26 Strategic Plan our first 10-year target is to exceed the national average for FT/FT three-year completion by 2026. To help us achieve that goal, each semester the OIRE analyzes the three-year and six-year graduation rates for first-time (full-time and part-time) students and new transfers-in (full-time and part-time). This data is then distributed to the President's Extended Cabinet, Policy Team, Academic Affairs Dean and Student Services Dean, all who use it to monitor efforts and develop strategies for completion. For example, a FY 2016 gender data analysis revealed that a disproportionate high number of males *enrolled* in courses than actually *completed* them. To address that discrepancy Student Services developed the Male Encouragement Network (MEN) to provide support for this group of students. Since its creation in 2010, the Male Encouragement Network has served well over 150 men, and, notably, we have increased the number of our male graduates by 135%.

Enrollment and Credit Accumulation Data allows academic division leaders to identify (1) programs that consistently have low enrollment and therefore need to be reconsidered for program viability, and (2) programs where students continue to take credits without graduating. Credit accumulation is especially important as it indicates whether students are progressing satisfactorily as opposed to just accumulating credits but not completing. A careful analysis of these kind of data resulted in the suspension of the Aviation program and the elimination of the Business Office Technology programs as well as the Construction Technology and Manufacturing certificates. Disaggregation of

the data allows us to reach out to individual students to encourage and advise them appropriately toward completion.

Guiding Individual Student Intervention

Weekly Enrollment/Retention Data: During our heaviest advising months when the next semester's registration begins, the OIRE now analyzes fall-to-spring and spring-to-fall enrollment and retention on a weekly basis, which informs outreach efforts in both Academic Affairs and Student Services during this critical time. Specifically, academic division leaders and other staff advisors identify students not registered for the subsequent semester and, along with faculty advisors, engage in intrusive advising outreach, which ranges from phone to e-mail to in-person advising. (See Special Area of Emphasis D.)

Degree Works: In 2016, the BOR asked all colleges to implement Degree Works software, an efficient and effective degree-program evaluation and mapping system that tracks individual student progress toward graduation. This tool is designed to foster higher degree completion rates, improve time to degree, and provide a robust degree audit tool that enables users to easily identify degree requirements and chart students' progress toward degree completion. We implemented this tool and began training students and faculty on it in spring 2017.

Supplemental Resources: Of the many supplemental resources we offer students, two in particular are relevant to how we track student success to achieve graduation rate goals.

(1) Students' success in developmental education courses is crucial to their subsequent retention and completion. Our attention to this population has resulted in significant tracking and analysis of our modified Supplemental Instruction (mSI) (more details are offered in Standard 8). Our analysis revealed that students in developmental Math and English were not passing at an acceptable rate, so we introduced mSI in these courses whereby, depending on if the course is "transitional" (the lowest level of entry) or "intensive" (one level below college-level), students spend one to two hours in concentrated tutoring directly following their class. Current data show that students who attend at least 80% of the English mSI sessions enjoy a 78% success rate compared to a 16% success rate for students attending fewer than 10% of the sessions. Math is more complex because of slightly more options for students: MAT 094, a four-credit course that includes pre-algebra concepts, and MAT 095, a three-credit course, share the same course outcomes, but MAT 094 offers an extra hour in the classroom along with the mSI tutoring. Again, depending on whether the course is transitional or intensive (MAT 094 can be either), students spend either one or two hours a week in the mSI tutoring. What is significant is that the extra hour in MAT 094 and the mSI tutoring appears to have closed the achievement gap because the success rate at 53% in MAT 094 and MAT 095 is the same.

(2) Our Academic Center for Excellence (ACE) is another resource that we include in our tracking because it helps us increase retention and completion rates. We expanded outreach to increase student use of ACE supports, and between Fall 2012 and Fall 2017, log-ins increased by 292%. ACE also implemented a system whereby students check in electronically and student attendance is communicated to faculty to deepen the intervention and increase retention.

The National Student Clearinghouse (NSC) offers a strategy for tracking student success, and OIRE uses the available data in three ways to measure different perspectives of student progress and success that align with our mission:

1. To track individual students who do not return the following semester to ascertain transfer to another institution;
2. To provide information on NVCC students who transfer out without obtaining an associate's degree but who obtain a bachelor's degree from a four-year institution;
3. To track enrollment in baccalaureate programs from NVCC graduates.

Previously, access to Clearinghouse data was available only through the system office, but the OIRE recently initiated a process whereby they are directly able to access the Clearinghouse database. This allows us to query specific groups that are of interest and track their progression beyond NVCC. The Director of OIRE currently shares these reports with the Institutional Planning Council (IPC) (IPC described in Standard 3), but a broader distribution of this data will engender more opportunities to devise strategies that meet our priorities for retention and graduation.

Projections:

- The new Office of Institutional Research and Effectiveness will initiate more coordinated data collection and analysis to support planning and tracking student success.
- Dashboards will be distributed more widely so that multiple perspectives between Academic Affairs and Student Services will inform analysis and generate subsequent strategies.
- NVCC will establish effective processes for ongoing communication, collaboration, and facilitation to ensure curricular updates are implemented into Degree Works in a timely manner.

D) Implementing plans to revise the student advising system

NVCC recognizes the need for and value of effective advising as an important part of a student's educational and academic success, so academic advisement is a major focus in our practices and in strategic planning. Since 2012, we have revised the student advising system to create a comprehensive, systematized advisement process in which full-time faculty and professional advisors in the Center for Academic Planning and Student Success (CAPSS) are engaged as academic advisors, and all new students are assigned an academic advisor no later than two weeks after the start of the semester.

Description and Analysis

Student Services and Academic Affairs have collaborated to ensure an effective advising system, regardless of the location of instruction or the mode of delivery. Through an [Academic Advising Process for Students at Different Phases in Their Academic Lives](#), we offer ongoing advising, with specific strategies to capture them at essential points in their academic careers.

New students, 0-15 credits: Our S.T.A.R.T. (Student * Testing * Advising * Registration * Tuition payment) sessions provide a "One Stop" opportunity for new students to move through the entire process of enrollment via scheduled appointments as well as walk-in "Express" sessions. We also feature a [16-minute video](#) on our website to walk students through the process. During these sessions students take the placement exam, meet as a group with leaders who instruct students on how to access [myCommNet](#), contact their assigned advisor, and use Degree Works to start their academic planning.

Advisors and staff meet individually with students to create a course schedule and start an academic plan, after which students meet with Financial Aid so they can register and understand their payment options. Additionally, in students' first semester, advisors place "holds" on students' accounts to encourage them to meet one-on-one with their advisor, who removes the hold when advising the student on next courses so the student can register.

Continuing students, 16-45 Credits: Once students have completed a semester of courses, they confer with their advisors in person, via e-mail, and by phone. During this period of a student's academic life, both faculty and CAPSS advisors offer intensive outreach to their advisees.
- At the start of each semester, all advisors receive a list of advisees with information such as the student's contact information, major, GPA, and earned credit hours.
- During advising and registration months each semester (October/November and March/April), advisors reach out to their advisees via e-mail and phone to inform them of their office hours, contact information, and to remind them to meet and plan courses for the next semester.
  - Many faculty use web-based scheduling tools to help increase the number of students who get advised.
  - Full-time faculty advisors have increased their advising availability at our Danbury campus.

During our advising months, the OIRE gathers data to provide division leaders with updates on students who have not yet registered, including information on registration holds. This information is distributed weekly and shared with faculty; thus, academic advisors can easily identify their students who have not registered for the next semester and reach out to them. Advising contact records are maintained in the Academic Division as a measure of effectiveness of our advising process.

Near-graduation students, 45+ Credits: OIRE runs reports to identify students who have earned 45+ credits and may be near graduation. CAPSS contacts these students and invites them to Graduation Clinics for a degree audit, to apply for graduation if possible or, if not, to plan a schedule that will facilitate graduation efficiently. We have broadened our outreach to increase awareness of the transfer process and representatives from all four State universities and UCONN have a presence on campus, with visits that vary from weekly (two institutions) to once a month or once a semester. Additionally, at least once a semester we hold transfer fairs that include many of the private colleges and universities in the area. To prepare students for the transfer process, we offer transfer workshops each semester, and our Center for Job Placement and College Opportunities assists students in writing college applications and essays.

Highlights of specific initiatives developed since 2012 include:
Resources:
- Advising resources for academic advisors and a student version have been placed on the College website so that faculty advisors and students may access information off campus.
- Faculty Senate collaborated with the Academic Dean and the Dean of Student Services in 2014 to draft an Academic Advising Manual that includes the advisor assignment process, successful advising approaches, and the College's expectations of advisors.
- The "Advising Minute," a weekly tip that briefly (takes one minute to read!) identifies strategies, tips, and other relevant information to help make advising more effective, is e-mailed to CAPSS, Admissions, full- and part-time faculty.

Training:
- CAPSS, in conjunction with Academic Affairs, offers a minimum of eight Advisor training workshops each semester; conversely, coordinators and faculty conduct program-specific workshops with CAPSS to educate the counselors and Admission staff on the particular needs of specific programs (e.g., ESL, Human Services, and all the Arts).
- Student Services professional staff on both campuses are cross-trained in academic advising, registration, basic financial aid guidelines for Satisfactory Academic Progress, non-credit course offerings, and the registration process. This enables staff to have more in-depth conversations with students and to connect students to additional resources based on their individual circumstances.
- In 2016 Academic Affairs established an annual, student-nominated outstanding Faculty Advisor award program. Each year, the award recipient shares best-practices through two advising workshops for faculty and staff.

Peak Enrollment
- CAPSS and Academic Affairs promote College-wide "On the Spot" and "Advising Week" opportunities at both campuses during peak enrollment periods each semester to offer advising during convenient times and in locations throughout the College that best fit student schedules. Students can meet with an advisor, build a schedule of courses, and register for classes in multiple locations. Faculty across divisions as well as staff participate in this initiative.

We are pleased with our most recent Community College Survey of Student Engagement (CCSSE) data that indicates our efforts are effective, since the data show that students' use of academic advising has increased since 2011. In 2011, on a scale from 1 [very little] to 3 [often], the mean use was 1.76; in 2015, on the same scale, the mean use was 1.86. This was a statistically significant increase, with a 95% Confidence Interval of [0.09, 0.11], an increase that holds, even though returning students are not required to seek advising before registration.

Projections:
- We will develop a way to assess advising efficacy at both campuses through end-of-semester satisfaction surveys for both students and faculty advisors. Results from these surveys can direct future advisor training and student outreach efforts.

E) Establishing and implementing a facilities master plan with an emphasis on building repair and maintenance and improving classroom technology
In 2016, a ten-year Facilities Master Plan (FMP) was completed for the College and approved by the President. Establishing and implementing this plan provides a compass for our future growth and for classroom improvements as we keep up with instructional technology, and it ensures that we address and fund building repair and maintenance.

Description & Analysis
Facilities Master Plan (FMP)
Covering the period of our 2016-26 Strategic Plan, the FMP is a comprehensive document written by the firm Perkins + Will (PW); it reflects a collaborative effort that engaged leadership and stakeholders from across the College and the Connecticut State Colleges and Universities System Office for seven months.

Over the planning period, the College Master Plan Advisory Committee (CMPAC), comprising 27 NVCC employees, students, and community members, gave input to PW and its lead architect, engineers, and academic space planner. Throughout 2015-2016, CMPAC met regularly to discuss the consultants' submittals that covered new and modified physical modeling for future facilities as well as data on actual and projected usage based on enrollment projections. The final draft was presented to CMPAC in March 2016, and the Committee voted to recommend it to the President who approved it in May 2016.

Core goals for the Plan are to optimize the use of existing facilities, to prioritize projects needed for new and renewed buildings, and to promote sustainability in land use, buildings, operations, energy, and resource use. The PW Team comprehensively assessed our existing main campus—its context, access, land use, buildings, circulation, landscape, and infrastructure—in conjunction with the existing and projected 10-year enrollment estimates and a range of academic and other programs. This assessment served as a foundation for understanding current constraints and for framing capital projects in the Master Plan to meet our high priority needs in the next 10-year period.

Written at the same time that we wrote our 2016-26 Strategic Plan, the FMP is a foundation for decision-making regarding academic programs and services, a guide for the upgrade of classrooms and performance of deferred maintenance, and a way to raise funds for additional infrastructure developments. It also ensures strong facilities security, ADA compliance, and the expansion of local transportation linkages such as the recent contract with Peter Pan bus service to provide affordable and convenient transportation between the Danbury and Waterbury campuses.

NVCC's FMP also includes specific buildings and renovations, including the newly opened Founders Hall, a new Math and Science building, a new Maintenance building and relocation of the cooling tower, campus beautification, library renovation and expansion, an art gallery, classroom upgrades, development of the glacier ridge trail area, additional parking, and student-centered social spaces.

Building Repair and Maintenance
The Director of Facilities and the Provost conduct an annual review to identify potential deferred maintenance projects that can be addressed using bond funds from the State of Connecticut dedicated specifically to deferred maintenance needs. Whenever possible, we address needed projects and improvements that are called for in the Master Plan as well as make capital equipment purchases. (See Area of Emphasis - A)

Since 2012, the College has secured approval of substantial State Bond Commission funding for capital improvements, including $44M to renovate Founders Hall, $6.5M for NVCC's Waterbury Campus Improvement Project, and $2M to outfit NVCC's Danbury Campus with classroom and laboratory equipment and furniture.

Improving Classroom Technology
The College received a 2015-2017 allocation of funds ($1,125,943) from the CT Board of Regents (BOR) under a program called "Twenty-first Century Classrooms." This program provides funds to meet instructional needs through the installation of classroom technology and to increase the number and availability of technologically enhanced classrooms.

Since 2012, 45 projects covering new instructional technology for classrooms as well as renovations to existing ones have been done on the Waterbury and Danbury campuses, representing a 78% overall increase in classrooms with instructional technology. Specifically, these smart classrooms in Technology Hall and Founders Hall at the Waterbury campus, as well as in all classrooms at the Danbury Campus, are equipped with instructional technology that includes a ceiling mounted projector, document camera, DVD player, and computer. The recent Facilities Master Plan also calls for the upgrade and/or renovation of classrooms in Kinney and Ekstrom Halls, including new projectors, screens, control stations, new furniture, painting, lighting, and ceilings.

The Information Technology Department (IT) is responsible for the support and maintenance of instructional technology in our classrooms at both campuses. Members of the IT department and faculty serve on the Education Technology (EdTech) Committee, which provides advisory support and meets regularly throughout the academic year to discuss classroom technology needs, propose projects, and annually assess needs for software and hardware upgrades to classroom technology. The Information Technology Plan specifies how IT will meet the ongoing technology needs in our classrooms with a focus on training faculty on smart classroom installations and showcasing emerging instructional technology for faculty to experience.

Projections:
- Ongoing analysis of classrooms for required technology upgrades.

F) Update on the College's success in assuring that its dual enrollment programs are offered in a manner consistent with the policy on dual enrollment programs
The CIHE letter addressed to President Daisy Cocco De Filippis on October 10, 2014, asked for an update regarding compliance with the Commission's policy on dual enrollment programs.

NVCC has two highly participatory dual enrollment programs: the first, College Career Pathways Dual Enrollment Program (CCP), serves up to 16 school districts in the region. In 2015-16, changes in the Department of Education procedures for high schools and community colleges required colleges to offer career and technical course track only, which prompted high schools to recalibrate their offerings. These changes resulted in fewer students served; however, we project an increase in CCP enrollments over the next five years as regional high schools plan to offer career track programs in alignment with NVCC curricula.

The second, the Danbury Early College Opportunity Program (DECO), serves Danbury High School; its genesis was in 2014 when Governor Dannel P. Malloy welcomed IBM into the State to introduce their Pathways in Technology Early College High School (P-TECH) programs. Our DECO program, modeled after the IBM P-TECH programs, includes a partnership with Danbury High School, Pitney Bowes Corp., and NewOak Financial Corporation, and through this program we offer high school students an opportunity to earn their high school diploma along with a certificate or associate degree in a Business/Computer Information Systems option (CIS). The required credit-bearing college courses are offered at the high school and are taught by NVCC faculty as well as by high school teachers who meet our credentials and requirements.

Since the development of the NEASC policy on dual enrollment in March 2014, we have made improvements to meet or exceed the NEASC standards related to dual enrollment. We joined the National Alliance of Concurrent Enrollment Partnerships (NACEP) organization and reference its

national standards that provide useful insight into best practices in the areas of curriculum, faculty, students, assessment, and program evaluation. Below are brief descriptions of the items that are factors in NEASC compliance with the Policy on Dual Enrollment Programs relative to our CCP and DECO programs:

1. Mission and Purposes: The opportunity our dual enrollment programs offer area high school students to earn college credit in the high school is consistent with our mission of offering "...quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential." Students participate in a high quality academic experience in the high school equal to that of the college classroom. The program gives students firsthand experience of the high academic standards and increased workload typical of college education, and it requires students to demonstrate the personal responsibility to be successful in college study. Further, the program provides high school teachers with ongoing, college-based professional development workshops that are directly related to the content, pedagogy and assessment of the NVCC courses they teach; and it strengthens curricular, instructional, and professional ties between partner high schools and the college.

2. Planning and Evaluation: The Dean of Academic Affairs manages Dual Enrollment programs, which also receive oversight from the BOR and the Connecticut State Department of Education (CSDE). Both the CCP and DECO programs provide quantitative and qualitative reports that include program assessments and strategic planning for evaluation. For CCP, each year a team of administrators and staff from Academic Affairs and the Bridge-to-College office meet to establish program priorities and to make programmatic and grant allocation decisions.

3. Organization and Governance: The CCP program is administered by the Director of Bridge-to College under the supervision of the Dean of Academic Affairs, and the DECO program is administered by the Associate Dean of the Danbury Campus and the Dean of Academic Affairs. These Dual Enrollment programs benefit from enthusiastic support and participation from the administration and faculty, including faculty oversite of departmental courses.

4. The Academic Program: We maintain a spreadsheet that defines the NVCC courses offered through CCP, and we select the courses that meet the guidelines of the CSDE as career pathways, as well as the high school faculty at each participating institution who have been certified to teach these courses. The learning outcomes and the level of proficiency with informational resources required for all courses, regardless if they are taught at our main campus or through the CCP program, remain consistent. Additionally, we have a rigorous and comprehensive structure for the approval of CCP courses: High schools must agree to deliver the NVCC courses with a prescribed syllabus, textbooks, and assignments for each course; high school teachers meet with NVCC faculty to review student assignments; and NVCC faculty perform site visits to assess classroom methodology and facilities, after which they write a report. The reviews are approved by individual departments, division leaders, and the Dean of Academic Affairs. This process ensures the continued alignment and delivery of content, learning outcomes, and rigor. We identified a scope and sequence of NVCC degree program courses for the DECO program, and all our offerings at the high school follow the same rigorous academic review process as applied to CCP courses.

5. Students: Juniors and seniors are eligible to participate in CCP, and these students must complete a Dual Enrollment High School application online within the designated time period. Application

procedures and time periods are available from the CCP Coordinator at each high school. The CCP program's withdrawal policy mirrors the College's policy, with some adjustments that reflect the differences inherent between the institutions, such as course duration. Most student services such as career counseling and academic advising are provided to students by the high schools, though the enrolled students have access to our College library and its subscription resources. Students who participate in the dual enrollment program receive recruitment e-mails and information on how to receive academic advising, register for placement testing, and obtain assistance with the admissions process. Up to 12 college credits may be earned by the end of the senior year of high school. High school students admitted to the DECO program are considered NVCC students and receive the services offered to all students, including tutoring, city bus passes, and access to all services on our Danbury campus.

6. Teaching, Learning, and Scholarship: All high school teachers must apply for approval to teach NVCC courses by submitting an application, a resume, and transcripts to the college. Designated department faculty review the application packages to determine if they meet the standards we would require for an adjunct faculty member for that course, and then they are approved by the Dean of Academic Affairs. In addition, every teacher is asked to attend annual discipline-specific professional development activities at the college with department faculty to review curricula, pedagogy, and methodology. Designated full-time faculty at the College are also available to answer questions for high school teachers as needed.

7. Institutional Resources: The program is funded with Carl D. Perkins funds and a CCP grant received by the College each year channeled through the Connecticut State Department of Education, which provides programmatic oversight.

8. Educational Effectiveness: College faculty review assessment instruments used at the high schools in dual enrollment courses and examine samples of graded student work on various assignments. Annual discipline-specific professional development activities focus on pedagogy, methodology, and assessment practices, and our faculty require the high school faculty to use assignments and exams used in our college classes. We monitor grade success in each course at each high school, track student success in the next course in the sequence, and share all information on program assessment with our faculty and administration, as well as with the high school coordinators and teachers. Additionally, we track and compare the success of dual enrollment students who enroll as postsecondary students at NVCC.

9. Integrity, Transparency and Public Disclosure: Enrollment coordinators from the high schools meet on campus with program staff at the start of the academic year to ensure that policies and practices specific to student services are adequately communicated. We maintain up-to-date information about the program, which is available through the Director of Bridge-to-College, including multiple resources for students, parents, and teachers.

Projections:
- We are examining opportunities to expand the Early College Opportunity and Dual-Pell to other high schools in our service area.
- Conduct institutional research on postsecondary dual enrollment students to assess the performance of these students on measures such as college readiness, retention, and graduation.

- Our plan for the 2018-19 academic year is to require all high school teachers who are approved to teach NVCC courses to attend a two-hour orientation session related to the mission, goals, policies, standards, and expectations for teachers in the program.

G. Update on the College's success in achieving its goals for enrollment at the Danbury Campus
The CIHE letter addressed to President Daisy Cocco De Filippis on June 8, 2016, identified two additional areas for special emphasis that we will address in this report through (G) and (H).

The NEASC designation of NVCC's Danbury site as a campus, and the relocation of the Danbury campus to a larger facility at 190 Main St., Danbury, CT in September 2016, highlights our commitment to keep support of our students at the heart of everything we do. The Strategic Plan indicates a year-to-year enrollment goal increase of 10% over the next five years at the Danbury campus.

Since 2012, we have achieved and surpassed enrollment goals for the Danbury campus by 56%.

Key initiatives that have supported the enrollment growth at the Danbury campus include the following:
- We finalized our expansion of the Danbury campus into new space in fall 2016. The new space includes an Office of the President, offices for administrative staff, additional classroom space, two computer labs, two conference rooms, a science lab, animal prep lab, a health lab, additional staff and faculty office space, student lounge, and a multipurpose room that is used for library services, ACE tutoring, and other needs that support student success.
- The Student Government Association voted to extend the UPass program to Danbury students through Housatonic Area Rapid Transit (HART), the local public bus transportation provider in the Greater Danbury area. HART provides public transportation to eight communities, with the majority of routes in Danbury, Bethel, New Milford, Newtown, and Brookfield.
- The Connecticut Board of Regents approved the Liberal Arts and Sciences degree program to be offered at the Danbury campus.
- The State of CT Bond Commission voted on January 30, 2016 to bond $2M for the exclusive purchase of furniture and to equip the new Danbury space with network, instructional technology in classrooms, and biology lab equipment.

Projections:
- Continue to seek out best practices to extend our services and assist our growing student population at the Danbury Campus.

H. Update on the College's success in providing sufficient course offerings and student support services at the Danbury Campus
Sufficient course offerings:
We currently offer the following associate degree programs at the Danbury campus: Business Management, General Studies, and Liberal Arts and Science. We ensure that we schedule courses that satisfy completion of all approved campus degree programs as well as General Education requirements. To allow for easy identification for students and consistent data tracking, all courses are now labeled as offered in Danbury or Waterbury.

As of spring 2016, the Danbury campus offers several additional courses that include lab-based science courses (Human Biology and Anatomy and Physiology), and to support the growing enrollment we have increased the number of sections of English, math, and ESL. Additionally, we offer non-credit program courses to support workforce development and life-long learning.
Each semester, a team of academic division leaders – the Associate Dean of the Danbury campus, the Dean of Academic Affairs, the Dean of Student Services, the Director of Enrollment Management, and the Director of the Center for Academic Planning & Student Success (CAPSS) – prepare and finalize the course schedule, ensuring that appropriate courses and numbers of sections are offered at the Danbury campus to meet demands of new and returning students.

As the chart in the link shows, overall number of [credit-course sections offered on the Danbury campus](#) has nearly doubled since 2012.

Student support services:
An Associate Dean who reports to the College President oversees the Danbury Campus, and our President has an office and maintains a presence there. In addition to the Associate Dean, the Danbury campus is currently staffed with three full time positions (two Assistant Directors of Admissions, and one Office Assistant); one part-time position (Program Assistant for Student Activities); two part-time evening administrators; and five part-time student workers. We added one of the Assistant Directors of Admissions and the Office Assistant in spring 2017 to offer greater support services, to champion retention efforts, and to expand outreach to the Danbury community through increased presence at local high schools and other college-related recruitment events.

Staff on the Danbury campus continue to offer "one stop" services to students, which plays a significant role in student enrollment and retention. Additionally, they provide a full complement of academic advising services that support new, transfer, re-admit, and continuing credit seeking students, as well as students on probation and/or suspension and non-credit students. Waterbury campus staff travel to the Danbury campus to provide supplemental support during peak advising and enrollment periods on an "as needed" basis.

Since the 2014-15 academic year, financial aid and disabilities counselors have been available one day a week at Danbury to provide support services to students, including FAFSA workshops offered in both English and Spanish that are open to NVCC students and members of the community.

Academic division leaders, department chairpersons, staff, and full-time faculty continue to provide office hours at Danbury during advising and enrollment periods. Additionally, we hold faculty orientation meetings at the start of each semester to share important updates and provide an opportunity to network among colleagues.

To increase student success in developmental courses, we piloted a free, non-credit Summer Bridge Program in 2015. The first iteration targeted a small population of students who had been unsuccessful in their English or Math Transitional classes as well as students who placed into transitional classes or one level above and wanted to improve. This program, which was three hours a day for two weeks Monday through Thursday, ran for two sessions on the Danbury campus.

In response to growing enrollment in 2015-16, we added an Academic Advisor/Retention Specialist, a Financial Aid Assistant, and a full-time faculty position in Math for the Danbury campus.

Since our move to the new location, we have enhanced tutor, library services, and student activities: The Academic Center for Excellence (ACE) maintains full-service in a dedicated space. The library in the multipurpose room offers full-service, including reserving textbooks for each class, providing a virtual library with access to all NVCC electronic library resources, and offering a collaborative working area along with quiet study space. Students can take advantage of leadership and college engagement opportunities through two active clubs on that campus, the Hispanic Student Union and the Environmental Club. Danbury students can also participate in the more than 40 student clubs on the Waterbury Campus, and the Student Government Association is currently looking for more ways to strengthen participation in their programming efforts in Danbury by holding weekly meetings and soliciting input from Danbury SGA senators and club representatives.

Assessment for Danbury campus services is not different from Waterbury campus services. Our regular assessment processes such as CCSSE, ACE and Library surveys, and development of Wildly Important Goals (WIGS) and Institutional Effectiveness reports include the Danbury campus.

Projections:
- Assess student services and schedule building at Danbury Campus to measure how we meet enrollment capacity.

I. Update on the College's continued efforts to understand the success of its students and to use data about student success, including graduation rates, for institutional improvement.
The CIHE letter addressed to President Daisy Cocco De Filippis on July 12, 2017, identified two areas for special emphasis to be addressed in this Fifth-year Interim Report. The following narrative demonstrates our continued efforts to understand the success of our students and to use data about student success, including graduation rates, for institutional improvement. More information can be found in Area of Emphasis "C."

This rate reflects the cohort of first-time, full-time matriculated students, and, like most community colleges, we are disappointed that this data fails to capture graduation rates for our part-time students or those in the cohort who switch from full-time to part-time status, which of course affects our IPEDS graduate rate submissions.

Our challenges with graduation rates as measured by the federal government are not significantly different from other community colleges: attrition, under-preparedness, and program or major change. However, we do note some promising improvements: a 2% increase in graduation rates since 2010 (the last IPEDS report showing a graduation rate of 14%) as well as significant completion achievements (over 1000 completers a year since 2012). We have also made some progress with our retention strategies: our average retention fall 2014 to fall 2015 is 65% for full-time students and 48% for part-time, which is above the national public community colleges average of 61% (FT) and 44% (PT). Yet, we also acknowledge that we want our graduation rates to increase: our top priority remains student success, which is the primary goal of our 2016-6 Strategic Plan.

If our Strategic Plan provides the framework for us to build systems that help students be retained and graduate within a reasonable timeframe, then our increasing understanding of our student success data provides the foundation that supports our efforts to strengthen and develop targeted initiatives to achieve these goals. Further, we use our process of developing and tracking Wildly

Important Goals (WIGS), explained in more detail in Standards One and Two, as a way to map our activities toward the 40 Strategic Plan Targets and keep us on course.

Our understanding of student success lays the groundwork for an annual dashboard we are instituting to track our progress toward our goals. Specifically, our OIRE is analyzing the number of students who graduate each year and the average time to degree for these students. Additionally, given the community college mission to transfer students, we are utilizing the National Student Clearinghouse to research our students who enroll at another institution with or without an NVCC degree, as these students also indicate a measure of our success. These efforts will help us tell a more complete, holistic story of both student and college success.

Throughout this report we reference a wide range of initiatives that support our work toward stronger graduation rates and increased retention, some of which are currently underway and have evolved and improved through our analysis of data; others that we are just beginning to strengthen; and a few that we are ready to implement. We highlight several here:

We have revised and improved:
- Developmental learning strategies (supplemental instruction/embedded tutors and accelerated options) to address under-preparedness. See Special Area of Emphasis C and Standard 8, Section 3.
- Summer and Winter Bridge programs to address under-preparedness and retention. See Special Area of Emphasis H and Standard 8, Section 2.

We are in the process of strengthening/expanding:
- Our First-Year Experience course to grow its enrollment and increase its effectiveness toward retention. See Standard 8, Section 2.
- Additional articulation agreements to allow students to transfer as juniors. See Standard 8, Section 4.
- More rigorous collection of historical and current data analysis of student completion, job placement, and transfer outcomes by degree and certificate program, including student achievement by race/ethnicity and economic status.
- Specialized supports for target populations (e.g., Veterans, males, increased diversity initiatives in the curriculum). See Special Area of Emphasis C and J.
- Clarifying policies and processes for engagement between advisors and students. See Special Area of Emphasis C and D and Standard Five.

We are ready to create/implement:
- Our updated Enrollment Management Plan (2017-2020). See Appendix.
- Creating new academic degree and certificate programs that address industry and community needs through an ongoing series of industry-sector summits. *See Standard One.*
- New technologies to improve teaching and learning (e.g., technologically enhanced classrooms, technology-based library, and other academic supports).

Finally, further affirming our commitment to support student success and completion is our recent honor by the United States Department of Education as one of the top 25 colleges in the country for effectiveness in advancing opportunities for low-income students while demonstrating high outcomes.

Projections:

- We will enhance summer and winter bridge programs that focus on Math and English preparedness for entering students.
- We will continue to expand advising support to prepare high-achieving students for admissions into highly selective Northeast colleges through need-blind admissions processes.

J. Update on the College's continued progress on developing and implementing strategies and initiatives to support persistence of students of color and low-income students.

Equity in achievement is integral to our 2016-26 Strategic Plan and identified as Priority Two; we emphasize its importance in Target Nine that clarifies our commitment to closing the achievement gap. In fact, what unifies faculty, staff, and administration and pervades our college culture is a dedication to recognizing each student's individual humanity. Such a cohesive perspective informs our initiatives that support persistence of students of color and low-income students. At the heart of these strategies is giving students a place to belong, a group with which to connect, activities in which to participate, and a voice that is heard.

Based on our IPEDS reporting, Table 3 shows how our Pell-eligible enrollment has grown by 9% since 2012, and, concomitantly, we have significantly increased aid to Pell-eligible students.

Table 3: Students Receiving Aid Comparisons

% of NVCC undergraduate students receiving aid			
	2012-13*	2015-16**	% change
Any grant aid	48%	50%	+4%
Pell grants	39%	42%	+8%

*IPEDS Student Financial Aid 2013-14
** IPEDS Student Financial Aid 2016-17

Between 2012 and 2015 we increased financial aid awards granted to underrepresented students by 62%, from 326 to 569. Additionally, our efforts to eliminate transportation as a hardship has resulted in a consistent increase in ridership of public transportation through our free bus passes in Waterbury, free bus passes in Danbury for service throughout the greater Danbury region, and significantly reduced bus passes between Danbury and Waterbury. See Standard Five for more explanation.

Most recently, through the collaborative efforts of Academic Affairs (especially our Human Services program), Student Services, and our Foundation, we are opening a Food Pantry in fall 2017 to address food insecurity among our students.

Since 2012, our Hispanic student population has grown by 21%, and the percentage of degree/certificates awarded to Hispanic students increased from 16% in 2011-12 to 22% in 2015-16. Our continued efforts to support that particular population resulted in our fall 2016 implementation of a peer mentoring program coordinated by *CREAR Futuros,* which focuses on improving graduation and retention rates for Latinos. In the *CREAR* (College Readiness, Achievement, and Retention) program, current students serve as mentors to other current students or accepted students for the next year.

Further deepening our commitment to supporting our diverse population, we are strengthening our efforts to integrate multiculturalism into the curriculum. In fall 2017 we are running for the first time a course designed and taught by the President: LAS 201, Introduction to Latino Studies, a course that will be the genesis of a Latino Studies Certificate that we will develop as a strategy to engage our diverse student body. Curricular modifications are also evidenced by the increasing numbers of students who participate in our twice-a-semester *Confluencia* the President hosts: The attendance at these poetry readings, which feature voices from both student and professional poets, has grown to standing room only, and what we find particularly exciting is the increasing number of students reading poetry in their own languages that is then read in translation by another student. In one year we had over a dozen different languages represented.

We also help students find their voice and gain a sense of belonging through extra-curricular and club activities: Celebrating the many diverse ethnicities and nationalities of our students, we began in 2016 an annual International Arts Festival that features groups from a wide range of ethnic and national origins performing on campus. Then, in 2017 we commenced a range of activities under the umbrella of NVCC as an International Center for the Arts.

Taking another important step toward facilitating dialogue and action to acknowledge individual humanity and also to promote empathy, healing, and change in our communities, the President created a Center for Racial Dialogue and Communal Transformation (CRDCT) at NVCC. A cross-functional team will coordinate the efforts beginning in fall 2017.

Our focus on supporting underrepresented individuals extends well beyond race and ethnicity. In response to recent legislation (PA 14-11) regarding sexual assault/domestic violence, we began a "Compassionate Conversations" initiative in 2015. Designed to engage students in conversations around potentially difficult topics in a safe and supportive environment, we collaborated with SGA and community partners (Safe Haven of Greater Waterbury, Wellmore, Hispanic Federation, and others) to facilitate these discussions. Offered on both Waterbury and Danbury campuses, we average nearly one per week and have expanded the topics to, among others, LGBTQ, internet safety, financial literacy, active shooter response, compassion in action. Building on this initiative, several faculty across disciplines are launching a Social Justice series to begin in fall 2017. And, of course, our student newspaper regularly publishes award-winning, student-reporting on ethnic and cultural issues facing the student body.

We also facilitate a range of support groups for diverse populations and to remain compliant with Title IX: we have support groups for Veterans, for victims of sexual assault, and for those recovering from addiction or supporting recovery. Additionally, we want to note that we respond quickly to societal and cultural issues that affect our students' lives either directly or indirectly. Thus, we have identified bathrooms across campus that are gender neutral, and, in response to the ever-growing opioid abuse epidemic, our President appointed three campus leaders across units and disciplines to plan activities to increase awareness and prevention.

In addition to Student Government Association (SGA) sending student representatives to all standing committees, we also encourage students to participate with other initiatives and in discussions that inform policy and strategies that directly affect their academic lives. Our upcoming 2017-18 One Book/One College text, *Saving Alex* for instance, was suggested by a student who served on that

committee. Clearly, we value students' voices, and all students have multiple opportunities to speak directly with the president and deans at scheduled events throughout each semester.

More information about our efforts toward student persistence is in Standard 8, Section 2 (Measure of Student Success).

Projections:
- We will continue to build cultural relevance and diversity into courses, and develop mentoring programs for underrepresented students.

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<div align="center">Standards Narratives</div>

Standard One—Mission and Purpose

Significant Changes since 2012:
- NVCC reaffirmed our mission statement with students, faculty, staff, and administration through a series of campus forums during the 2015-2016 academic year.
- The College actualized its mission and vision through a collaborative process of creating the Strategic Plan 2016-2026: *Toward a Splendid College*.
- Each unit has developed and adopted a mission statement integral to the College's mission; these statements are posted in all department offices.

Naugatuck Valley Community College continues to meet this standard as follows:
Our mission and vision complement one another, and their strength lies in their abiding principles of student-centeredness, community, opportunity, and quality:

NVCC's Mission: "Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential."

NVCC's Vision: "At NVCC, the word "community" is central and our students are considered our most sacred trust and finest asset. Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students."

NVCC's mission and vision also reflect the overarching goals of the Connecticut State Colleges and University (CSCU) system, and are published annually. In so doing, we ensure all stakeholders are mindful of how the mission and vision provide broad direction for our curricula while also addressing the College's many important roles beyond the campus borders.

Importantly, our mission and vision have been the foundation of our last two strategic plans (2010-13 and 2013-16) as well as our current one (2016-2026). Throughout, we have been consistent in our five institutional goals.

The connection between our mission, vision, and Strategic Plans is evident in our annual process in which each unit develops a series of Wildly Important Goals (WIGs) that operationalize our goals and benchmarks. Three times a year we assess and update these WIGs; doing so offers continual opportunities to reaffirm our mission.

In keeping with our mission, which centers on quality and affordable education and training that responds to our community, we offer more than 100 accredited programs leading to associate degrees or professional certification, including 11 externally accredited professional programs, and over 700 non-credit courses for professional development and workforce training through our Community and Economic Development Division.

Our focus on our mission and vision is also evident in the many ways we engage our community: We host annual Community Meetings, Industry Summits, and Advisory Board meetings to get community leader feedback on our Strategic Plan and curricular development. In fact, our sustained industry partnerships have helped nearly 100% of our students in high demand program areas of manufacturing and allied health secure internships and full-time jobs. Our mission and vision is further defined through regular community collaborations that provide the base for students' rich cultural, civic, and intellectual experiences, ranging from *Confluencia* gatherings that bring together poets, writers, students, faculty, staff, and the community to share original works in multiple languages, to the 2017 launch the International Center for the Arts that featured our third Fulbright Scholar-in-Residence, to collaborations with the Waterbury Symphony Orchestra and BRAVO, Waterbury!, an after-school music education program, to symposiums that feature keynote speakers on a range of topics such as a "Liberal Education," "Music, Art, and the Brain," and the "Real Science of Time Travel."

As we will make clear through this mid-term report, student success remains the focus of our mission and strategic planning by our consistent focus on our core values: student centeredness, academic rigor, leadership, accountability, respect, trust, effective communications, human diversity, community outreach, civic engagement, and beautiful and positive ideas.

Projections:
- Expand efforts to increase inclusivity of services, such as orientations in Spanish.
- Post department mission statements onto website.

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<u>Standard Two—Planning and Evaluation</u>

Significant Changes since 2012:
- NVCC engaged the College and community in two strategic plans: 2013-2016 and 2016-2026.
- NVCC revised or developed new, institution-wide plans: Facilities Master Plan, Institutional Effectiveness Plan, Enrollment Management Plan, Development Plan, and Information Technology Plan.
- Academic Affairs is currently drafting the next five-year Academic Master Plan that will update the Academic Master Plan of 2012 – 2017.
- The Commission on Institutions of Higher Education approved the Danbury Campus for accreditation in 2015.

Naugatuck Valley Community College continues to address this standard as follows:
Mission/Purpose Related Strategic Planning and Evaluation:
A variety of regional, State, and institutional guidelines informs NVCC's institutional planning, including the following: NEASC Accreditation letter, State of Connecticut mandates on remediation and transferability, The Board of Regents Strategic Initiatives, The College's Strategic Plan, and the President's annual goals. A final report on our 2013-2016 Strategic Plan is available here.

Since 2010, we have implemented two Strategic Plans (2010-13 and 2013-16), and we are one year into our third Strategic Plan that covers 2016-26. Our annual implementation cycle of our Strategic Plan is outlined on page 39 of the Plan. As noted in Standard 1, each year individual institutional units, divisions, and departments create action items through Wildly Important Goals (WIGS) that link to the Strategic Plan and keep us on track to implement it. Three times a year we assess our progress on these operational tasks, culminating in an annual report from each area that provides an overview of how we are advancing the plan.

These reports become the basis for discussion so that our data and observations inform future development and action. For example, after completing the 2013-16 final report, we recognized that we needed to focus on systems development; that is, activities that require us to take a long-term approach in 10 key areas we identified in the 2016-26 Strategic Plan. Our further inclusion of 40 measurable targets against which we regularly benchmark progress facilitates our being able to dream big while simultaneously putting systems and processes into place that keep students at the center in the face of changing and challenging times within the State.

Our Strategic Plan informs five Master Plans, all of which connect to one another in overarching goals: Academic Master Plan (every five years), Enrollment Management Plan (every three years), Information Technology Plan (every five years), Institutional Effectiveness Plan (every three years), and the Facilities Master Plan (every ten years). By staggering the updates and consequent revisions of these plans we strengthen our abilities to respond to change more effectively. Our WIGS serve as the base for action and implementation of operational goals across all plans of the college. (**Note**: The Foundation is a separate legal entity, so while it has its own plan informed by the Strategic Plan, it does not connect with the others in the same way.)

Because our new strategic plan emerges from a year-long process of reflection, data-collection, and trend-analysis that involves all levels of stakeholders, we are confident that it reaffirms our mission's and vision's values and goals, placing students at our center. We call attention to the dynamic nature of our strategic plan and our flexibility in responding to new or urgent needs as we identify opportunities and constraints. For example, based on our recent identification as a Dual Pell Enrollment institution we are expanding our work with the Early College Opportunity in Danbury and growing it in additional cities to meet the needs of their communities.

Serving as the vehicle to facilitate and monitor the interrelated committees and activities that move us toward our Strategic Plan goals and benchmarks, the NVCC Institutional Planning Council (IPC) is chaired by the President of the College and convenes twice a semester. This council includes members of the Cabinet, faculty, and a student representative and is charged with confirming quality of programs, effective use of resources, and student success through our planning processes. Four working committees —Committee on Responsive Academic Leadership and Programs, Committee

on Student Success, Committee on Institutional Effectiveness, and Committee on Environmental Scanning—consult with departments and divisions to ensure campus-wide consultation, multiple perspectives, and accountability.

Since 2014, one of the goals of the IPC Committee on Environmental Scanning has been to work with Academic Affairs to ask regional employers, "How can we, as a community college, help you to build or improve your workforce?" To respond to that question, the IPC organized a series of Industry Sector Summits to connect with Connecticut employers in seven sectors defined by the Board of Regents: Manufacturing, Information Technology, Bioscience, Energy, Financial Services, Allied Health, and Hospitality. One of the outcomes was a Cybersecurity degree program we launched in fall 2016; 25 new students have enrolled as majors.

Further strengthening our progress toward our Strategic Plan goals as well as bolstering our culture of assessment and effectiveness, the IPC's Institutional Effectiveness Committee oversees an annual Institutional Effectiveness Report. This report consists of each departments and divisions annually assessing goals and data-targets based on a calendar year.

Financial and Other Resource Planning
NVCC continues to utilize an open and transparent budget process. Once the budget is approved, it is published campus-wide. More detail on the budget process as well as financial and other resource planning is elaborated in Area of Emphasis A.

Educational Effectiveness Planning and Evaluation
As we describe in detail in Standard 8, NVCC has established planning mechanisms to help us evaluate educational effectiveness in an ongoing way. These include: (1) a Master Academic Plan (2018-22); (2) a regular process of Academic Program and Discipline Review (detailed in Standard 4); and (3) an Institutional Effectiveness Plan.

The Office of Institutional Research and Effectiveness (OIRE) gathers data and analyzes enrollment trends and environmental factors to evaluate the possibility and viability of new and current academic programs. For example, the analysis of enrollment and graduation trends in the Academic Program Review led to us terminating Environmental Science: Biology Option and Environmental Science: Environmental Systems Option effective January 1, 2017.

Additionally, the OIRE supports all external accreditation processes to ensure that data requirements are consistently met. We address this topic more extensively in Standard 8.

Support to Planning
An increase of 1.5 staff in concert with our new IEP bolsters our abilities to plan and assess both efficiently and effectively. The increased staffing allowed us to create a central data repository and data tracking system, which enhances our capacity to respond effectively to grants management and planning adjustments. The OIRE gathers and reports relevant information in many ways, including College Facts and Institutional Data, available on the NVCC web page.

Projections:
- Increase institutionalization of data and assessment systems that include annual data tracking, distribution, and dialogue (e.g., Annual Factbook), environmental scanning, and the creation of public data portals.
- Strengthen assessment of non-academic services to determine effectiveness.

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Standard Three—Organization and Governance

Significant Changes since 2012:
- The Arts and Humanities and Behavioral and Social Sciences divisions merged under new leadership of an Associate Dean.
- We inaugurated the Danbury Campus at 190 Main Street for both credit and non-credit courses [first enrollment in 2009; recognition by NEASC in June 2016] and added an Associate Dean position to oversee the Danbury campus.
- NVCC's Faculty Senate amended its constitution and reconstituted its membership to 15 elected Senators that represent all faculty.
- We established the General Education Assessment and Curriculum Design Committee (GEACC) and formalized its relationship to the Curriculum and Educational Affairs Committee (CEAC).
- CEAC and Academic Standards reconstituted membership to include more faculty representation.

Naugatuck Valley Community College continues to address this standard as follows:
NVCC and CSCU
NVCC is a member of the Connecticut State College and University System (CSCU), which includes the State's 12 community colleges, four state universities (Eastern, Western, Southern and Central Connecticut State Universities) and Charter Oak State College. CSCU is administered by the Connecticut Board of Regents. The [BOR mission statement](#) acknowledges the distinct mission of Community Colleges, focusing on the accessibility and affordability of an excellent higher education and lifelong learning.

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

The BOR governance policies and mission statement are located in Appendix D: Standard 3 Interim Report Forms.

Shared Governance
The President of NVCC is the chief executive officer of the College and has the authority and responsibility to ensure that the College's mission and strategic goals are met, along with the general administration and supervision of all aspects of the College.

NVCC operates under a shared governance system, which engages the participation of all faculty, staff, and students. These groups communicate regularly with one another, serve as a voice to the

President through standing and other committees, and together provide input to steer the future academic direction of the College through strategic planning, institutional planning, budget development, curricular development, course and faculty scheduling, and the academic calendar.

Faculty and staff of NVCC participate in governance primarily through the following committees: Curriculum and Educational Affairs Committee (CEAC) reviews applications for course changes, new courses, certificate and degree programs, degree requirements, and other curricular matters. In academic year 2016-17, CEAC reviewed and approved 51 curricular items brought forth from the faculty. The General Education Assessment and Curriculum Design Committee (GEACC), a sub-committee of CEAC, consists of competency experts who review applications for courses being included in the general education framework. This committee also coordinates curricular and educational alignment with the CSCU Transfer Ticket pathways and oversees General Education competency assessment.

Academic Standards Committee (ASC) reviews and recommends standards for grading systems, academic policies and procedures, honors, probation, and suspension. Recent work includes reviewing course capacities and amending the incomplete grade and change of grade processes.

Student Affairs Committee (SAC) determines local student procedures, policies, student services appeals, and awards.

Agenda Committee (AC) oversees the processes and operations of the other three committees (CEAC, ASC, and SAC) and reports to the President.

This College Advisory System (CAS), as shown in Figure 2, consists of the four previously identified committees (CEAC, ASC, SAC, and AC), and is based on the premise that rules, regulations and guidelines, decision-making, and new program development are best done by starting with the faculty and professional staff and proceeding with recommendations to whatever other level of approval is necessary.

Figure 2: Relationships among Individual Governance Committees
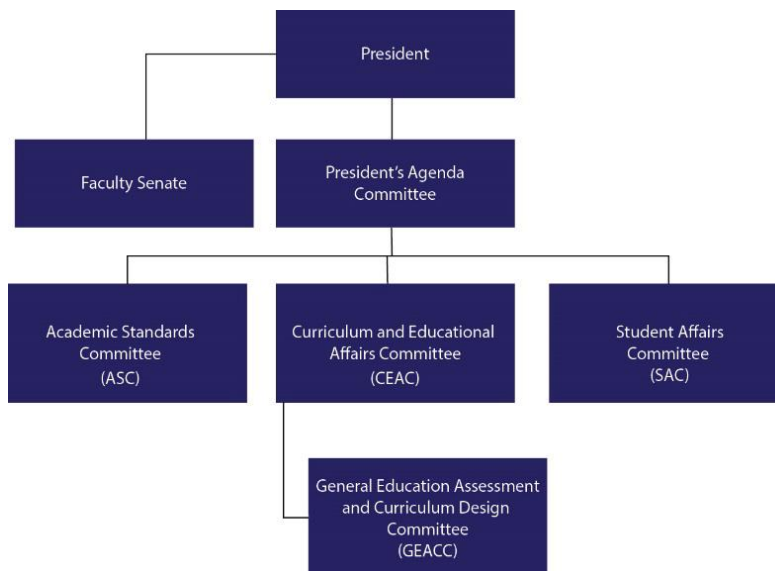
The Faculty Senate addresses faculty issues and concerns not covered by collective bargaining agreements or the College Advisory System (CAS). Serving as a communication platform between faculty and administration, the Senate organizes and sponsors events and guest speakers through a budget appropriation. Currently reporting directly to the President, the senate leaders meet with her three times each semester.

Organizational Structure
NVCC's organizational structure fully supports our administrative capacity and abilities to function effectively. The 2015 merging of previously separate divisions, the Behavioral and Social Science division and the Arts and Humanities division, under the leadership of an Associate Dean offered opportunities for streamlining efficiencies as well as growing opportunities for new leadership.

Sustaining an environment of teaching, learning, service, and scholarship
The College encourages teaching, learning, service, scholarship and research, and creative activities, and since 2012 we have substantially grown our culture of scholarship:

- We hosted three Fulbright Scholars-In-Residence who have taught courses and participated in the life of our institution and our surrounding community;
- Three full-time faculty have submitted research-related proposals to federal grant-making programs, and we are currently waiting to hear about a National Science Foundation grant application;
- Over thirty full-time faculty have earned doctorates and published scholarly works;
- We have embedded a greater focus on research methodologies into our Honors Program courses and in our Strategic Plan 2016-26, Goal 2, Priority 4.

Projections:
- Further clarify and strengthen the functions of the Senate.

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Standard Four—The Academic Program

Significant Changes since 2012:
- Degree and certificate completions have exceeded 1,000 for every year since 2012 – with a target set in Goal 1, Priority 1 of our 2016-26 Strategic Plan to achieve a 10-year average of 1,500 degrees and certificates awarded annually.
- Analysis of enrollment and market trends resulted in the elimination of some programs (e.g.: Criminal Justice – Computer Crime Deterrence option) and the creation of a new program in Cybersecurity.
- The Transfer and Articulation Program (TAP) that creates Transfer Ticket Pathways between NVCC and the four State universities to facilitate junior status transfer has produced twenty-six programs.
- CSCU instituted a "normalization" process to align community college programs so they are limited as much as possible to 60 credits; NVCC complied with modest program adjustments that we completed in 2016-17.

Naugatuck Valley Community College continues to address this standard as follows:
Fulfill Mission:
NVCC offers 63 programs that award the associate in art and associate in science degrees in over 40 disciplines and serves students on both our Waterbury and Danbury campuses. We offer broad areas

of study from accounting to allied health to liberal arts and sciences, and more than 40% of NVCC graduates receive degrees in General Studies and Liberal Arts and Sciences. We also offer 46 credit certificate programs that range from 6 to 30 credits, most of which may be completed in as little as one year. Finally, we serve those who want re-training or workforce development through our Community and Economic Development Division, which offers 25 different program areas/certificates from one to eight times annually, for a total of 85 program offerings on average per year.

The Community and Economic Development Division just recently completed its second year of offering non-credit vocational education in two local high schools: Certified Nursing Assistant (CNA) and Small Engine Repair certification were offered at Thomaston High School, and the CNA certification was also offered as enrichment education to college-bound students at Watertown High School. These programs and certificates serve all our students, whether they plan to enter the workforce directly after graduation, transfer to a baccalaureate program, or gain further professional certification for their current employment. Additionally, all degree programs contain a 31-credit General Education core that exposes students to the knowledge domains and methodologies of the arts and humanities, social sciences, mathematics, and sciences.

NVCC awards transfer credit for comparable courses completed at other regionally accredited higher education institutions. Only credits for courses with grades of "C" or better or a grade of "P" are accepted in transfer, and the latter only if the transcript legend defines "P" as representing a grade of "C" or better. The letter grade(s) assigned by the other institution are not recorded or included in the computation of the student's NVCC grade point average.

To fulfill our additional mission of serving our broader community, we extend our reach in multiple directions:

Early College Initiatives
In 2016, NVCC was selected as one of 44 institutions of higher education in the nation to participate in the Dual Pell Experiment. During the academic year, more than 20 Danbury High School students enrolled in college credit courses using Pell funds. Starting with the 2016-17 academic year, we extended this opportunity to the Danbury Early College Opportunity (DECO) students. DECO is now in its second year offering Danbury High School students the opportunity to take college courses while in high school and receive credit from NVCC towards an A.S. degree in Computer Information Systems, and this opportunity is now expanded to high school students who qualify for Pell. This program is explained in greater detail in Area of Emphasis F.

Two scholarship programs allow high school students to enroll in college-credit courses while completing their high school requirements: The Principal to President Scholarship began in 2009 and allows each high school principal in our service area to recommend two high school juniors or seniors to enroll in a college course at either of our campuses. The scholarship covers tuition and provides a $250 book store voucher for texts and materials. The High School Partnership program pays the tuition for up to four students per high school in our service region to take a college course at either of our campuses. The students chosen are recommended by guidance counselors to their Principals and to the College President.

Weekend College:
Begun in fall 2016, Weekend College allows those students who work full-time or who are otherwise limited in time to get full-time credit on a part-time basis toward a Business Management degree. With courses offered on both our campuses as well as online, we offer multiple entry points for these students. By taking two to three classes at a time, offered on Fridays, Saturdays, and Sundays, and taking courses in the winter and summer sessions, students enjoy an accelerated pathway toward graduation.

Plan, Manage, Assess, Improve: Academic Quality and Integrity
Since our 2012 NEASC report, we have broadened and strengthened our systematic assessment of student learning for continual quality improvement and effectiveness of our certificate and degree programs. We describe these assessment activities in the Reflective Essay, Standard 8.

Prior to assessment, we assure the academic integrity of our certificate and degree programs through our rigorous curriculum process, which is overseen by the Curriculum and Educational Affairs Committee (CEAC), an elected committee of faculty and staff. CEAC, advised by the General Education Assessment and Curriculum Design Committee (GEACC), determines the viability of programs and courses as well as if courses meet the rigorous standards of General Education and TAP certification. The committee reviews all courses and curricula; receives from divisions recommendations for changes to courses and curricula; ensures that courses continue to meet the credit hour federal standard; and develops and implements the processes and procedures by which all courses and curricula are reviewed.

General Education Assessment has progressed consistently since we adopted the BOR General Education competency framework in 2014. The standard operating procedure for the curriculum process and the standards for certification as a General Education course can be found through links on our website.

We also ensure academic integrity through a syllabus template that all faculty are required to use. This template contains standardized language regarding College policies such as plagiarism and Title IX. In addition, we promotes awareness of our policies on academic honesty on our web site and in the student and faculty handbooks. Each semester we collect all syllabi and put them on the Secretarial Drive.

For online courses, students access the course management system through the system's portal, MyCommNet. Each student is assigned a unique NET ID and creates their own password the first time they log into the system, and all student information is handled in accordance with FERPA requirements. Faculty who teach online also go through training that includes strategies to ensure the students who register for courses and programs are the same students who participate and receive credit. These strategies include use of authentic assignments and assessments, project-based learning, requirement of multiple drafts, multi-stage submissions for long papers or projects, and proctored or randomized standardized testing.

Academic Program and Discipline Review:
Academic Program Review (APR), modeled on NEASC institutional standards, is a CSCU system-wide review process that occurs with all credit-bearing programs every seven years. Since 2012, NVCC elected to conduct APRs every five years. The APR allows us to study the efficacy of degree

programs, to plan for resources identified as a result of the review (such as staffing and capital equipment), and to make decisions regarding program terminations. Specific degree program review cycles are highlighted in Appendix E. The following link provides a sample of a degree program review.

Our discipline assessment process is similar to our APR but we modify the review template since not all areas are relevant. Focusing on all courses in a specific discipline, a small team of faculty gathers data and analyzes results with the help of the OIRE and makes recommendations about disciplinary direction and strategic planning. An example of our Discipline Review can be found in the 2015-16 Biology Discipline Review, which shows how our findings resulted in adding a FT faculty member and a re-evaluation of the methodologies used in the Introduction to Biology course.

Once the Dean of Academic Affairs offers input on the APR and the discipline reviews, the faculty leader presents a summary of findings, highlights strengths and weaknesses, and identifies needs for future resources and curriculum planning to the Policy Team (comprised of the President, the Senior Dean of Administration and Provost, the Deans, and the Director of Human Resources). Finally, faculty implement the recommended changes following the established CEAC approval process.

See this schedule of review for an overview of internal program and discipline reviews that have taken place since 2012 and those scheduled for 2017-2022.

In spring 2010, the BOR required all CSCU institutions to administer online rather than print credit course evaluations. Near the end of the semester, students are notified via e-mail and through myCommNet with instructions and deadlines about accessing these evaluations. Like many of our sister colleges with whom we have conferred, we experience a low participation rate despite our efforts to encourage students to complete evaluations. We are currently in discussion with CSCU about strategies we might take to increase the student participation rate.

Projections:
- Ensure we close the loop so that the resulting recommendations are addressed.

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Standard Five—Students

Significant Changes since 2012:
- In 2015, the College applied for and became eligible for support as a Hispanic Serving Institution (HSI).
- In September 2016, the U.S. Department of Education recognized the College as one of the top twenty-five community colleges nationwide for its effectiveness in educating low-income students, as per employment rates and students' abilities to pay loans.
- In 2017 NVCC created a new position, Associate Dean of Enrollment Management, to champion enrollment efforts and to implement and fulfill the Enrollment Management Plan.
- In May 2017, the College was approved for three U.S. D.O.E. Upward Bound grants together totaling nearly $4M. Each grant, a five-year award in the amount of $257,500 per year/per school, will support increased collaboration between NVCC and the three Waterbury High Schools, Crosby, Kennedy and Wilby. The grants will provide 60 students from grades 9-12, at each school, college access, preparation, and awareness services.

- Effective September 2017, the College was approved for a fourth U.S. D.O.E. Upward Bound Grant that focuses on Math and Science with Crosby High School.

Naugatuck Valley Community College continues to address this standard as follows:
Realistic goals to enroll students consistent with mission
NVCC is an open-access, Hispanic-serving institution that welcomes all students who meet the admissions requirements of proof of high school completion and immunization records, whether or not they are college-ready or require remedial or developmental studies to strengthen their readiness for college-level coursework.

Our most recent 2016-19 Enrollment Management Plan (EMP) identifies how we are expanding recruitment beyond the traditional high school setting with directed efforts to locations such as community centers, places of faith, businesses, and industry stakeholders. This plan also outlines specific retention initiatives such as Early Warning, graduation clinics, increased social media presence, redesign of marketing materials for potential students, and admission and FAFSA information sessions in English and Spanish.

Achieving diversity among students
Equity in opportunity and achievement is one of our top institutional priorities, and we recognize the diversity of our faculty, staff, and students as one of our most valuable assets. We affirm this commitment to diversity and equal opportunity in a Continuing Notice of Nondiscrimination that is found on most print materials and College webpages.

We celebrate a broad range of ethnic and racial diversity among our students. In fact, the percentage of Students of Color at NVCC has increased from 37% of the student body in fall 2012 to 48% in fall 2016.

Resources for Economic Diversity:
We offer a comprehensive financial aid program of grants, loans, work-study stipends, and scholarships to qualifying students, and we encourage all students to apply early. We also clearly indicate admissions and financial aid criteria and deadlines on the NVCC website, in the College Catalog, the Enrollment Guide, and on application forms. On average, we award $14.3M in financial aid each year.

NVCC has received a range of grant funding to strengthen student success for special populations:

Student Jobs on Campus: Through the generosity of the Fairfield County Community Foundation, Connecticut Community Foundation, and a grant from the State of Connecticut, we have developed and greatly expanded our *Student Jobs on Campus* program, which provides employment opportunities to students who are in good academic standing with documented financial need, but who may not otherwise qualify for traditional financial aid programs. Since its inception in 2014-15, when more than 20 students on average each year were mentored by staff and faculty and gained valuable experience while earning a paycheck, we have nearly tripled the number who have this opportunity to more than 56 students in 2016-17.

Since 2012 we have increased the number of job-training programs approved for Veterans' funding from one to nine.

Supplemental Nutrition Assistance Program (SNAP): Run by the State Department of Social Services (DSS), which also funds a program coordinator, this program helps students pay for their education in 29 different credit and non-credit workforce certificate programs. Since its genesis in 2017, the program has served 100 students.

CT Advanced Manufacturing Initiative (CAMI): NVCC received a two and a half year, $1.7M Trade Adjustment Assistance Community College and Career Training Grant (TAACCCTG) to establish the CT Advanced Manufacturing Initiative (CAMI). These funds enable us to duplicate our Advanced Manufacturing Technology Center (AMTC) at Abbott Technical High School in Danbury and expand advanced manufacturing opportunities to students and incumbent workers at Kaynor Technical High School in Waterbury.

Workforce Achievers Value Education (WAVE): In its 12th year as of 2016-17, the WAVE program recruits 15 students each year and offers work experience, education, and support services to build strong life skills. In this program, students are retained 100% from their first to second semester and 89% from their first to second year. Close to 30% make the Dean's list each semester, with 90% enjoying a greater than 2.0 GPA. Notably, almost 90% of the students complete a degree or certificate, and of the total 144 students served thus far, more than half are employed and earning a professional wage.

Dual Pell Experiment: This is explained in Standard four and Area of Emphasis F. Since 2012, our Pell eligible enrollment has grown by 9%.

Resources and services that provide opportunities for student success
We provide a wide range of programs, services, and student-centered co-curricular activities to support, supplement, and enhance classroom instruction for our students on both Waterbury and Danbury campuses.

Academic Advising and Scheduling: To assist students as they begin their college lives, we offer S.T.A.R.T. sessions at both campuses for "one stop" registration, financial aid, and advising; individual advising and academic planning in our Center for Academic Planning and Student Success (CAPSS); and orientation for new students. The English for Speakers of Other Languages (ESL) office assists in the transition of speakers of other languages. Additionally, we adopted Degree Works in 2016, an online degree audit system that facilitates straightforward academic planning to keep students on track. See Area of Emphasis D for more detailed explanation of our systematic advising efforts.

Another way we support our students in their progress toward completion is through effective collaboration among academic leaders, admissions counselors, and academic advisors to plan the schedule of courses each semester on both campuses. We take care to offer courses in all modalities, seven days a week from early morning to late evening. Program coordinators often survey their students to identify the days and times specific classes are needed, and in spring 2017 we surveyed students for their input on convenient days and times to offer classes, which will inform future schedules.

Disabilities Services: To support students in all areas of their learning, our Disabilities Services helps students with disabilities at both campuses to develop strategies that remove obstacles to the

learning process. Services include specialized advising and counseling, an array of assistive technology and other supports, including readers and note-takers, and faculty training on specific teaching strategies.

Academic Center for Excellence: See Area of Emphasis "C" and Standard 8 for more detailed explanation of this resource.

Free and Reduced Fare Bus Service: Since we began free, unlimited bus service throughout Waterbury in 2011, and instituted evening bus service, evening ridership has exceeded 1.4 million people. More than 800 Waterbury campus students take out bus passes each semester. In Danbury, the U-Pass provides full, free access to the Housatonic Area Regional Transportation (HART) bus service that services the Greater Danbury region. A special agreement with Peter Pan bus lines offers greatly reduced rates for bus service between the Waterbury and Danbury campuses.

Interacting with Integrity
NVCC's enrollment process, promoted consistently on the College's website, in the Enrollment Guide, in the College Catalog, and in numerous brochures/postings, features a six-step process for admission, financial aid, assessment testing, and registration.

Fostering a safe environment for intellectual and personal growth
Since 2012, more than 1,000 NVCC students, faculty, and staff participated in more than 100 volunteer events and programs each year, including clubs and the Student Government Association, advocacy, and volunteerism. NVCC students remain active and civic-minded as do our faculty and staff. Their many hours volunteering in programs like GEAR UP, in the St. Vincent DePaul soup Kitchen, and for National Make a Difference Day show that the spirit of volunteerism is alive and well on our campus.

Students foster their intellectual and creative growth in abundant ways at NVCC through artistic performances, Honors courses, scholarly research, writing for and producing our College literary magazine, Fresh Ink as well as for our monthly school newspaper, The Tamarack, which has won five awards for Excellence in Journalism at the Collegiate Division of the Connecticut Society of Professional Journalists.

Projections:
Our projections grow directly out of Goal 1, Priorities 1 and 2, of our 2016-26 Strategic Plan:
- Exceed the national public community college FT/FT three-year completion average rate of 26%.
- Decrease median time to completion in each graduation year for all associate degree and credit certificate students from nine to six semesters.
- Narrow achievement gap for Pell, African American, and Hispanic students completing, job placement, and transferring.

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Standard Six—Teaching, Learning, and Scholarship

Significant Changes since 2012:

- In spring 2017, 15 part-time and full-time faculty participated in a pilot program with the Association for College and University Educators (ACUE) to learn strategies to create and assess productive learning environments.
- We hosted three Fulbright Scholars-in-Residence in visual art (2013-14), literature (2014-15), and music (2016-17).
- Academic Affairs developed and implemented a faculty orientation process for full- and part-time faculty that includes guidance and support from Academic Affairs.

Naugatuck Valley Community College continues to address this standard as follows:
Foundation to ensure the quality of instruction and support for student learning.
Our commitment to high standards and support for the quality of our instruction is demonstrated in part through the consistency of our Strategic Plan goals. In our last two (2010-13 and 2013-16) and current (2016-26) Strategic Plans, two goals emphasize academic excellence and rigor through the quality of our teaching:

> "NVCC faculty and staff make a difference – at the College, in the community, in their fields of study, and in the lives of students."
> "NVCC programs meet and beat academic and industry standards."

To meet those goals, we do the following:
- We require all full-time and part-time faculty to have a minimum of a master's degree in their field of teaching, with only a few exceptions made in vocational fields in which work experience gives the candidate excellent qualifications. Any exceptions are reported to and approved by the Academic Dean.
- We adhere to a thorough evaluation process per union contract that focuses on continual improvement in teaching and learning for all faculty: We observe and evaluate full-time faculty per union guidelines and part-time faculty every three semesters.

Academic Affairs and Student Services share responsibility for guaranteeing we have structures and processes in place to ensure quality instruction and support for student learning, and several of our faculty- and staff-based governance committees are directly involved. See Standard 3 for the responsibilities of the Academic Standards Committee (ASC), the Curriculum and Educational Affairs Committee (CEAC), and the General Education Assessment and Curriculum Design Committee (GEACC).

Scholarship, research, and creative activities receive support appropriate to the institution's mission.
Through their leadership, research, and creative activities our faculty model skills for our students and meet Priorities Three and Four of our 2016-26 Strategic Plan. Union funding supports full-time faculty for sabbatical leave for which they can apply beginning in their sixth year of service. Additionally, the unions will support scholarship, research, and professional development as their funds allow, and the college supports and promotes innovation and entrepreneurship through strategies such as a Committee on Sponsored Programs and Grants that offers seed-funding to promote grant development, our Beautiful Communications project that encourages creative and adaptive ways of thinking, and award programs that inspire service and leadership. In 2016 Academic Affairs instituted an Outstanding Faculty Advisor Award Program, and since 2012 the college awards the Presidential Medal of Honor to those who distinguish themselves through significant contributions to our mission.

The system-wide Center for Teaching (CFT) (at all 12 Connecticut Community Colleges) offers free and local professional development opportunities, and our local CFT offers weekly workshops on a wide variety of topics. CFT leaders schedule workshops on different days and times to accommodate full- and part-time faculty, and at the end of the year they produce a final report that includes numbers of workshops and attendance.

Finally, various faculty and staff develop colloquia to encourage dialogue on topics ranging from the role of higher education in transforming the U.S. economy to why liberal arts education matters.

Faculty responsibility to advance academic purposes through teaching, learning, and scholarship.
The role of the faculty member, whether full- or part-time, is to provide learning opportunities that meet our mission in and out of the classroom. By contract, all faculty members must:
- o   Prepare and teach college-approved courses at either or both campuses;
- o   Maintain contact with their academic discipline(s) or areas of assigned responsibility;
- o   Develop knowledge in their field of specialization and the teaching/learning process;
- o   Participate in career development and student advising.

Our faculty stand out as leaders in the classroom: they include service learning, develop courses based on their areas of specialization, integrate their own scholarship into their teaching, and collaborate with one another to ensure students have the most valuable learning experiences possible. Most recently, one of our faculty members received the Organized Labor/United Way Community Service Award in spring 2016 for her dedication to volunteerism, a value she embodies in her teaching, club advisory activities, and commitment to incorporating service learning in her classes.

Professional Development in Assessment.
We have offered numerous professional development opportunities in assessment practices since 2012. A few examples follow:
- Faculty workshops/training on course level learning outcomes development and mapping to General Education competencies (Fall 2012-present);
- Faculty AAC&U training in assessment calibration and artifact scoring for the Multistate Collaborative Assessment Initiative (Feb. 2015, June 2016, and April 2017);
- Faculty training at the Connecticut State Colleges and Universities Student Learning Assessment Summit (Spring 2016).

Projections:
- We will develop and maintain a webpage to showcase faculty accomplishments.
- We will expand efforts to create measurable outcomes and assessments for professional development to determine whether activities are achieving purposes.
- We will expand professional development and support for faculty to integrate experiential learning across disciplines.

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Standard Seven—Institutional Resources

Significant Changes since 2012:
- We opened Founders Hall Center for Health Sciences with new allied health labs and state-of-the-art equipment in accordance with our new Facilities Master Plan.

- In January 2017, the library migrated to a new integrated library system shared by the 17 CSCU institutions and the Connecticut State Library.
- We implemented new information technology, including expanded wireless coverage, smart classrooms, and improved information security and network services.
- We launched a successful Capital Campaign for Founders Hall equipment and furniture.

Naugatuck Valley Community College continues to address this standard as follows:
Human Resources:
As of fall 2016, the college has a total of 594 employees (unduplicated count): 271 full-time faculty and staff; 323 part-time faculty and staff. The excellent qualifications of our financial leadership staff includes over 50 years of combined experience: Our Provost/Dean of Administration, who functions as the CFO, has more than 30 years of budget and finance experience in the college and the private sector, and our Director of Finance, who earned advanced degrees in finance, has more than 20 years of financial experience in State government agencies.

We proactively address budget constraints and hiring freezes by re-prioritizing vacancies left by retirements or reorganizing for efficiency and coherence. For example, we prioritized filling two vacancies left by the resignation of the only full-time faculty in Theater and Music in lieu of hiring a social science faculty member since we can maintain integrity in our social sciences through current faculty.

All human resource policies must meet State of Connecticut regulations for fair and ethical practice. See Standard 9 Interim Report Forms in Appendix D for more information**.** The terms of employment are detailed in offer letters, notices of appointment, and in the collective bargaining agreements. For both unclassified and classified employees, compensation and evaluation are subject to collective bargaining. The compensation and evaluation procedures for management/confidential employees are detailed in the CSCU Human Resources Guidelines for Management/Confidential Personnel.

Financial Resources:
As we noted in Area of Special Emphasis A, NVCC has sufficient financial resources to carry out its mission and, in fact, has significantly grown its Unrestricted Net Assets (UNA) to over $4.8M. Despite ongoing State budget issues, we have operated with a balanced budget since 2012 and will do so again for FY17. In addition to securing $3.9M of bond funding for capital improvements, we have also raised $1.1M via our capital campaign to augment the $5M required to purchase fixtures, furniture, and state-of-the-art equipment in Founders Hall.

As discussed in Standard 2, we are engaged in several strategic planning initiatives to keep the institution on a steady course through these increasingly difficult economic times in the State of Connecticut. One strategy is to make sure we have a healthy contingency fund to address emergencies without having to tap into our reserves.

Our focus on maintaining the quality of education is also evident in the way in which our President retains autonomy in budget and finance matters vis-à-vis the Board of Regents. Our continuous, strong budget performance results in an independence that allows us, for example, to fill faculty vacancies when necessary in spite of the BOR's suggestion not to do so (see above) and to give contracts to part-time employees who work as tutors, library assistants, lab assistants, etc., for the

first half of this fiscal year (2017-18) despite the worsening State budget situation. In so doing, we maintain our high quality of education by being able to keep our library and ACE open on weekends year-round.

Our student-centered focus also guides our aggressive approach to help students above and beyond regular financial aid packages: for instance, at the end of FY 2017, we awarded 13 continuing students aid totaling $62,900 with funds we had set aside for this possibility. Such careful planning counteracts the changes in financial aid policies the BOR periodically makes and over which we have no control.

We regularly monitor gifts to the college and to the college Foundation to make sure the monies go toward the intended purpose. In spring 2017, the new Associate Dean of Development began a thorough review of the detailed requirements of each Foundation endowment and has made adjustments where necessary.

In time of fiscal challenges, we remain committed to streamlining and economizing to assure financial stability. Our Development Plan identifies alternate streams of revenue, including new grants, increased alumni donations, and earned income through rentals of our Leever Auditorium and Mainstage.

Information Resources
[NVCC's Max R. Traurig Library](#) is open on the Waterbury campus seven days a week for 64.5 hours per week during the academic year; on the Danbury campus we offer the same services as on our Waterbury campus, including information literacy instruction upon request, access to textbooks the library keeps on reserve, and ESL readers. Reference librarians staff the multipurpose room in Danbury on instruction days, and we maintain an excellent relationship with the Danbury Public Library, which is adjacent to the Danbury campus. Additionally, the library holds "Spotlight Series" events that highlight library tools and services on both campuses.

Our subscription to ProQuest Ebook Central provides access to over 35,000 e-books, and we regularly update and expand alternative subscription offerings such as streaming media and data sets. The library loan program includes laptops, and guitars, and the cloud-based library service we implemented in January 2017 provides a single, easy-to-use research platform. Librarians participate extensively in our academic programs and initiatives such as One Book/One College, Information Literacy via the First Year Experience, and by creating Research Guides for new courses and upon faculty request.

Physical and Technological Resources
For the first time in spring 2017 we engaged in an Enterprise Risk Management assessment exercise. Not surprisingly, this exercise identified our two biggest risks as informational security and dwindling State funds. We show in the *Financial Resources* section above how we aggressively address the funding challenges, and we have made infrastructure development a priority since our 2010 Strategic Plan.

In 2016 we completed a ten-year Facilities Master Plan (FMP) that allows for additional infrastructure developments, including a new Math and Science building on our Waterbury campus that will expand STEM-dedicated spaces. Although our Danbury Campus was not included in the

FMP, we have effectively accommodated the enrollment growth on that campus by moving to significantly larger space across from the Danbury Public Library in the fall of 2016. The new location houses generous classrooms, computer labs, a tutoring/multipurpose room, a biology lab, and offices.

The 2017-2022 Information Technology Master Plan sets forth initiatives that support over 3,500 network devices, including computers, printers, copiers, wireless access points, telephones, projectors, security cameras, library security gates, and medication dispensing machines for the Nursing program. The network connecting these devices consists of 44 network switch-stacks with over 6,500 ports in 34 network closets. In 2016, the IT Service Desk responded to more than 3,300 requests for assistance.

To ensure sufficient physical resources to carry out our mission, we have reallocated space to support new program growth and invested in facilities and technological infrastructure through bond funds. Recent improvements include technology enhanced (Smart) classrooms that contain a projector or large touchscreen (75''- 80"), teacher station, computer, document camera, control panel, ceiling speakers, whiteboards, and a DVD player.

We have a current inventory of 91 technology-enhanced classrooms on the Waterbury and Danbury campuses, an increase of 35 total new technology classrooms since 2012. We have over 1000 computers for student use located throughout both campuses in classrooms, open labs, the library, and the Academic Center for Excellence (ACE) in Waterbury and Danbury. Technology-rich areas include science labs, allied health simulation applications, network labs using virtual machine technology, and a manufacturing lab. Six conference rooms on our two campuses have AV technology (four in Waterbury; two in Danbury).

In Founders Hall we offer state-of-the-art collaboration pods that surround large, flat panel displays. We have taken further action to ensure institutional improvements in technology that support our educational programs.

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Standard Nine—Integrity, Transparency, and Public Disclosure

Significant changes since 2012:
- We redesigned and reorganized our website through a collaboration with our own Information Technology Division, our Marketing Department, and an outside vendor. The website is now mobile-friendly.
- We produced a series of information videos for Admissions, Financial Aid, Testing, CAPSS, ACE, START Sessions, and the Danbury Campus that provide simplified directions for current and prospective students to navigate the admissions, advising, registration processes.
- We added a biography page showing credentials for full-time faculty to our division pages on the website.
- We included system-wide content on our website about the Transfer Tickets for the Connecticut Transfer Articulation Pathways.

Naugatuck Valley Community College continues to address this standard as follows:
High Ethical Standards

NVCC complies with all State and Federal regulations, including financial aid mandates and the Family Educational Rights and Privacy Act (FERPA). Our commitment to honesty and fairness is also demonstrated in the collective bargaining agreements; grievance procedures; academic integrity guidelines; policies against harassment and workplace violence; policies in support of Affirmative Action and Equal Employment Opportunity, Title IX, Civil Rights, and ADA/Section 504 compliance. We publish all guidelines and policies in the Faculty Handbook and explain them during New Employee Orientation. Links to these resources are in the Standard 9 Interim Report Forms.

Our expectations of students, faculty and staff are outlined in the Faculty Handbook and the Student Handbook, both of which we post on the website. Additionally, we clearly communicate academic integrity policies in the Student Handbook as well as on our standard syllabus template that all faculty use. (See Standard three for responsibilities of our Academic Standards Committee.)

NVCC Transparency and Communication
We strive to be a transparent institution, recognizing how open communications with internal and external audiences builds community in pursuit of common goals. We continually demonstrate our commitment to transparency, integrity, and public disclosure in college-wide strategic planning since 2010, with each plan producing *internal* operational plans (WIGs, see Standard 2 for more detail), as well as *externally* shared mid and final reports (see a summary report here). These reports highlight how we rate our performance and shape our future work.

Additionally, we incorporate a range of strategies for clear and effective communication. The President authors several different communiques to inform stakeholders and campus constituents of important topics, highlights, and concerns: A Weekly Bulletin reaches more than 7,000 individuals; a Monthly Newsletter goes to over 200 community and 5,100 alumni recipients; the End-of-Year Report and Community Reports are distributed campus-wide and at a range of community meetings.

Twice each semester, the President conducts an All College meeting that (1) addresses State-of-the-College updates, (2) provides overviews of topics of campus-wide concern, and (3) during which CEAC presents curricular items for discussion and vote. The President also hosts two annual meetings that attract key community and industry leaders: The Leadership/Legislative Breakfast (January) engages State legislators, municipal officials, and community leaders; the Community Meeting (June) guides our strategic plan. Our Regional Advisory Council (RAC) is invited to both of these meetings, and the President also holds one RAC meeting each semester.

The Marketing Department manages the production and oversees the quality of all NVCC publications. Their stellar work has been recognized in two years (2014 and 2015) for a total of five awards by the National Council for Marketing and Public Relations (NCMPR). In addition to expanding our on-campus and virtual interactions with the community, the department also sends weekly press releases to more than 25 newspapers in our 22-town service area.

Complete, Clear, Accurate, and Accessible Website
In fall 2017 we launched a redesigned website with simplified navigation focused on enrollment and retention. Committed to providing a full menu of services and opportunities through our website, we maintain up-to-date web versions of our Catalog, Enrollment Guide, Student Handbook, and

academic and non-credit program information. We also include an interactive "Search for Courses" link on the website that directs students to specific offerings and facilitates easier scheduling and academic planning.

The Marketing Department maintains up-to-date, top layer content on our website, such as our home page and Events Calendar. In fact, our communication efforts have resulted in increased traffic to our online Calendar of Events by 27% since 2015. More information is on the Standard Nine Interim Report Forms.

Projections:
- We will add biographies for adjunct instructors on our website.
- We will create a dashboard on the website that shows progress toward the 40 Targets outlined in our 2016-26 Strategic Plan.
- We will include dashboards on our website that identify additional relevant information about our students (e.g., percentage of students who graduated without student loans, without paying tuition, and with financial aid support; student job placement; and demographics of our diverse student population.

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Standard 8: Reflective Essay

At Naugatuck Valley Community College, students are our most "sacred trust," and helping them to achieve their goals has been at the heart of every strategic plan since 2010. Emphasizing this focus on students, our institutional vision states that we offer students a foundation for "rich intellectual, educational, cultural and civic-minded experiences." Our newest Strategic Plan (2016-26) reflects this commitment with goals, priorities, and targets to keep us on track. This essay identifies the progress we have made since 2012 in our processes, strategies, and initiatives to meet our mission and vision, highlights our successes, and lays out a path for continuous improvement.

1. Assessment of student learning: "what and how students are learning"
Description:
We identify what and how our students learn through a systematic approach to program, discipline, and course assessment processes. In this section we focus on how our assessment of programs, disciplines, and courses inform our understanding of what and how students learn.

Findings and Analysis:
External Program Accreditation
NVCC has 11 externally accredited programs that follow their respective accrediting board assessment schedules. (See Series E Part B.) Each program undergoes a thorough self-study over one to two years to demonstrate the extent to which the program meets accreditation standards and criteria. Operating under the premise that broad participation leads to a better understanding of the program and how students learn, each self-study represents the combined efforts of the governing organization administrators, education unit administrators, faculty, staff, and students.

One example of how the external accreditation process informs our work with students is our Mechanical Engineering Technology and Electronic Engineering Technology programs. As noted in the E-Series, we completed the Self-Study for the Accreditation Board for Engineering and

Technology (ABET) with a site visit in October 2016. ABET requires a continuous improvement plan, so the program coordinators implement modifications where and when necessary. For example, in spring 2015 they revised course outcomes in EET110, Circuits I, to reflect additional Ethics-related outcomes required by our new General Education requirements while also developing a new rubric that better aligned with the new outcomes. Following their first course assessment that revealed the level of student achievement was not above 80% as it had been in prior years, they revamped the assignments related to ethics skills and included more practice cases. The following semester (fall 2015) students attained 100% mastery in all categories.

ABET's final statement for the recent Self-Study praises the institutional support that leads to the two programs' success. In fact, the only finding for both programs is a concern that each has only one full-time faculty who must provide oversight, advise students, and teach a significant portion of the program. To address this concern, the coordinators and the STEM Division Director are developing a database of assignments and rubrics, course syllabi, student artifacts, and other relevant items that will enable the Division Director to lead efforts with adjunct instructors to maintain standards of performance if one of the program coordinators leaves unexpectedly. Additionally, the division recommends that an open faculty line be used to hire a full-time faculty member that could teach in both programs, though the State budget will be a primary determining factor in our ability to fill those positions.

Internal Program and Discipline Assessment
For our 63 internally assessed programs we follow a five-year Academic Program Review (APR) schedule and use a template the Board of Regents created for the whole system. We outline in detail our APR process and examples to show its effectiveness in Standard 4.

Course Assessments
For the purpose of this report, we are highlighting our course assessments in English and Math, because these courses provide foundational skills and are required of all programs.

The Department of Mathematics assesses its courses every two years by having math faculty develop common final exams with questions mapped to course learning outcomes. At the end of the semester, each instructor submits their findings to the course leader, and data and findings are discussed.

The results are shared with the department, including adjuncts. Together, the faculty take a closer look at any question that fewer than 60% of students got correct. We have discovered that the reasons for the incorrect responses fall into three general categories:
1. The wording of a problem is not representative of the outcome being assessed, or the wording is confusing to students. To address this, faculty collaborate on revising the common question.
2. Instructors do not emphasize enough a particular outcome in their courses. In these cases, the course leader may mandate that the instructors follow certain examples in class and include certain problems on tests to better prepare the students.
3. Students enter the course unprepared. To solve this issue, the instructors work together to align the outcomes of the different courses more effectively.

The most recent assessment of English courses is the spring 2014 assessment of English 102 and English 200 outcomes. Using student artifacts from all sections of each course, faculty participate in a calibration session and design rubrics to score a statistically significant, random sample of student work.

Appraisal and Projection
The opportunity to reflect upon our outcomes assessment through this essay reaffirms for us that we are quite strong in certain stages of our assessment processes. Our analysis of data from course assessments has yielded important information that we address with curricular and structural changes. For example, when Trigonometry instructors realized that students were unable to work with identities due to poor factoring skills, the Trigonometry course leader discussed the issue with the College Algebra and Intermediate Algebra course leaders, which resulted in more factoring being integrated into the curriculum of the two Algebra courses. Similarly, data from our English course assessment indicated that students had difficulty using secondary source material to support arguments, constructing thesis statements in response to a literary or academic genre, and they often failed to cite evidence or to connect it logically to their argument. To close the loop a small committee of English faculty populated a Blackboard shell with a range of assignments and strategies that all faculty could access.

This reflective process also supports our understanding that our program outcomes are aligned with the needs of industry, professional accreditation requirements, and, in the case of transfer programs, that they articulate with the first two years of a baccalaureate degree. Further, we call attention to our progress made in meeting our Strategic Plan target of establishing and mapping Student Learning Outcomes (SLOs) for all programs. Since 2015 in particular, faculty have regularly directed their attentions on ensuring that SLOs are measurable and that they reflect a range of Bloom's Taxonomy of educational objectives.

Where we have turned our focus is in closing the loop more thoroughly: our findings often indicate we need more professional development (as described in Standard 4 and Section 3 of this essay), and we are working on more clearly articulating the kinds of professional development and specific steps necessary to change the results of our next assessment.

As the E-Series shows, since 2012 we have offered numerous professional development opportunities in assessment practices to strengthen our assessment efforts, and nearly 50 full- and part-time faculty have been trained through professional development activities on learning outcomes assessment. We recognize, though, that we need to increase the number of faculty who are trained in consistent ways so that a broader spectrum of individuals can contribute to our assessment practices.

Projections
- Over the next five years, we will continue to standardize our assessment practices to ensure quality control and significant, data-driven decision making.
- We will continue to offer professional development opportunities in effective assessment for both full- and part-time faculty.
- Our Associate Dean of Academic Affairs and Institutional Effectiveness will work with colleagues at the system level to standardize learning outcomes assessment and program

review processes throughout all 17 Connecticut State Colleges and Universities to produce data that can be used to ensure effective transfer for NVCC students.

2. Measures of Student Success, including Retention and Graduation

<u>Description</u>

We measure student success in a variety of ways that connect directly to Goal 1 of our Strategic Plan: Students Achieve Their Goals. For this section of our reflective essay we will focus on retention and completion, the latter of which is among our highest achievements: Since 2010, we have annually surpassed the 1000 mark in numbers of certificates and degrees awarded annually – the only community college in Connecticut to do so consistently for seven years.

<u>Findings and Analysis</u>

Completion and Graduation

As noted in Table 4, we have increased the number of annually awarded degrees and certificates a dramatic 33% between 2012 and 2016: from 1,020 degrees and credit certificates in 2011-12 to 1,371 degrees and certificates in 2015-16. This increase also reflects a significant 42% increase in the numbers of both male graduates and students of color: Male student graduates went from 311-441 between 2012 and 2016; students of color increased from 252-357 in the same time frame.

Table 4: NVCC Five-Year Trend Awards and Completers				
Academic Year	**AA/AS Count**	**Certificate Count**	**Total Award Count**	**Total Number of Completers**
2011-2012	736	284	1020	826
2012-2013	762	469	1231	974
2013-2014	873	480	1353	1043
2014-2015	849	410	1259	960
2015-2016	912	459	1371	1005
Five Year Change	+176	+175	+351	+179

The three-year graduation rate for the fall 2004, first-time, full-time cohort was 7% (2007-08 IPEDS GRS); that rate consistently increased over six years to the 12% reported for the fall 2010 cohort. Since that time, the graduation rate has further increased, reported at 14% for the fall 2012 first-time, full-time cohort (2015-16 IPEDS GRS) and 16% for the fall 2013 first-time, full-time cohort (2016-17 IPEDS GRS). As we note in Special Area of Emphasis I, while we view these rising rates as a reflection of our sustained effort to address the challenge of graduation rates, we are aware that we need to continue developing strategies and strengthening our efforts to help more students graduate in a timely manner.

We also measure success through persistence and transfer-out. Therefore, we note the following about our students:

- Persistence: 23% of the students from the fall 2010 first-time, full-time cohort who had not graduated or transferred to another institution were still enrolled in the college in fall 2013. We find these data significant because while these students may not have graduated within the 150% time span, they continued to persist, even though –perhaps especially so—the majority of our students are part-time.

- Transfer-out: Student transfer to a four-year college is part of our mission and certainly one of students' goals; thus, we consider transfer-out, even *prior* to graduation, as progress. Nineteen percent of the fall 2010 first-time, full-time cohort transferred to another college or university *without* an Associate degree.

Thus, taken in the context of student success, more than half (54%) of the fall 2010 first-time, full-time cohort had either graduated or were enrolled at NVCC or at another institution in fall 2013.

To address our need to raise retention, we put a wide range of strategies and initiatives in place to facilitate getting students to graduation.

Retention: Summer and Winter Bridge Programs
To increase student success in developmental courses we piloted a free, non-credit Summer Bridge Program in 2015. The first iteration targeted a small population of students who had been *unsuccessful* in the English and Math Transitional classes as well as students who *placed* into transitional classes or one level above and wanted to improve. This program, which was three hours a day for two weeks Monday through Thursday, ran for three sessions on our Waterbury campus and two sessions on our Danbury campus. At the end of each two-week session, students made an appointment with the Testing Center to retake the ACCUPLACER on their own time. We discovered that when offering the second chance to take the placement exam as voluntary, only about one third of the students took advantage of that option or even completed the two weeks of courses.

To address these concerns, our new PA 12-40 Developmental Education coordinator (as of spring 2016) redesigned the program for Summer 2016 as a three-week, Monday through Friday 45-hour enrichment program targeting students who place into transitional or developmental English and/or Math courses. Specifically, she refocused the purpose to strengthening foundational skills, building confidence, and the possibility of placing into a higher level course at the end of the program. In addition to English and Math skills, the program also includes workshops on study skills, test-taking strategies, library research information, goal-setting, and an introduction to college life. On the last day of this revamped program students re-take the ACCUPLACER at a designated time, and then the whole cohort celebrates.

The population for Summer Bridge is small, yet from 2015 to 2016 the number of students participating increased 28%, from 32 to 41, evidence of the increased efforts to recruit students. Moreover, compared to 2015, the 2016 cohort's subsequent enrollment in the next level of courses increased 29%, from 43 to 64 (some students take only one course and others take both English and Math). Significantly, 100% of the students in summer 2016 completed the courses and re-took the placement exam (ACCUPLACER), compared to 2015 when only 32% and 35% completed English and Math respectively and re-took the placement test, an increase that we attribute to the revised approach of scheduling these exams for students rather than having them schedule the tests on their own.

A majority of students in Summer Bridge 2016 scored significantly higher on Accuplacer at the end of the summer session compared to their initial score in both Reading Comprehension (77%) and Sentence Skills (82%) as well as in Elementary Algebra (74%). Several students increased their scores enough to place into a higher level course, thus saving them both time and money toward

their degrees: Eleven of 23 students in English (48%) increased their placement, and seven of those students placed out of developmental English. Twenty-one of 35 students in Math (60%) increased their placement from their initial placement, and seven of those students placed out of Developmental Math. Those who did not place into a higher course still benefitted from the increased foundational skills based on self-reported self-confidence. Although the number of students is too small at this time to generalize, the preliminary data suggest that students who complete the Bridge program are more likely to succeed in the English and Math courses in which they enroll regardless of their initial placement than their peers who do not complete the program: 75% of the students in English earned a C or better; 48% of students in Math earned a C or better.

We piloted an abbreviated two-week, 32-hour Winter Bridge program in January 2017 on our Waterbury campus. All nine students who participated in the Winter Bridge pilot re-took the Accuplacer and enjoyed similar results as the Summer Bridge students.

Retention: First Year Experience (FYE)
Our First Year Experience (FYE) course, IDS 101, is a 1 ½ credit course required of all first-time, full-time students designed to retain students and to strengthen 21st century skills through critical inquiry, collaborative learning, and information literacy. Our commitment to this course emerges from nationwide trends and data: The National Resource Center (NRC) for First Year Experience Students in Transition reports that in 2016, 92% of institutions of higher education offered a first-year experience course, which is considered a High Impact Practice (HIP).

We discovered through a 2017 discipline review (to be presented to Policy Team in fall 2017) that as a retention strategy, IDS 101 is quite successful for those students who pass with a grade of C or better, a population that averaged close to 70-71% between 2011 and 2015. Of this group, 77.6% are retained on average from fall-to-fall over five years, significantly higher than the five-year retention average of 50% for any other group of students. Figure 3 below highlights this distinction:

Figure 3: Fall to Fall Retention Rate of Students Enrolled in IDS 101 by Participation Status
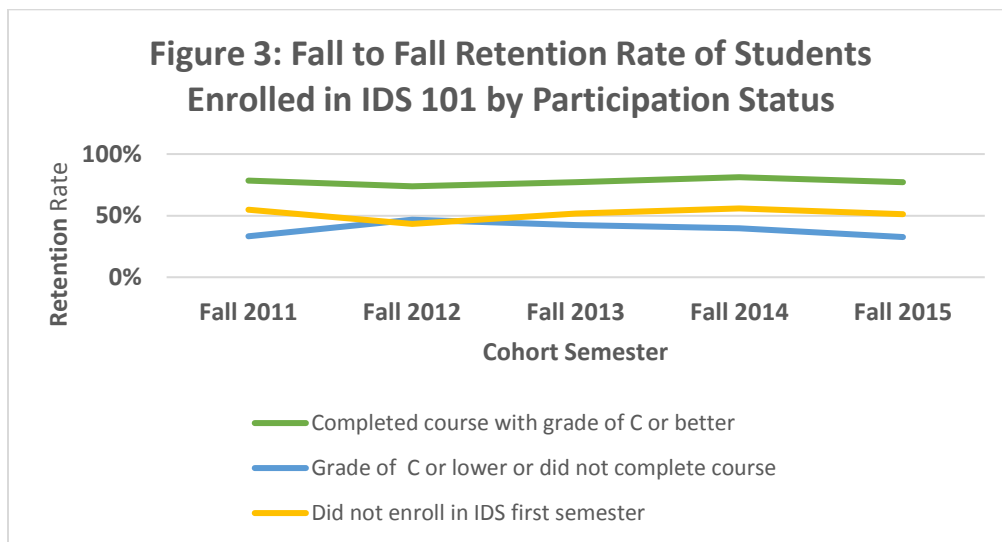
In addition to experiencing a higher retention rate, students who pass our FYE course with a grade of "C" or better also earn a higher GPA and accumulate more credits than first-time full-time students who do not enroll in the FYE course. See Table 5 below:

	Students enrolled in FYE/IDS 101 earning C or better	Students who never enrolled in FYE/IDS 101
Table 5: FYE Grades Correlated With GPA and Earned Credits **Five-Year Average: Fa2011-2015**		
Average % earning 20 credits or more by semester following FYE/IDS 101	80.4%	48.8%
Average % earning 2.0 GPA or better by semester following FYE/IDS 101	87.4%	72.8%
Fall-to-Fall Retention Average	77.6%	51%

Two additional strategies for retention are embedded into our FYE course: One Book, One College, a "Common Read" that is also considered a HIP, and Information Literacy that is one of our General Education competencies.

FYE/One Book
The One Book committee developed and formalized learning outcomes for the program in summer 2016 after its first year of implementation (2015). Scheduling between eight and 12 events each semester that are thematically relevant to the chosen text, we have increased attendance from 314 faculty, staff, and students in 2015-16 to 415 faculty, staff, and students in 2016-17, with the most significant (42% increase) among students. We attribute this increase in part due to improved scheduling of events around classes and co-sponsoring events with other campus groups.

A fall 2016 survey to participating students garnered a 27% response rate, with 96% reporting that they had read at least some of the book, 75% stated that discussing the book helped them see themselves "as part of the college community," and 85% found that the reading and discussion helped them relate their "perspectives to those of others." While it is difficult to disaggregate the survey data from other data associated with IDS 101 in terms of contributing to student retention and success, we will continue our efforts to quantify and qualify the value of this initiative.

FYE/Information Literacy
The FYE curriculum incorporates an introduction to information literacy, and NVCC's Traurig Library provides informational literacy sessions at both campuses. Prior to the designated library session, the students answer six questions that they submit online; in the sessions a librarian offers instruction, puts students in small groups to locate and evaluate library resources, and then assesses students via iClickers. In fall 2015, 563 FYE students took the pre- and post-assessments mapped to the outcomes: 63% of the students increased their scores, with an average increase of 19.22 points, moving the average pre-test score of 56% to a post-test score of 75%. A full report on informational literacy sessions can be found here.

By dividing the students into four "cohorts" based on scoring patterns, we identified specific characteristics that informed a targeted approach to future outreach and instruction efforts, including increased support for older students and collaboration with urban public high schools.

In spring 2016, the librarians worked with FYE instructors and revised the library session to refine questions and activities, and they also began providing additional supports, such as personal Librarians, to all students.

We are taking steps to ensure more students enroll in FYE/IDS 101 and also to offer professional development for faculty to increase the rate of students who succeed with a grade of C or better.

Retention: Cohort Initiatives – Community College Scholar (CCS) & Workforce Achievers Value Education (WAVE)
We offer two grant-funded programs in which we invite a small number of students, based on specific criteria, to participate. This cohort model includes a coordinator who provides intensive advising, guidance, and a range of activities from field trips to special speakers that connect to student learning. Additionally, these programs offer specialized services and strategies that are among pedagogical best practices, including the following:
- Workshops that encourage students to be active learners, to identify an academic plan, and how to navigate the transfer process;
- Individual advising;
- Block scheduling of students and group study sessions to create mini-learning communities;
- Assistance in academic areas as well as in support services;

Working with the Bridge-to-College Office, CCS has recruited three separate cohorts of between 50 students since 2013, and the data for each demonstrates outstanding program effectiveness: Table 6 and the data below highlight that the average first semester GPA for CCS students eclipses the GPA data for other first semester NVCC students, and that CCS students graduate and/or transfer at comparatively high rates.

Table 6: First Semester Fall average GPA of CCS Students	
Cohort	Average GPA
CCSP 2013 Cohort	2.96
CCSP 2015 Cohort	3.03
CCSP 2016 Cohort	2.91
Overall NVCC Population	2.37

The CCS grant allowed us to serve the 2013 cohort for two years and recruit a new cohort in spring 2015.

The retention and graduation success of CCS students is significant: 68% of the 2013 cohort graduated within three years, with 26% of those students graduating in only 2.5 years, and a total of 58% transferred or graduated within three years. The 2015 cohort is on track for similar success: 88% of the students were retained from fall 2015 to fall 2016, and 50% are on track for a two-year graduation in spring 2017. Likewise, 92% of the 2016 cohort were retained from fall 2016 to spring 2017, suggesting that this group, too, is on track to graduate on time. Since the CCS funding cycle ended in June 2017 and a new grant cycle has been postponed for a year, the Bridge to College Division is collaborating with our service region high schools to develop targeted services to support

retention and graduation. These services include increased dual enrollment opportunities, academic pathway advising for future NVCC students, and summer bridge opportunities.

We began our WAVE initiative in 2004 and annually recruit 15 students whose eligibility is based on qualification through the Workforce Innovation and Opportunities Act as well as on high school transcripts and a personal interview. Designed to enable our students to get along successfully in the real world, this program emphasizes career exploration and strong life skills. Our WAVE students enjoy success rates similar to those of CCS students: Over the last three years, between their first and second semesters, WAVE students are retained at 100%, and between their first and second years, they are retained on average at 89%. These high achieving students are often on the Dean's list (at an average of 30% of them each semester), and over the 13 years an average of 90% of them earn a GPA of 2.0 or higher. Their success is further demonstrated in two ways: these students have a 90% completion rate – both degrees and certificates, and 81 of the total 144 students served since 2004 are employed and earning a professional wage.

Retention: Academic Center for Excellence (ACE)
Another strategy to increase retention and completion rates is our Academic Center for Excellence (ACE), which provides 64 hours of professional tutoring in all subjects seven days a week. Located on both our campuses, our staff of 60 tutors comprises professional and student tutors as well as faculty.

We have significantly expanded our outreach to increase students' use of ACE supports, leading to a dramatic 292% increase since 2012 in log-ins/users (duplicated) seeking help at both campuses. This increase translates to more than 29% of enrolled students, or over 2,000, who use ACE resources at least once each semester. As Table 7 below shows, in 2016-17 the ACE received a record 29,297 Logins.

Table 7: Total Logins to Academic Center for Excellence (ACE) (by Year)

	2014	2015	2016	2017
Fall	9713	11694	12913	17150
Spring	8181	12972	11534	12147
Total	**17894**	**24666**	**24447**	**29297**

Retention: Academic Program Dashboards
The OIRE developed dashboards for each academic degree program that show five-year program enrollments, five-year degree completion rates, and a demographic profile - including class level based on earned credit hours. The Dashboard provides fall-to-fall retention and indicates the number of students who return to the same program or move to different programs. We use these dashboards to gauge annual program trends as well as for program reviews. For example, our allied health and nursing faculty noted that program retention was higher than the overall college retention; however, the division strives to improve the 20-25% attrition from program start to end. Figure 4 displays the fall-to-fall retention for allied health and nursing programs compared to overall NVCC fall-to-fall retention.

Figure 4: Fall to Fall Retention
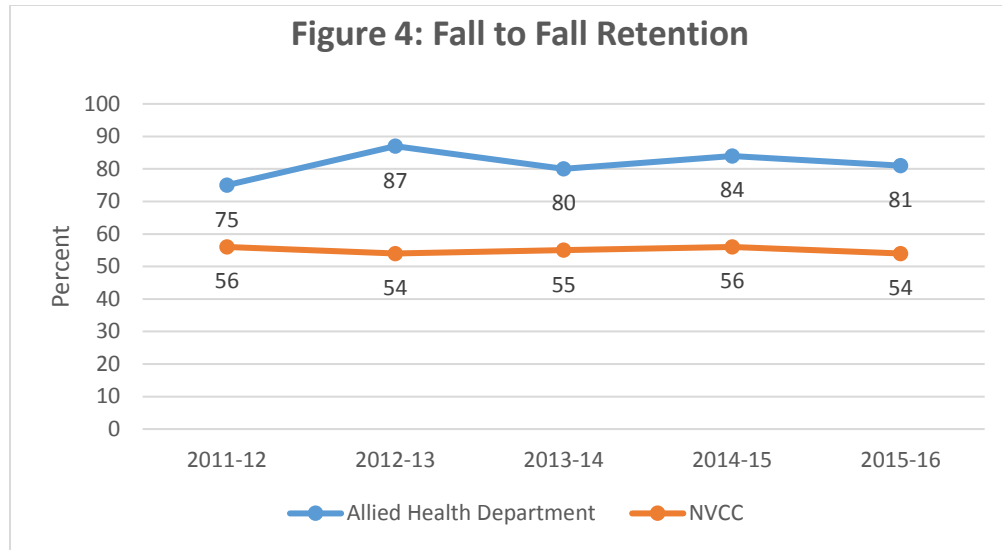
To address student attrition, faculty developed an exit interview process for students who leave the program for any reason, the purpose of which is to identify obstacles that contribute to failure or withdrawal and to identify strategies for success in the future. Aggregate data from the exit interview forms will be used to drive decision making for program improvement and/or student success strategies.

Appraisal and Projections
The above highlights only a sample of the strategies we use to increase completion, retention, and graduation numbers and rates. We are pleased to note that since 2012 we have made slight gains in overall student retention for first-time full-time students, growing from 60% to 63%. This increase moves us closer to our goal of exceeding the national averages of fall-to-fall first-time full-time and first-time part-time retention, as outlined in our 2016-26 plan. Additionally, the increase in total number of completers as well as in awards conferred demonstrates our commitment to designing and implementing strategies that contribute to improving student persistence, completion, and graduation rates.

Upon reflection of our abundant retention strategies, we recognize that we tend to focus on specific population groups, especially first-time, full-time students and those who are at the beginning of their college lives. These strategies are important, as they strengthen the probabilities that these students will continue. However, we also recognize that we could improve our retention strategies with students between the 15 and 45-credit range and for students from underrepresented groups. As is the case with community college students across the country, our students live complex lives with competing priorities. We need to identify and implement comprehensive strategies that will reach more students.

Projections
- Enroll more students in FYE/IDS 101 and identify and implement strategies for more FYE students to succeed.
- Increase access and enrollment to the Summer and Winter Bridge programs.
- Work with the Office of Institutional Research and Effectiveness to quantify and qualify the value of One Book.

- Identify and implement retention strategies across a more comprehensive group of students including those in the 14-45 credit range, and from underrepresented groups, particularly Pell, Hispanic, and African American students.

3. Satisfactory Levels of Student Achievement on Mission-Appropriate Student Outcomes
Description
To highlight satisfactory levels of student achievement on mission-appropriate student outcomes, we offer evidence that showcases three distinct areas:

1. Measuring student outcomes in developmental courses underscores the foundation we provide that can lead to future success to our most vulnerable population;
2. Evidence from our recently adopted General Education Competencies calls attention to our emphasis on core competencies across all programs.
3. Indicators of student achievement through our participation in the Multistate Collaborative Assessment Initiative offers an overview of how students near the end of their 60-credit-accrual compare to a similar demographic at both the State and national level.

Findings and Analysis
Developmental Courses (English and Math)
Right before we submitted our last 10-year Self-Study in 2012, the Connecticut State Legislature enacted Public Act 12-40, legislation designed to accelerate the sequencing of courses so that students spend less time and money taking remedial courses. By fall of 2014, CSCU colleges were required to offer transitional, intensive, and embedded level strategies to facilitate a faster progression toward college level courses.

To comply with the new law and serve our students effectively, 65% of whom typically enter needing developmental instruction, we developed the strategy of Modified Supplemental Instruction (mSI) that we implemented in fall 2014: This extra tutoring ranges from one to two required hours per week for both Math and English. Table 8 below explains the transitional, intensive, and embedded courses we offer in both Math and English.

Table 8: Developmental English and Math at NVCC

Type of Instruction	English	Math
Transitional Lowest placement Marked with "T" in schedule	**ENG 096T** 3 credits 2 additional hours of mSI	**MAT 094T** 4 credits 2 additional hours of mSI
Intensive One level below college level	**ENG 096** 3 credits 1 additional hour of mSI	**MAT 094** 4 credits 1 additional hour of mSI
Embedded	**ENG 063/ENG 101** ALP: Accelerated Learning Pathway - 3 credits for each course; linked to one another (no MSI)	**MAT 136** 4 credits 1 additional hour of mSI

Our regular semester assessment of mSI, whereby we analyze attendance, retention, and pass rates of both the current and the subsequent course, has resulted in several iterations to make the sessions more effective.

The initial version of mSI did not list the sessions in the course schedule; nor did the sessions directly follow the actual course. Thus, few students were aware they had to build the extra time into their schedules, and attendance was not tracked.

In spring 2015 we listed the supplementary instruction times in the course schedule and limited them to intensive courses, but, again, the mSI did not immediately follow class sessions. To address this, we created a list identifying the pairs (course/supplementary instruction), and a PA 12-40 coordinator served as a liaison between the faculty and the tutors. The Math department also developed a Blackboard shell to support the tutors, and MyMathLab software was adapted to support instruction.

By fall 2015 we required mSI sessions for both transitional and intensive courses, which we ensured by tying 10-15% of the final grade to work in the mSI. Additional space was constructed in ACE to accommodate the extra sessions, and more Chromebooks were purchased for students' use. However, we were inconsistent in our scheduling, with some mSI sessions occurring immediately prior to the course and others immediately following the course.

In spring 2016 we scheduled mSI sessions consistently after each class, which facilitated a more efficient use of ACE for the mSI sessions. We also hired a new coordinator through a PA 12-40 State grant, who developed systems for tracking student performance, collaborated with others on retention efforts, and implemented intrusive advising at mid-terms for the at-risk students.

In fall 2016 we offered informal professional development for faculty and their assigned mSI tutor to discuss collaboration and expectations.

By fall 2016 these changes in how we structured and integrated mSI sessions into our developmental courses resulted in increasing the mSI attendance rate by 50%, from an average of 41% to 61%.

The significance of this increase in attendance is evident in Table 9 below, which identifies how regular attendance of the mSI sessions leads to greater success in the course. Specifically, the chart highlights a slight decrease in success for students who attend fewer than 80% of the sessions, another decrease at the 60% mark, and a sharp decrease at the 40% rate of attendance.

	Final Grade				
Attendance Rate	**Pass**	**C- to D-**	**F**	**Total**	**N Students**
80% to 100% attendance	79%	12%	9%	100%	956
60% to 80% attendance	69%	16%	16%	100%	550
40% to 60% attendance	51%	15%	35%	100%	371
20% to 40% attendance	36%	10%	54%	100%	289
0% to 20% attendance	19%	7%	74%	100%	290

Table 9: Final Grade By Attendance in NVCC mSI Sessions Spring 2015 to Fall 2016

Our strategies to increase attendance as well as successful completion of the courses continue to evolve. In our current model of mSI sessions, students use adaptive software – MyMathLab and CONNECT (for English)—that allows tutors and faculty to individualize instruction based on continuous assessment of student performance on learning outcomes. Further enhancing our efforts to increase these students' success, in fall 2017 we moved our mSI rooms to a quieter location and added a third room, allowing us to increase the number of sections during high demand times. These rooms are also available to all students for quiet or group study when mSI is not in session.

The success of the mSI sessions is reflected in pass rates for these developmental courses: As noted in Table 10 below, 80% of students who pass developmental English with a C or better also pass college level English 101 in the subsequent semester. In fact, the data suggest that successful transitional students (those at the lowest developmental skill level) who self- select into English 101 without additional embedded support (our ALP courses that link ENG 063 and ENG 101) pass the college level course at a higher rate than those who enroll in English 101 with such support. Therefore, we will continue to allow students to self-select into college level English.

Table 10: Next Semester Pass Rate for ENG 096T and ENG 096 Students Fall		
Next Semester Course		
	ENG 063/101	**ENG 101**
Passed ENG 096T	13 of 25 (52%)	93 of 112 (83% passed)
Passed ENG 096	4 of 5 (80%)	247 of 333 (74% passed)
*excluding Withdrawals, Non-Participating, Incomplete, Repeat Attempts, and Audits		

Unlike our success in developmental English, success rates in developmental Math courses have not been affected by the elimination of one developmental semester of coursework: the rates remain static. In fact, as indicated in Table 11 below, our analysis reveals that students who pass a developmental Math course with a C or better experience a much greater *range* of success in their subsequent college level Math course: between 43% and 80% students pass, depending upon the course. We are currently analyzing the wide variation in Math data to determine what changes we might need to make to the Math sequencing and/or curriculum to get students through their math requirements more effectively.

TABLE 11: One Year Later Outcome Percent Receiving College Credit in Math within Next Four Terms			
Fall 2014 to Fall 2015			
Course Passed	**N Passed Course**	**Registered for College Credit**	**Received College Credit**
MAT094T	50	37 (74%)	15 (41%)
MAT094	220	169 (77%)	74 (44%)
Spring 2013 to Spring 2014			
Course Passed	**N Passed Course**	**Registered for College Credit**	**Received College Credit**
MAT073	57	20 (35%)	4 (20%)
MAT075	293	81 (28%)	38 (47%)
* Receiving college credit is defined as passing any MAT 100 or 200 level course			

That being said, our data do show that revisions to Developmental Math courses under PA 12-40 have definitely decreased time to college level enrollment. Before PA 12-40 reform, students who enrolled in developmental Math 073 and Math 075 were required to complete Math 095 before registering for college level Math. Now, students who place into either developmental Math 094T or Math 094 move directly to college level Math after successfully completing their coursework. Therefore, we have more than doubled the rate of college level Math registration within the four terms following developmental completion.

General Education Competencies
As we described in Special Area of Emphasis B, our adoption of a new competency based General Education is one of our central accomplishments since our 2012 Self Study. The 11 competencies, defined in the college catalog and on the college website, provide a strong foundation for all NVCC students, and as of spring 2017 General Education Assessment and Curriculum Design Committee (GEACC) has mapped all core courses to the competencies. Student learning outcomes for each competency and their accompanying rubrics are also posted on the General Education website as well as on forms that faculty use when applying for a course to be considered for a competency. These competencies also serve as NVCC's general education requirements for system-wide programs known as "Transfer Tickets" that provide pathways for seamless credit transfer and junior status at Connecticut's four State universities. (See Area of Emphasis B for more on Transfer Tickets.)

The year-long process for General Education assessment begins with faculty committees that develop assessment plans using a common format available on the GEACC website typically one semester in advance of the assessment. GEACC approves the plan, and with the help of OIRE staff, the committee gathers data from the artifacts and writes a report using a template, also available on the GEACC website. Finally, the committee chair presents the report to the college community through panel presentations and the final report is posted on the GEACC website.

See Area of Emphasis B for more on best practices in assessment and our assessment cycle.

The report for one of the first General Education competency assessments (Oral Communication) in fall 2014 concluded that all of the competencies assessed in COM 100 (Introduction to Communication) and COM 173 (Speech) were at or below minimal competence, so professional development was necessary. To close the loop, within two months the Chair of Communications held two intervention workshops in which faculty discussed how to sharpen the focus in assignments so that competencies could be met. We anticipate a stronger competency showing in the next assessment.

In fall 2014 and spring 2015, Math faculty assessed all four Quantitative Reasoning outcomes for each Math course, from MAT 135 to MAT 285, a total of 65 courses. Using common exam questions that were mapped to competency outcomes, the assessment analysis demonstrates that if both correct and partially correct answers are a measure of an adequate level of competence, student performance was quite good: In two courses, MAT 135 and MAT 146, students need to improve in Outcome 3, "interpreting mathematical and quantitative information," and Outcome 4, "evaluating results for accuracy." To close the loop, Math faculty are engaging in professional development to write effective questions that specifically target Outcome 3, and they are working on an effective approach to assess how students evaluate their results for Outcome 4.

A more recent General Education competency assessment from spring 2016 for Historical Knowledge and Understanding underwent two separate assessments by two different committees, each of which focused on different learning outcomes and different courses: one focused on Learning Outcome 1, "identify and differentiate types of historical sources," and Outcome 2, "recognize ever changing interpretations of history," and Outcome 3, "explain the influence and agency of social circumstances on historical events in four different courses – US History I and II and Western Civilization I and II." The other committee focused on Learning Outcomes 2, "recognize ever changing interpretations of history", and Outcome 5, "describe the impact of the past on subsequent events," and Outcome 6, "examine the complex, dynamic, and interrelated nature of change in one course—Business Law."

The two Historical Knowledge and Understanding (History and Business Law) reports, completed in fall 2016, revealed similarities in that at least one of the competencies assessed in each course was on average minimally achieved. Both reports concluded that professional development is required to move students into the highly competent and competent areas. As of spring 2017 the committees had not yet reconvened, yet the three full-time faculty involved in the assessments acknowledge that they have modified their assignments and lectures to place greater emphasis on the areas of weakness.

Finally, the General Education Competency Assessment Committee for Scientific Knowledge and Understanding agreed on three outcomes to assess 19 different courses in spring 2016. The

committee vetted the multiple-choice questions the faculty submitted for each course and used data from 1,044 artifacts. Their analysis of the findings confirms that the majority of the students across all levels of science courses meet adequate competency level of the outcomes, which indicates successful pedagogy in the courses. Nonetheless, the faculty plan to continue integrating and reinforcing scientific terminology and theories to ensure stronger performance.

Multistate Collaborative Assessment
Since fall 2013, NVCC has been one of 92 two- and four-year colleges and universities throughout 13 states to participate in the Multistate Collaborative to Advance Learning Outcomes Assessment, an initiative sponsored by the State Higher Education Executive Officers (SHEEO) and the American Association of Colleges and Universities (AAC&U).

Our participation benefits us in two primary ways: First, it allows us to see how we compare to other institutions in Connecticut and across the nation and to use that information to assess and improve our students' levels of achievement. Second, our participation promotes faculty professional development in calibration and norming workshops, which further contributes to a culture of assessment at NVCC.

In 2013-14, we used the AAC&U VALUE rubrics for Written Communication and Quantitative Literacy to assess students who had completed a minimum of 45 credits, or 75% toward a degree. The last two years, 2014-16, we used the VALUE rubrics for Critical Thinking and assessed another pool of students with the same criteria. Finally, during spring 2017, we used the VALUE rubrics for all three competencies – Written Communication, Quantitative Literacy, and Critical Thinking – and assessed students who had accumulated fewer than 15 credits in addition to those who had earned over 45 credits.

For each assessment, we work with OIRE to produce general reports on student performance at the institutional level as well as reports for each individual instructor. We have also been able to compare our institutional data to State and national levels. Our student score distribution graphs show that NVCC students generally outperform the national score distribution in Written Communication but underperform in Critical Thinking. NVCC student score distribution for Quantitative Literacy is in line with the national distribution.

We welcome this evidence that much of NVCC student performance is in line with State and national averages for Written Communication and Quantitative Literacy; however, we also recognize that we have significant work to do to improve student learning in all these areas, particularly in Critical Thinking. To address this challenge, we have planned professional development in several areas:
- The Center for Teaching sponsored a full-day workshop on Critical Thinking in Spring 2017;
- Faculty with high scoring students will facilitate workshops in Critical Thinking during the Fall 2017 semester;
- Faculty are developing workshops focused specifically on effective assignment design;
- The Associate Dean of Academic Affairs and Institutional Research and Effectiveness is working with a system level committee to present similar workshops for faculty at all 17 Connecticut State Colleges and Universities.

Appraisal and Projections

This reflective essay affords us an opportunity to understand more deeply our strengths and challenges in assessment: what we highlight here represents our first round of competency assessment, which is new to us as it is to most of our sister institutions. We understand that our assessment efforts must include educating faculty on the process and abilities to analyze results with rigor. Our efforts toward continuous improvement is evolving.

What we have learned is that while we use a standard template for both the plan and the report of GenEd assessment, we see wide variations in approaches. To provide a more standardized protocol for assessment, GEACC faculty are examining centralized processes modelled on the [Multistate Collaborative Initiative](#) that may include continual collection of student artifacts each semester for all competencies and the use of assessment software such as [Task Stream's Aqua](#) so that artifacts and rubrics may be uploaded, stored, and distributed for scoring and reporting. Gathering artifacts electronically for all competencies across courses and disciplines would allow us to use more artifacts, though it would also create challenges in norming since different kinds of assignments would have generated the artifacts.

Projections:

- Identify and implement strategies to increase attendance in modified Supplemental Instruction.
- Track students who pass an mSI course to determine how they fare in college-level coursework.
- Continue to participate in the Multistate Collaborative initiative, submitting artifacts in line with AAC&U VALUE rubrics, training faculty scorers, and using the assessment data generated to close the loop with targeted professional development and curricular revision.
- Purchase assessment software that will allow for continual collection of student artifacts across the curriculum as well as comprehensive general education and programmatic outcomes assessment based on best practices as exemplified by the MSC.
- The General Education Assessment and Curriculum Design Committee will continue to research, revise, and standardize assessment processes in line with best practices and will engage faculty in professional development opportunities related to assessment and pedagogies for core competencies.
- Strengthen data tracking to show how students who use the ACE fare in terms of course pass rates compared to those who do not access the ACE.

4. What Students Gain as a Result of their Education

Description

At NVCC, our priority is to create an environment that is rich in opportunities: Students gain

1. Workforce Preparedness
2. Transfer Opportunities, Degrees, and Certificates
3. Cultural, Civic, and Personal Enrichment

Findings and Analysis

Workforce Preparedness

Our Community and Economic Development Division offers quality and affordable education through an average of 85 non-credit certification programs each year, primarily in the business, healthcare, and manufacturing industries. Developed with community and industry partners, these

programs are responsive to Department of Labor Statistics that forecast job needs and offer entry-level job training and professional development programs. For example, because the State of Connecticut recently mandated that anyone who is a Central Sterile Processing Technician must be professionally certified, we added a certification program in that area. We also responded to a request from our Manufacturing Advisory Committee to create a Tool and Die certificate program that we run at Kaynor Technical High School and that is designed for those who are already employed to get an additional set of skills for the type of manufacturing most prevalent in the Waterbury area.

We measure student success through analysis of course completions, job placements, wage increases, and where applicable, industry certifications and employer feedback. We are especially proud of our certificate completions: In our non-credit programs we have seen a 134% increase in certificate completions in workforce development – from 410 in 2012-13 to 958 in 2015-16. Nurse Aide and Patient Care Technician students have a first-time State Nurse Aide Competency Exam pass rate of over 98% since 2012. Another notable distinction is our completion rate in National Institute for Metalworking Skills (NIMS) certification. We offered this certification for the first time in 2015, and in 2016 the first year completion rate was an impressive 127 credentialed students. In 2017 that number increased by 27.5% to 162 certifications, the highest number of the seven community colleges in the State that have Advanced Manufacturing Technology Centers.

As shown in Interim Report Forms for 2013-14 to 2016-17 [Standard 8: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)], the pass rates on state and national licensure exams are consistently high: the Drug and Alcohol Recovery Program, the Physical Therapy Assistant Program, the Radiologic Technology Program, and the Respiratory Care Program all had 100% pass rates in each year that data were available; the Nursing Program pass rates range from 88% to 97%. We are still waiting for the 2016-17 exam results.

Eight of our credit programs require internships or clinical placements to give students the skills necessary for employment, which means that on average 750 students each year get access to on-the-job experience during their degree training. See Table 12 below.

Table 12: Credit Program Internships/Clinical Placements		
Program	Avg. # of students placed per semester	Avg. # of sites
Criminal Justice	25 (per year)	14
Drug and Alcohol Recovery Counselor	20	26
Horticulture	12	12
Human Services	30	82
Nursing	210	28
Physical Therapy Assistant	30	60
Radiology Technician	37	10
Respiratory Therapy	20	7

Our OIRE works with the Center for Job Placement and College Opportunities (CJPCO) and uses information from the graduate survey to report job placement data by degree program. Our data show that job placement has steadily increased since 2012: In 2011-2012, graduates were employed at a 78% rate within a year of degree conferral. In just two years, 2013-2014, this rate improved to 90%. The 2013-2014 employment among completers of degrees and credit certificates in high demand fields such as advanced manufacturing and allied health was 98% within a year after completing their education.

Transfer Opportunities, Degrees, and Certificates
The fall 2016 introduction of "Transfer Ticket" pathway programs creates a seamless transfer opportunity that we anticipate will further increase our transfer numbers. (See Area of Emphasis B.) Additionally, we currently have transfer articulation agreements with 18 colleges and universities, including Yale University's Nursing program, and we continue to work with other four-year colleges and universities to increase access. Between 2012 and 2016, 31 of our students were awarded President-to-President scholarships, facilitating their ease of transfer to a four-year institution in the State of Connecticut.

Table 13 below shows the numbers of NVCC students who have earned an Associate's degree and are pursuing higher degrees. The numbers are cumulative for each cohort, and the chart is updated quarterly. As of March 2017, the 472 students of the 2013-14 cohort of graduates reflect a three-year period in which students have transferred and enrolled in a four-year institution after receiving their Associate's degree from NVCC. Likewise, 175 or 17% of students in that cohort have, in three years, graduated with a Bachelor's or Graduate degree.

Table 13: Transfer and Higher Degree Status of NVCC Graduates			
Data - cumulative from March 2017	**FY 2013-14 1044 NVCC Graduates**	**FY 2014-15 960 NVCC Graduates**	**FY 2015-16 1005 NVCC Graduates**
	(within 3 years)	(within 2 years)	(within 9 months)
Enrolled at four-year institution	472	386	284
Bachelor degree from another institution	175	33	3
Graduate degree from another institution	6		

A significant number of students who do *not* earn an Associate's degree also transfer: Of students enrolled at NVCC in fall 2015 (N=7001), 682 or 9.7% transferred to a four-year institution within one year *without* earning an NVCC degree. Of those 682 students, 385 or 56% transferred to a Connecticut State University and/or Charter Oak.

Of students enrolled at NVCC in spring 2016 (N=6209), 740 or 11.9% transferred to a four-year institution within one year *without* earning an NVCC degree. Of those students, 409 or 55% transferred to a Connecticut State College or University. As noted in Table 14 below, as of spring 2017 a total of 96 NVCC students were enrolled in the first eleven of the Transfer Ticket programs offered.

Table 14: Enrollment in CSCU Transfer Majors		
Major	**Fall 2016**	**Spring 2017**
CSCU Transfer: Biology Studies	7	15
CSCU Transfer: Communication Studies	3	4
CSCU Transfer: Criminology Studies	3	9
CSCU Transfer: English Studies	2	4
CSCU Transfer: History Studies	2	8
CSCU Transfer: Math Studies	4	4
CSCU Transfer: Political Science Studies	6	5
CSCU Transfer: Psychology Studies	11	33
CSCU Transfer: Chemistry Studies	0	1
CSCU Transfer: Sociology Studies	1	1
CSCU Transfer: Social Work Studies	5	12
Total CSCU Transfer	**44**	**96**

Cultural, Civic, and Personal Enrichment
As noted in Standard 5, thousands of our students find personal, professional, and academic enrichment through participation in hundreds of diverse cultural and civic activities each year. Such activities make our college a welcoming and vibrant space for all students.

Examples include our own arts department, which includes visual, theater, music, and dance programs that provide numerous occasions for students to participate as well as to enjoy as audience members. We expose our students to a variety of diverse talents from around the globe, ranging from our Fulbright Scholar-in-Residence program to our International Arts Festival that celebrates multiple cultures and nationalities to book discussions through Literacy Volunteers of Greater Waterbury. Even our Hospitality program offers a taste of the international through the luncheon events they host. Students regularly participate in our twice-a-semester *Confluencias*, often reading their own poetry, which becomes an empowering moment for them.

Through their classrooms and clubs, students learn the value of being a member of a community through civic responsibility: Students regularly volunteer at St. Vincent de Paul Soup Kitchen that, for the last eight years, we have committed to keeping open on Sundays and holidays; they participate in many races and walks for charitable causes such as the American Heart Association, Sexual Assault Awareness, and the Autism Walk; they collaborate with various community organizations for artistic performances, often volunteering their time and talent to serve a greater cause such as at a fundraiser for the Waterbury Arts and Culture Collaborative Tenth Anniversary; and they log many hours volunteering in programs such as National Make a Difference Day, Habitat for Humanity, and Homeless Connect.

Our Student Activities Office works with the Student Government Association to support 33 clubs, each with a faculty advisor, at both our Waterbury and Danbury campuses. Significantly, the Student Activities Office recorded 247 events during the 2015-2016 academic year. A list of current clubs and a sampling of some select activities carried out during the 2015-16 academic year is found here. These events, which represent a partial tally for a typical year at the college, involved 2,135 students and $51,375 reported expense.

Appraisal and Projections
What becomes clear in this section is that our students gain a tremendous amount from their experiences here at NVCC. Our allied health and nursing programs rank among the best in the State, and many of our students in professional programs receive job offers before they even have completed their certificate. As part of our efforts to strengthen assessment practices college-wide, we are fortifying our job placement data collection and analysis, and in fall 2017 we will start collaborating with the Connecticut Department of Labor to measure success through new metrics of job placement and wage increases. The number of students who transfer, with or without receiving a degree first, tells us that students are achieving their goals. Some of those students who go on to great accomplishments often come back to us expressing gratitude for the foundation they received here: most recently, Johanna Hayes, the 2015-16 National Teacher of the Year, spoke at our 2017 commencement as a proud NVCC alumna.

Finally, what perhaps marks the most significant difference in the many students whose lives we touch is the relationships they develop with faculty through their coursework, through guidance and mentoring, and through the opportunities to serve a larger community. The support we provide transforms and enriches our students' lives.

Projections:
- Explore opportunities to retain non-credit Lifelong Learning students and provide opportunities to pursue associate degrees by building pathways from non-credit courses to credit programs.
- Establish data baseline to assess students that take non-credit to credit, credit to non-credit, or complete simultaneously.
- Continue to support student enrollment in CSCU Transfer Tickets to increase student success at the baccalaureate level and expand tracking the success of transferred students.
- Continue to grow our list of articulation agreements, particularly in respect to need-blind institutions.
- Expand the collection and analysis of job placement data to identify and increase workplace opportunities for graduates.

***

Institutional Plans

The College's 2016 – 2026 Strategic Plan, *Toward a Splendid College*, is guided by the five Connecticut State Colleges' and Universities' goals. The plan reaffirms the five NVCC goals that have grounded our strategic planning process since 2010, and it places our student-centered goal as the driving force for all that we do.

Our goals encompass the College's mission statement:
Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.

Over the next five years, the College will address specific initiatives under the ten priorities that have been set under each of our five goals. They include:

*Goal One: At NVCC, students achieve their goals***.**
Priority 1: Completion, Job Placement, and Transfer
1. Implement Degree Works to improve intrusive advising system.
2. Develop new and re-invigorated models of developmental learning, such as supplemental instruction and embedded tutors.
3. Expand the Jobs on-campus initiative.
4. Expand supports to prepare high-achieving students for admissions into selective colleges.
5. Create new Transfer Articulation Pathways and more articulation agreements that allow students to transfer as juniors.
Priority 2: Equity in Achievement
1. Expand celebration of multiculturism, diversity, and inclusion, with a calendar of events established.
2. Expand specialized support efforts to target populations, such as veterans and undocumented students.
3. Expand mentoring programs for underrepresented students.
4. Expand recruitment efforts that increase diversity of those employed at NVCC.

Goal two: NVCC faculty and staff make a difference – at the College, in the community, in their fields of student, and in the lives of students.
Priority 3: Leadership and Service
1. Adopt standards of service for all units and regularly assess progress toward them.
2. Develop new faculty orientation processes that include more senior staff guidance and support.
3. Increase adjunct professional development supports.
4. Increase service opportunities for junior faculty and staff.
Priority 4: Research
1. Expand faculty research support, increasing opportunities for them to access funding and share findings.
2. Create new models for pedagogical research that engage students as researchers.
3. Provide a strong introduction for students into undergraduate research via the Liberal Arts.
4. Expand information literacy activities for students.

Goal Three: NVCC programs meet and beat academic and industry standards.
Priority 5: Cutting-Edge Curriculum
1. Create new academic degree and certificate programs that address industry and community needs.
2. Establish more frequent program review cycles that ensure environmental scanning and outcomes assessment review recommendations that emerge are addressed.
3. Assess existing and implement new technologies to improve teaching and learning (e.g., online courses, SMART classrooms, technology-based library and other supports).
4. Establish new non-credit to credit pathways.
5. Expand efforts to ensure quality instruction in the classroom.
Priority 6: Innovation and Entrepreneurship
1. Expand Committee on Sponsored Programs and Grants award and our Beautiful Communications projects.
2. Expand processes and forums to gain student and community input on ways NVCC can become more innovative.

Goal four: NVCC is an engine of change within Waterbury, Danbury, and the broader community.
Priority 7: Pre-collegiate pathways
1. Expand dual-enrollment options, including DECO and Pell Dual Enrollment.
2. Grow Bridge-to-College programs, including via renewal of the GEAR UP program.
3. Increase outreach to high school leaders, including guidance counselors.
4. Increase advisement and placement testing provided in high schools.
Priority 8: Workforce Pathways
1. Complete the existing cycle of industry sector summits and identify new program opportunities for additional summits and begin the cycle again.
2. Engage all degree program advisory board members in annual collaborations.
3. Continue to develop Weekend College options for students juggling work with their studies (if proven feasible through environmental scanning).

Goal five: NVCC is an effective, performance-based institution.
Priority 9: Institutionalizing Data and Assessment Systems
1. Create a central Institutional Research (IR) data repository and data tracking system.
2. Build systems for IR-led college-wide environmental scanning with faculty and staff engagement.
3. Implement ongoing review systems for NEASC and program-specific accreditations, including for new programs.
Priority 10: Strategic Institutional Growth and Support
1. Develop a recruitment marketing campaign that clarifies what sets NVCC apart to different audiences, including high schools, industry, and potential students.
2. Implement NVCC's Facilities Master Plan, which includes specific buildings, renovations, and classroom technology.
3. Upgrade communications, including NVCC's website and social media presence.
4. Develop an International Center for the Arts.
5. Establish a Grants Office at NVCC.
6. Expand outreach to Alumni to increase their engagement and giving.

Each year, NVCC will benchmark progress internally according to the 40 targets (with baselines) that will guide and help us measure our progress.

Appendix

Appendix A.
Affirmation of Compliance with Federal Regulations to Title IV

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
    3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785   Fax: (781) 425 1001   Web:
    http://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.nv.edu/Portals/0/Documents/Catalogs/2016-17-NVCC-College-Catalog.pdf
Print Publications	College Catalog
Self-study/Fifth-year report Page Reference	Standard 4: Page 32

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

URL	http://www.nv.edu/Portals/0/Documents/Catalogs/2016-17-NVCC-College-Catalog.pdf
Print Publications	College Catalog
Self-study/Fifth-year Report Page Reference	Standard 4: Page 31

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

URL	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf?ver=2017-08-18-121618-660
Print Publications	Student Handbook
Self-study/Fifth-year Report Page Reference	Standard 9: Page 42
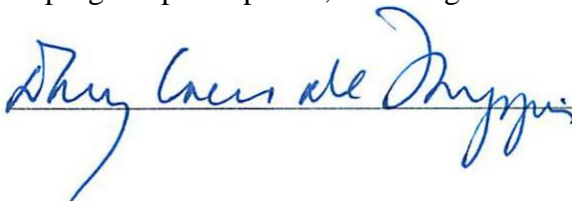
4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Naugatuck Valley Community College complies with Federal policies and requirements regarding Distance Education, including those related to student verification/authentication. Each student enrolled in an NVCC distance learning course is provided with, and must use, a secure login and password to access and participate in the online course. This method of student verification and authentication complies with section 495 of the Higher Education Opportunity Act of 2008.
Self-study/Fifth-year Report Page Reference	Standard 4: Page 32

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

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Naugatuck Valley Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: 10/12/17

Appendix B.
[Most Recent Audited Financial Statement](#)

(This is a CT CSCU system-wide document.)

Appendix C.
Auditor's Management Letter

As of July 1, 2016, this letter no longer exists for individual colleges in the system-office of the Connecticut Statue Colleges and Universities (per Erika Steiner, Chief Financial Officer Connecticut State Colleges and Universities).

Appendix D.
Interim Report Forms

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name: Naugatuck Valley Community College

OPE ID: **?**   00-698200

			Annual Audit	
	?		Certified:	Qualified
Financial Results for Year Ending:	**?**	June 30	Yes/No	Unqualified
Most Recent Year	**?**	2016	Yes	Unqualified
1 Year Prior		2015	Yes	Unqualified
2 Years Prior		2014	Yes	Unqualified

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

Budget / Plans
    Current Year   2017
    Next Year   2018

Contact Person: **?**   Irene Rios-Knauf, Ed.D.
    Title: Dean of Academic Affairs
    Telephone No: 203-575-8116
    E-mail address   irios-knauf@nv.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	?	http://www.nv.edu/About-NVCC/NVCC-Going-Strong/Strategic-Planning-Goals-and-Priorities/Mission-and-Vision	?	2002

Standard 2: Planning and Evaluation

PLANNING	**Year approved by governing board**		**Effective Dates**		**Website location**
Strategic Plan	?		?		?
Immediately prior Strategic Plan	N/A		2013-2016		http://www.nv.edu/Portals/0/Documents/PresidentsOffice/reports/StrategicPlan2013-2016.pdf
Current Strategic Plan	N/A		2016-2026		http://www.nv.edu/Portals/0/Documents/PresidentsOffice/reports/2016-2026StrategicPlan.pdf
Next Strategic Plan					

	Year completed		**Effective Dates**		**Website location**
Other institution-wide plans*					
Facilities Master plan	2015		2016-2025		http://www.nv.edu/Portals/0/Documents/PresidentsOffice/NVCC-MP.pdf
Academic plan	2012		2012-2017		http://www.nv.edu/Portals/0/Documents/PresidentsOffice/AcademicMasterPlan2012-2017.pdf
Enrollment Management Plan	2016-17		2017-2022		http://www.nv.edu/about-nvcc/nvcc-going-strong/strategic-planning-goals-and-priorities
Information Technology Plan	2016-17		2017-2022		http://www.nv.edu/about-nvcc/nvcc-going-strong/strategic-planning-goals-and-priorities
Institutional Development Plan	2016-17		2017-2022		http://www.nv.edu/about-nvcc/nvcc-going-strong/strategic-planning-goals-and-priorities

Institutional Effectiveness Plan	2016-17	2017-2022	http://www.nv.edu/about-nvcc/nvcc-going-strong/strategic-planning-goals-and-priorities
Financial Plan			

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

? Library--annual report		2015-16	http://www.nv.edu/Portals/0/Documents/Library/LibraryAnnualReport20152016.pdf

EVALUATION	**Website location**

Academic program review

Program review system (colleges and departments). System last updated:	? May 2014
Program review schedule (e.g., every 5 years)	Every 5 years

Please enter any explanatory notes
in the box below

Dr. De Filippis invited all campus constituencies to participate in the development of a new strategic plan for the College. Part of this process included the review of the mission and vision statements, resulting in a revision of the vision. Prior to this review, the College revised both statements during the 2001-2002 and 1991-1992 academic years.

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	Board of Regents: Connecticut State Colleges and Universities
Website location of documentation of relationship	http://www.ct.edu/regents

Governing Board	**Website location**
By-laws	http://www.ct.edu/regents/bylaws
Board members' names and affiliations	http://www.ct.edu/regents/members

Please enter any explanatory notes in the box below

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.)						Enrollment*	
		Location (City, State/Country)		Date Initiated		2 years prior	1 year prior	Current year
?						(FY 2014-15)	(FY 2015-16)	(FY 2016-17)
? Main campus		Waterbury, CT		1992#		8,811	8,570	8,188
? Other principal campuses		Danbury, CT		2014$		1,564	1,558	1,740
? Branch campuses (US)								
? Other instructional locations (US)								
? Branch campuses (overseas)								
? Other instructional locations (overseas)								
Educational modalities						Enrollment*	
		Number of programs		Date First Initiated		2 years prior	1 year prior	Current year
Distance Learning Programs						(FY 2014-15)	(FY 2015-16)	(FY 2016-17)
Programs 50-99% on-line		2		Fall 2000		3,304	3,514	3,424
Programs 100% on-line		none						
? Correspondence Education								
Low-Residency Programs								
Competency-based Programs								
Dual Enrollment Programs		1		Fall 2016				121
Contractual Arrangements involving the award of credit								
*Enter the annual unduplicated headcount for each of the years specified below. [Summer-Fall-Winter-Spring]							
Please enter any explanatory notes in the box below							
#Merger of Mattatuck Community College and Waterbury State Technical College $Initiated as instructional location in 2009. Received approval by NEASC to offer degree programs Other Principal Campus--only taking courses at Danbury Distance Learning--number of students enrolled in at least one Online course							

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	1,711							1,711
Main Campus PT	2,965							2,965
Other Principal Campus FT	427							427
Other Principal Campus PT	675							675
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	5,778	0	0	0	0	0	0	5,778
Total FTE	3,555.90							3,555.90
Enter FTE definition:	Total credit hours/15							
Degrees Awarded, Most Recent Year	849							849

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	73	10		83		83
Main Campus PT	88	568		656		656
Other Principal Campus FT	8	2		10		10
Other Principal Campus PT	31	104		135		135
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	200	684	0	884		884
Total FTE	129.10	222.00		351		351.10
Enter FTE definition:	Total credit hours/15					
Certificates Awarded, Most Recent Year	384					

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 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
Certificate	189	178	190	200	220
Associate	6,442	6,267	6,113	5,778	6,798
Baccalaureate	na	na	na	na	na
Total Undergraduate	6,631	6,445	6,303	5,978	7,018

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 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
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 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
Undergraduate	65,673	62,933	62,406	58,605	60,480
Graduate					
Total	65,673	62,933	62,406	58,605	60,480

Standard 4: The Academic Program (Information Literacy sessions)					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Waterbury					
Sessions embedded in a class	112	122	134	91	100
Free-standing sessions	0	0	4	4	6
Danbury					
Sessions embedded in a class	20	16	23	17	19
Free-standing sessions	0	0	0	1	2
Online sessions	0	0	0	0	5
URL of Information Literacy Reports					
Please enter any explanatory notes in the box below					
all data as of fall census date each year					

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	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Goal**
		(Fall 2013)	**(Fall 2014)**	**(Fall 2015)**	**(Fall 2016)**	**(Fall 2017)**
Freshmen - Undergraduate	**?**					
Completed Applications	**?**	2,167	2,042	1,990	1,927	2,727
Applications Accepted	**?**	2,065	2,017	1,936	1,901	2,590
Applicants Enrolled	**?**	1,610	1,519	1,491	1,338	1,663
% Accepted of Applied		95.3%	98.8%	97.3%	98.7%	95.0%
% Enrolled of Accepted		78.0%	75.3%	77.0%	70.4%	64.2%
Percent Change Year over Year						
Completed Applications		na	-5.8%	-2.5%	-3.2%	41.5%
Applications Accepted		na	-2.3%	-4.0%	-1.8%	36.2%
Applicants Enrolled		na	-5.7%	-1.8%	-10.3%	24.3%
Average of statistical indicator of aptitude of enrollees: (define below)	**?**					
Transfers - Undergraduate	**?**					
Completed Applications		1,095	1,008	1,086	1,054	1,337
Applications Accepted		1,025	971	1,026	1,002	1,270
Applications Enrolled		710	676	699	744	815
% Accepted of Applied		93.6%	96.3%	94.5%	95.1%	95.0%
% Enrolled of Accepted		69.3%	69.6%	68.1%	74.3%	64.2%
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 2013)	**(Fall 2014)**	**(Fall 2015)**	**(Fall 2016)**	**(FY 2017)**
UNDERGRADUATE	**?**					
First Year Full-Time Headcount	?	1,933	1,704	1,684	1,628	1,714
Part-Time Headcount	?	2,771	2,845	2,758	2,654	2,796
Total Headcount		4,704	4,549	4,442	4,282	4,510
Total FTE	?	2,935	2,776	2,730	2,605	2,688
Second Year Full-Time Headcount		670	665	678	603	635
Part-Time Headcount		1,943	1,896	1,881	1,777	1,873
Total Headcount		2,613	2,561	2,559	2,380	2,508
Total FTE		1,444	1,421	1,430	1,302	1,344
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		2,603	2,369	2,362	2,231	2,349
Part-Time Headcount		4,714	4,741	4,639	4,431	4,669
Total Headcount		7,317	7,110	7,001	6,662	7,018
Total FTE		4,378	4,196	4,160	3,907	4,032
% Change FTE Undergraduate		n/a	-4.2%	-0.9%	-6.1%	3.2%
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		7,317	7,110	7,001	6,662	7,018
Grand Total FTE		4,378	4,196	4,160	3,907	4,032
% Change Grand Total FTE		na	-4.2%	-0.9%	-6.1%	3.2%
Please enter any explanatory notes in the box below						
Totals may be different than sum of factors due to rounding.						

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?					
http://www.nv.edu/About-NVCC/College-Facts					
	(FY 2013)	**(FY 2014)**	**(FY 2015)**		
? **Three-year Cohort Default Rate**	10.7%	n/a	n/a		
? **Three-year Loan repayment rate**			75%		
(from College Scorecard)					

	3 Years Prior	**2 Years Prior**	**Most Recently Completed Year**	**Current Year**	**Goal (specify year)**
	(FY 2013-14)	**(FY 2014-15)**	**(FY 2015-16)**	**(FY 2016-17)**	**(FY 2017-18)**
? **Student Financial Aid**					
Total Federal Aid	$12,021,480.00	$11,720,453	$10,934,986	$8,832,940	
Grants	$10,396,648.00	$10,408,139	$9,762,775	$8,011,886	
Loans	$1,450,026.00	$1,123,164	$971,706	$748,605	
Work Study	$174,806.00	$189,156	$200,505	$72,449	
Total State Aid	$360,291.00	$671,997	$715,901	$1,022,351	
Total Institutional Aid	$2,050,000	$2,299,910	$2,093,211	$1,486,805	
Grants	$2,050,000	$2,299,910	$2,093,211	$1,486,805	
Loans					
Total Private Aid					
Grants					
Loans					
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates					
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates					
Graduates					
First professional students					
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)					
English as a Second/Other Language	6%	11%	11%	13%	13%
English (reading, writing, communication					
Math	57%	38%	41%	39%	35%
Writing	48%	38%	40%	43%	40%
Please enter any explanatory notes in the box below					
First year are first-time students [never enrolled before in any college or university] Developmental Course data are for fall semester					

Standard 6: Teaching, Learning, and Scholarship (Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years Prior (FY 2013-14)	2 Years Prior (FY 2014-15)	1 Year Prior (FY 2015-16)	Current Year (FY 2016-17)
? Number of Faculty by category				
Full-time	105	104	98	100
Part-time				
Adjunct	283	356	370	384
Clinical	40	35	42	37
Research				
Visiting				
Other; specify below:				
non-credit/extension			26	25
Total	428	495	536	546
Percentage of Courses taught by full-time faculty				
	52.3%	52.2%	51.8%	51.4%
? Number of Faculty by rank, if applicable				
Professor	54	57	60	61
Associate	22	18	12	17
Assistant	16	17	15	14
Instructor	4	9	8	7
Other; specify below:				
Lecturers	9	3	3	1
Total	105	104	98	100
? Number of Academic Staff by category				
Librarians	4	4	5	4
Advisors	17	17	18	16
Instructional Designers				
Other; specify below:				
Total	21	21	23	20

Please enter any explanatory notes in the box below

Reported as of November 1.
Percentage of Courses = Percentage of Sections--Fall Semester
Faculty by rank are full-time

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
		(FY 2013-1414)		(FY 2014-15)		(FY 2015-16)		(FY 2016-17)	
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Professor								1	
Associate								2	
Assistant								3	
Instructor				4		2		2	
No rank		7							
Other									
Total		7	0	4	0	2	0	8	0
? Number of Faculty in Tenured Positions									
Professor		54		57		60		60	
Associate		14		14		9		9	
Assistant		1		1		1			
Instructor									
No rank									
Other									
Total		69	0	72	0	70	0	69	0
? Number of Faculty Departing									
Professor									
Associate									
Assistant		1							
Instructor		1							
No rank									
Other									
Total		2	0	0	0	0	0	0	0
? Number of Faculty Retiring									
Professor		3		3				5	
Associate		1						1	
Assistant									
Instructor		1							
No rank									
Other									
Total		5	0	3	0	0	0	6	0

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

Please enter any explanatory notes in the box below

Appointments--7/1 to 10/31
Tenure--11/1
Departing--7/1 to 6/30
Retiring--7/1 to 6/30

	3 Years Prior (FY 2013-14)			2 Years Prior (FY 2014-15)			1 Year Prior (FY 2015-16)			Current Year (FY 2016-17)		
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 (FY 2013-14)			2 Years Prior (FY 2014-15)			1 Year Prior (FY 2015-16)			Current Year (FY 2016-17)		
	FT	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Instructional Staff	105	283	388	104	356	460	98	370	468	101	277	378
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	3		3	3		3	4		4	4		4
Library Technicians	1		1	1		1	1		1	1		1
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	35	34	69	33	33	66	36	39	75	50	35	85
Management Occupations	29	3	32	28	2	30	26	2	28	9	1	10
Business and Financial Operations	14		14	14		14	15		15	15		15
Computer, Engineering and Science	7		7	6		6	8	1	9	8		8
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	5		5	4		4	3		3	3		3
Healthcare Practitioners and Technical	3		3	0		0	0		0			0
Service Occupations	32	6	38	31	6	37	31	5	36	32	3	35
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	37	9	46	43	9	52	44	9	53	40	7	47
Natural Resources, Construction, Maintenance	6		6	6		6	6		6	5		5
Production, Transportation, Material Moving	4		4	4		4	4		4	3		3
Total	281	335	616	277	406	683	276	426	702	271	323	594

Please enter any explanatory notes in the box below

As of November 1 of year noted.

Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)					
Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2013-14)	1 Year Prior (FY 2014-15)	Most Recent Year (FY 2015-16)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
? Cash and Short Term Investments	$15	$15	$15	0.0%	0.0%
? Cash held by State Treasurer	$13,220	$48,377	$35,571	265.9%	-26.5%
? Deposits held by State Treasurer				-	-
? Accounts Receivable, Net	$4,767	$6,286	$6,570	31.9%	4.5%
? Contributions Receivable, Net				-	-
? Inventory and Prepaid Expenses	$0	$0	$0	-	-
? Long-Term Investments				-	-
? Loans to Students	$14	($3)	($2)	-121.4%	-33.3%
? Funds held under bond agreement				-	-
? Property, plants, and equipment, net	$49,775	$51,430	$72,131	3.3%	40.3%
? Other Assets				-	-
Total Assets	**$67,791**	**$106,105**	**$114,285**	**56.5%**	7.7%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$4,316	$4,992	$5,719	15.7%	14.6%
? Deferred revenue & refundable advances	$1,905	$1,883	$2,391	-1.2%	27.0%
? Due to state				-	-
? Due to affiliates				-	-
? Annuity and life income obligations				-	-
? Amounts held on behalf of others	$339	$321	$305	-5.3%	-5.0%
? Long-term investments				-	-
? Refundable government advances				-	-
? Other long-term liabilities	$4,372	$4,449	$4,012	1.8%	-9.8%
Total Liabilities	**$10,932**	**$11,645**	**$12,427**	**6.5%**	6.7%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$852**	**$3,105**	**$4,811**	264.4%	54.9%
? Foundation				-	-
Total	**$852**	**$3,105**	**$4,811**	264.4%	54.9%
Temporarily restricted net assets					
Institutional	**$0**	**$0**		-	-
? Foundation				-	-
Total	**$0**	**$0**	**$0**	-	-
Permanently restricted net assets					
Institutional	$56,007	$91,355	**$97,047**	63.1%	6.2%
? Foundation				-	-
Total	**$56,007**	**$91,355**	**$97,047**	**63.1%**	6.2%
Total Net Assets	**$56,859**	**$94,460**	**$101,858**	**66.1%**	7.8%
TOTAL LIABILITIES and NET ASSETS	**$67,791**	**$106,105**	**$114,285**	**56.5%**	7.7%
Please enter any explanatory notes in the box below					

Standard 7: Institutional Resources (Statement of Revenues and Expenses)					
Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2013-14)	2 Years Prior (FY2014-15)	Most Recently Completed Year (FY 2015-16)	Current Year (FY 2016-17)	Next Year Forward (FY 2017-18)
OPERATING REVENUES (in 000s)					
Tuition and fees	$22,532	$22,640	$22,813		
Room and board					
Less: Financial aid	-$9,279	-$9,545	-$9,329		
Net student fees	$13,253	$13,095	$13,484	$0	$0
Government grants and contracts	$13,857	$14,677	$14,139		
Private gifts, grants and contracts	$117	$108	$172		
Other auxiliary enterprises					
Endowment income used in operations					
Other revenue (specify): Educational Activities					
Other revenue (specify):	$622	$556	$496		
Net assets released from restrictions					
Total Operating Revenues	**$27,849**	**$28,436**	**$28,291**	**$0**	**$0**
OPERATING EXPENSES (in 000s)					
Instruction	$25,658	$26,739	$28,532		
Research					
Public Service	$602	$984	$727		
Academic Support	$11,581	$12,445	$12,828		
Student Services	$4,618	$4,770	$4,944		
Institutional Support	$5,661	$5,934	$6,244		
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)	$6,864	$7,083	$6,741		
Scholarships and fellowships (cash refunded by public institution)	$4,325	$4,540	$3,979		
Auxiliary enterprises					
Depreciation (if not allocated)	$3,407	$3,264	$3,227		
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$62,716**	**$65,759**	**$67,222**	**$0**	**$0**
Change in net assets from operations	**-$34,867**	**-$37,323**	**-$38,931**	**$0**	**$0**
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	$32,037	$32,941	$35,023		
Investment return	$11	$11	$28		
Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	$15	$74	$57		
Other (specify):	$1	$1	$1		
Other (specify):					
Other (specify):					
Net non-operating revenues	**$32,064**	**$33,027**	**$35,109**	**$0**	**$0**
Income before other revenues, expenses, gains, or losses	**-$2,804**	**-$4,296**	**-$3,822**	**$0**	**$0**
Capital appropriations (public institutions)	$3,112	$39,361	$9,886		
Other (specify):	-$1,626	$2,535			
ASSETS	**-$1,318**	**$37,600**	**$6,064**	**$0**	**$0**

Standard 7: Institutional Resources					
(Statement of Debt)					
FISCAL YEAR ENDS month & day (06/30)	**3 Years Prior (FY2012-13)**	**2 Years Prior (FY2013-14)**	**Most Recently Completed Year (FY 2015-16)**	**Current Year (FY 2016-17)**	**Next Year Forward (FY 2017-18)**
Debt					
Beginning balance					
Additions					
? Reductions					
Ending balance	$0	$0	$0	$0	$0
Interest paid during fiscal year					
Current Portion					
Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources					
(Supplemental Data)					
FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2013-14)	2 Years Prior (FY2014-15)	Most Recently Completed Year (FY 2015-16)	Current Year (FY 2016-17)	Next Year Forward (FY 2017-18)
NET ASSETS					
Net assets beginning of year	$58,178	$56,859			
Total increase/decrease in net assets	($1,317)	$37,600			
Net assets end of year	**$56,861**	**$94,459**	**$0**	**$0**	**$0**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$2,541	$2,689			
Federal, state and private grants	**$11,063**	**$11,395**			
Restricted funds					
Total	**$13,604**	**$14,084**	**$0**	**$0**	**$0**
% Discount of tuition and fees	-41.2%	-42.2%			
? % Unrestricted discount	11.3%	11.9%			
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					
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 2013-14)	(FY 2014-15)	(FY 2015-16)	(FY 2016-17)	(FY 2017-18)
IPEDS Retention Data				n/a until October	
Associate degree students	62%	65%	60%		
Bachelors degree students					
? IPEDS Graduation Data (150% of time)				n/a until late August	
Associate degree students	13%	14%	16%		
Bachelors degree students					
? IPEDS Outcomes Measures Data					
First-time, full time students		2007 Cohort	2008 Cohort	2009 Cohort	
Awarded a degree within six years		20%	22%		
Awarded a degree within eight years		23%	25%		
Not awarded within eight years but still enrolled		11%	11%		
First-time, part-time students					
Awarded a degree within six years		8%	11%		
Awarded a degree within eight years		10%	13%		
Not awarded within eight years but still enrolled		12%	8%		
Non-first-time, full-time students					
Awarded a degree within six years		29%	25%		
Awarded a degree within eight years		31%	26%		
Not awarded within eight years but still enrolled		8%	9%		
Non-first-time, part-time students					
Awarded a degree within six years		27%	28%		
Awarded a degree within eight years		30%	31%		
Not awarded within eight years but still enrolled		11%	7%		
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 Degree/Certificate Students RETENTION Rate	49%	50%	47%		
2 Degree/Certificate Students SUCCESS Rate	61%	61%	59%		
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 200% Normal time to graduation	20%		20%		
2					
3					
4					
5					
Definition and Methodology Explanations					
1 RETENTION: Fall to fall enrollment in same or different degree program; SUCCESS: Fall to fall retention plus those not returning due to graduation					
2 IPEDS methodology					

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)	Bachelor Cohort Entering		Associate Cohort Entering	
?	**Category of Student/Outcome Measure**	**6 years ago**	**4 years ago**	**6 years ago**	**4 years ago**
?	**First-time, Full-time Students**				
	Degree from original institution			25%	30%
	Not graduated, still enrolled at original institution			7%	13%
	Degree from a different institution			8%	4%
	Transferred to a different institution			10%	16%
	Not graduated, never transferred, no longer enrolled			50%	37%
?	**First-time, Part-time Students**				
	Degree from original institution			14%	33%
	Not graduated, still enrolled at original institution			10%	13%
	Degree from a different institution			5%	3%
	Transferred to a different institution			15%	14%
	Not graduated, never transferred, no longer enrolled			56%	37%
?	**Non-first-time, Full-time Students**				
	Degree from original institution			31%	28%
	Not graduated, still enrolled at original institution			4%	15%
	Degree from a different institution			12%	5%
	Transferred to a different institution			13%	5%
	Not graduated, never transferred, no longer enrolled			40%	46%
?	**Non-first-time, Part-time Students**				
	Degree from original institution			18%	30%
	Not graduated, still enrolled at original institution			4%	10%
	Degree from a different institution			20%	5%
	Transferred to a different institution			20%	19%
	Not graduated, never transferred, no longer enrolled			38%	36%

	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)**
		(FY 2013-14)	**(FY2014-15)**	**(FY 2015-16)**	**(FY 2016-17)**	**(FY 2017-18)**
	Success of enrolled students pursuing higher degrees				n/a until October	
1	Enrolled at 4-yr institution	472	386	284		
2	Bachelor degree from another inst	182	36	3		
3	Graduate degree from another inst	6				
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

Measure of Achievement and Success:

1. Graduates from year noted enrolled at least one semester after graduation

2. Of those enrolled, number who received a credential by March 2017

1

2

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

		3-Years Prior (FY 2013-14)		2 Years Prior (FY 2014-15)		1 Year Prior (FY 2015-16)		Most Recent Year (FY 2016-17)	
? 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	Nursing--NCLEX	97	94	89	78	94	88	97	93
2	National Board for Respiratory Care-Therapist Multiple Choice Exam	16	16	8	8	17	17	n/a until September	
3	Drug and Alcohol Recovery Counselor--Certified Addiction Counselor	6	6	3	3	7	7	n/a until 2017-18	
4									
5									
? 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	Physical Therapy Assistant--Natiuonal Physical Therapy Exam	7	7	5	5	23	23	18	18
2	Radiologic Technology--AART Registry	12	12	17	17	21	21	n/a until September	
3									
4									
5									

? Job Placement Rates							n/a until spring 2018	
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Advanced Manufacturing		52	100%						
2	Physical Therapy Assistant		7	100%	5	100%	23	100%		
3	Radiologic Technology		12	75%	17	100%	22	50%		
4	Nursing		88	96%	95	92%	99	100%		
5	Respiratory Care		16	94%	8	100%	17			
	Arts and Humanities		334	88%						
	Behavioral and Social Sciences		173	83%						
	Drug and Alcohol Recovery Counselor		40		33		32			
	Business		220	85%						
	Science, Technology, Engineering, and Mathematics		88	89%						

* 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 (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
? Completion Rates									
1									
2									
3									
4									
5									
? Placement Rates									
1									
2									
3									
4									
5									

Please enter any explanatory notes in the box below

 # with jobs converted to % of respondents to graduate survey indicating employment.

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)**
	(FY 2)	**(FY2)**	**(FY 2)**	**(FY 2)**	**(FY 2)**
? **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					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					
2					
3					
4					
5					

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

? Policies	Last Updated	?	Website location where policy is posted	Responsible Office or Committee
Academic honesty	1/29/2015		http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf	Student Services
Intellectual property rights			http://www.ct.edu/images/uploads/FAC-Minutes-10-14-2016.pdf?122851	Board of Regents
Conflict of interest	9/19/2013		http://www.ct.edu/files/pdfs/hr-policy-ethics.pdf	Board of Regents
Privacy rights	7/8/2016		http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf	Student Services
Fairness for students	7/8/2016		http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf	Student Services
Fairness for faculty	7/1/2016		http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll#cdn-3282	Human Resources
Fairness for staff	7/1/2016		http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll#cdn-3282	Human Resources
Academic freedom			http://www.nv.edu/Academics/Academic-Affairs-FAQs	Academic Affairs
Research				
Title IX			http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll	Human Resources
Other; specify				
Affirmative Action	2017		http://www.nv.edu/About-NVCC/NVCC-is-for-You/Employment-Opportunities/Affirmative-Action	Human Resources

Non-discrimination policies

Recruitment and admissions		http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll	Human Resources
Employment		http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll	Human Resources
Evaluation	7/1/2016	http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll	Human Resources
Disciplinary action--Staff	7/1/2016	http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll	Human Resources
Disciplinary action--Students	7/8/2016	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf	Student Services
Advancement	7/1/2016	http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll#cdn-3282	Human Resources
Other; specify			

Resolution of grievances

Students	7/8/2016	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf	Student Services
Faculty	7/1/2016	http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll#cdn-3282	Human Resources
Staff	7/1/2016	http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll#cdn-3282	Human Resources
Other; specify			

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?	http://www.nv.edu/About-NVCC
	http://www.nv.edu/Information-For/College-Support-Services/Office-of-Institutional-Research-and-Effectiveness/College-Facts#cdn-5984
Notice of availability of publications and of audited financial statement or fair summary	
Processes for admissions	http://www.nv.edu/admissions-and-aid/getting-started/apply
Processes for employment	http://www.nv.edu/About-NVCC/NVCC-is-for-You/Employment-Opportunities/Employment
Processes for grading	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Processes for assessment	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Processes for student discipline	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Processes for consideration of complaints and appeals--students	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Processes for consideration of complaints and appeals--faculty and staff	http://www.nv.edu/Information-For/Faculty-and-Staff-Resources/Human-Resources-and-Payroll#cdn-3282

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**
Student learning outcomes are established for all degree programs	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016-2026StrategicPlan.pdf
The full-time job placement rate of Advanced Manufacturing Technology Center graduates at NVCC is approaching 100%	Community Report
Results above the national average were reported with 100% pass rates for the Radiologic Technology, Respiratory Care, and Physical Therapy Assistant Programs	Community Report
NVCC's Nursing Program consistently has licensure pass rates well above the national average with the 2015 pass rate of 94%.	Community Report
About 40% of NVCC's awards offer education in response to high-demand career areas in our region.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016FinalReport.pdf

Unprecedented partnerships in the high-demand career areas of manufacturing and allied health helped students secure more than 400 jobs.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016FinalReport.pdf
Hundreds of students engaged in volunteerism, mentoring, and community service.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016FinalReport.pdf
More than two-thirds of faculty and staff engaged in professional development and community service.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016FinalReport.pdf
Ninety percent of 2013-2014 graduating students are employed.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016FinalReport.pdf
Ninety-eight percent of 2013-2014 graduating students in high-demand career areas (advanced manufacturing and allied health) are employed.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016FinalReport.pdf
Eleven TAP Pathway degree programs have been approved and will enroll students in fall 2016, facilitating NVCC student transfer to state universities.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016FinalReport.pdf
Three Fulbright Scholars-In-Residence at NVCC over the last 4 years.	http://www.nv.edu/Portals/0/Documents/PresidentsOffice/Reports/2016-2026StrategicPlan.pdf
NVCC was designated by the U.S. Department of Education as one of the 25 most successful community colleges in 2016 in educating low income students, as per employment rates and students ability to pay loans.	http://www.wfsb.com/story/33111874/2-connecticut-community-colleges-make-national-list-for-advancing-low-income-students

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	http://www.nv.edu/academics/academic-programs/academic-catalog
Obligations and responsibilities of students and the institution	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Information on admission and attendance	http://www.nv.edu/Admissions-and-Aid
Institutional mission and objectives	http://www.nv.edu/About-NVCC/NVCC-Going-Strong/Strategic-Planning-Goals-and-Priorities/Mission-and-Vision
Expected educational outcomes	http://www.nv.edu/academics/academic-programs/academic-catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.nv.edu/About-NVCC/NVCC-is-for-You/Two-Campuses
Requirements, procedures and policies re: admissions	http://www.nv.edu/admissions-and-aid/getting-started/apply
Requirements, procedures and policies re: transfer credit	http://www.nv.edu/Admissions-and-Aid/Getting-Started/Apply/Degree-or-Certificate-Transfer-Student-Steps-to-Apply
A list of institutions with which the institution has an articulation agreement	http://www.nv.edu/academics/academic-programs/transfer-tickets
A list of institutions with which the institution has an agreement--Nursing Program Agreements	http://www.ct.edu/Academics/nursing#agreements
Student fees, charges and refund policies	http://www.nv.edu/admissions-and-aid/paying-for-college/tuition-and-fees
Rules and regulations for student conduct	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Procedures for student appeals and complaints	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Other information re: attending or withdrawing from the institution	http://www.nv.edu/Portals/0/Documents/Admissions/AdmissionsAndEnrollmentGuides/2017Fall.pdf
Academic programs	http://www.nv.edu/Academics
Courses currently offered	http://www.nv.edu/Portals/0/Documents/Catalogs/2017-18-NVCC-College-Catalog.pdf
Other available educational opportunities	http://www.nv.edu/academics/workforce-education/workforce-training-courses-and-certificates
Other academic policies and procedures	http://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf
Requirements for degrees and other forms of academic recognition	
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them [**pp 211-215**]	https://www.nv.edu/Portals/0/Documents/Catalogs/2017-18-NVCC-College-Catalog.pdf
Names and positions of administrative officers	https://www.nv.edu/Portals/0/Documents/HR/NVCCOrgChart20170911.pdf

Names, principal affiliations of governing board members	http://www.ct.edu/regents/members
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.nv.edu/About-NVCC/NVCC-Danbury-Campus
Programs, courses, services, and personnel not available in any given academic year.	http://www.nv.edu/Portals/0/Documents/Catalogs/2016-17-NVCC-College-Catalog.pdf
Size and characteristics of the student body	http://www.nv.edu/information-for/college-support-services/office-of-institutional-research-and-effectiveness/college-facts#cdn-5943
Description of the campus setting	http://www.nv.edu/
Availability of academic and other support services	http://www.nv.edu/Academics
Availability of student support services	http://www.nv.edu/Student-Life
Range of co-curricular and non-academic opportunities available to students	http://www.nv.edu/Student-Life
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.nv.edu/Academics
Institutional goals for students' education	http://www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.nv.edu/information-for/college-support-services/office-of-institutional-research-and-effectiveness/college-facts
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.nv.edu/admissions-and-aid/paying-for-college/tuition-and-fees
Expected amount of student debt upon graduation and loan payment rates	http://www.nv.edu/admissions-and-aid/paying-for-college/tuition-and-fees
Statement about accreditation	http://www.nv.edu/About-NVCC/NVCC-Going-Strong/Strategic-Planning-Goals-and-Priorities/Accreditation-NEASC

Appendix E.
Making Assessment More Explicit (E Series) Forms

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

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)
General Education:	The General Education Framework is published on the college website at: http://www.nv.edu/academics/academic-programs/general-education Approved courses are published on the college website at: http://www.nv.edu/academics/academic-programs/general-education#cdn-6262 The learning outcomes for each course mapped to the General Education Framework are published on the college website: http://www.nv.edu/academics/academic-programs/general-education#cdn-6261	There are 11 competencies all NVCC degree graduates must complete in their program of study. Each competency is assessed based on a schedule established by the General Education Assessment and Curriculum design Committee (GEACC). Each general education competency is chaired by a GEACC member.	An assessment plan is developed and submitted to GEACC by a sub-committee of the faculty involved in the competency assessment. Final results are presented to GEACC at a committee meeting. A formal discussion of the assessment results is presented to the college community.	Each competency assessment report identifies areas of concerns and recommendations. The assessment reports may be found at: http://www.nv.edu/academics/academic-programs/general-education#cdn-6260	Historical Knowledge Competency – Fall 2016 Scientific Knowledge Competency – Fall 2016 Quantitative Reasoning Competency- Fall 2015 Oral Commu-nication Competency- Fall 2015 Scheduled – Written Commu-

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)
					nication – Spring 2017 Critical Analysis/ Logical Thinking – Spring 2017
Accounting	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Accounting#cdn-3096	Intermediate Accounting, I, and Intermediate Accounting II are the highest level courses required in the program, and provide a measure of a student's competency. Feedback from instructors in other Business Division courses is solicited, informally, about accounting majors. Additionally, anecdotal evidence from graduates, and their success entering four year programs and in their careers is also considered.	A formal procedure does not currently exist beyond the Program reviews. Accounting faculty meet and discuss the success of our students often. Comparing course outcomes with WCSU. Evidence is interpreted by the Specific	The Accounting Program was revised as a result of the 2013 Program Review. The Review focused on reducing the number of credits required in the program to meet state required normalization rules. This was accomplished in 2016.	The Academic Program Review was conducted in 2013 and will be reviewed again in 2018.

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)
			faculty member; there will be a common assessment plan to be discussed this Academic year. The faculty have been discussing how a formal process might be constituted. A plan will be in place by Fall 2018.		
Automotive Technician	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Automotive-Technician#35326-automotive-technician-as-	A.S.E. Certification Tests Coop I & II Job placement Survey of current employment status	NATEF certification requires that the Automotive Advisory Panel review program outcomes relevance to	Updating of tools and equipment to meet changing industry standards and educate students on application and use	The Program was reviewed by NATEF in July 2015. NATEF is the only nationally recognized accreditation organization for the

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)
			the current industry requirements. It informed changes noted in the text column.		automotive repair industry.
Aviation Science – Flight Curriculum	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/-Aviation-Science-Management#43596-aviation-science-management-option-as The program is not currently accepting new students.	The Co-op courses have been the capstone courses for the Program with evaluation provided by all faculty. Evidence of completion is a private pilot license of a commercial pilot license.	Evidence is interpreted by the Specific faculty member; there will be a common assessment plan to be discussed this Academic year. Program is currently shelved.	None	Review completed in 2016. Program is on-hold. No new students are currently being enrolled for the Flight Curriculum.
Aviation Science - Management Curriculum	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/-Aviation-Science-Management#cdn-4359	The Co-op courses have been the capstone courses for the Program with evaluation provided by all faculty.	Evidence is interpreted by the Specific faculty member; there will be a common	The primary changes made are to textbooks with recommendations reviewed and implemented by	Review conducted 2016

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)**
			assessment plan to be discussed this Academic year.	the Division Director.	
Behavioral Science	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Behavioral-Science#cdn-3352	The number of graduates and transfers to 4 year universities from the Behavioral Science Program.	The evidence for the 2012 Behavioral Science Program Review was interpreted by full time and part time faculty and Divisional Leadership to determine what changes may be implemented by Faculty.	None.	The Behavioral Science Program Review is presently in progress for 2016-2017.
Business Administration	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Business#cdn-3377	There is a Capstone Course for the Major. Supervision and Organizational Behavior if there is a Management Focus. Advanced Spreadsheet	Evidence is interpreted by the specific faculty member; there will be a	The primary changes made are to textbooks with recommendations reviewed and	Program Review conducted in April of 2012.

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)**
		Applications if the student has chosen Computer Science as the Focus for the Degree.	common assessment plan in place by August 2017.	implemented by the Chair.	
Business Administration: Business Computer Applications Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Business#3377105-business-administration-business-computer-applications-as	There is a Capstone Course for the Major. That course is Supervision and Organizational Behavior.	Evidence is interpreted by the specific faculty member; there is a common assessment plan.	The primary changes made are to textbooks with recommendations reviewed and implemented by the Chair.	Program Review conducted in April of 2012.
Business Management	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Business#337730-business-management-as	There is a Capstone Course for the Major. That course is Supervision and Organizational Behavior.	Evidence is interpreted by the Specific faculty member; there will be a common assessment plan discussed by September of 2017.	The primary changes made are to textbooks with recommendations reviewed and implemented by the Chair.	Program Review conducted in April of 2012.
Business Finance	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	There is a Capstone Course for the Major; that is BFN 220 Financial Management.	Evidence is interpreted by the Specific faculty	The primary changes made are to textbooks with recommendations	Program Review conducted in April of 2012.

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)
	http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Business#337729-business-finance-as		member; there will be a common assessment plan discussed by August 2017.	reviewed and implemented by the Chair.	
Computer Information Systems Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Computer-Information-Systems#cdn-3427	Direct: Tests, Assessments, Mapping of course work to Industry Certifications including: Network +, Project + and MOS certifications. Computerized labs and simulations. Indirect: Program review involving review team from multiple areas: Program review team continues with business partnership. COCC community partnerships; New Oak Financial, Security Experts, Programmers, Network Experts.	Program review team, Faculty, Dean of Faculty, Division Director	Changes in course curriculum in include Certification tested material. Movement to MyITLab, MyProgramming Lab and UCertify material to augment traditional materials. New courses added including: Programming I and II (Java Based); Practices in Security Management;	Program Review scheduled for 2018-19.

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)
				Web Programming with Java. Changes also made to ensure mapping to TAP for Computer Science.	
Criminal Justice/Public Safety	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Criminal-Justice-Public-Safety#381638-criminal-justicepublic-safety-as	The Criminal Justice Work Coop is considered a capstone course. A part of this course is the employer evaluation of the student. In addition to the official evaluation, the employer is interviewed by the course instructor. A part of this interview is a discussion outcomes and how well the student has achieved these outcomes.	The Program Coordinator interprets the evidence from the student's coursework and the internship supervisor's evaluation. The Program Coordinator also discusses the results of the Co-op evaluations with individual students.	Most of the evidence/data indicated a positive correlation between the outcomes and the achievement of those outcomes by the students. Changes were made in some requirement of the Coop course. For example, more requirements were added to the course to better	The last Program Review was conducted in 2010. The next review will be in 2017-18.

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)**
				measure student, employer, and professions views of the outcomes.	
Criminal Justice: Corrections Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Criminal-Justice-Public-Safety#381640-corrections-as-option	The Criminal Justice Co-op/Internship is considered a capstone course: the coordinator works with the employer/supervisor and student to develop outcomes; the employer evaluates the student accordingly; the coordinator conducts site visits to discuss and evaluate the student's achievement of the outcomes; the student meets once/week in a group setting with the instructor to discuss a range of topics related to being in the workforce and write reflections on the experience.	The Program Coordinator interprets the evidence from the student's coursework, and the internship supervisor's evaluation, The Program Coordinator also discusses the results of the Co-op evaluations with the individual students.	Most of the evidence/data indicated a positive correlation between the outcomes and the achievement of those outcomes by the students. Changes were made in some requirements of the Coop course. For example, the process of identifying outcomes specific to the internship was added for more effective evaluation.	The last Program Review was conducted 2009-2010. We will do a self-study in 2018.

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)
Criminal Justice: Forensics Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Criminal-Justice-Public-Safety#381643-forensics-as-option	The Criminal Justice Co-op/Internship is considered a capstone course: the coordinator works with the employer/supervisor and student to develop outcomes; the employer evaluates the student accordingly; the coordinator conducts site visits to discuss and evaluate the student's achievement of the outcomes; the student meets once/week in a group setting with the instructor to discuss a range of topics related to being in the workforce and write reflections on the experience.	The Program Coordinator interprets the evidence from the student's coursework, and the internship supervisor's evaluation, The Program Coordinator also discusses the results of the Co-op evaluations with the individual students.	Most of the evidence/data indicated a positive correlation between the outcomes and the achievement of those outcomes by the students. Changes were made in some requirements of the Coop course. For example, the process of identifying outcomes specific to the internship was added for more effective evaluation.	The last Program Review was conducted 2009-2010. We will do a self-study in 2018.
Criminal Justice: Law Enforcement Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	The Criminal Justice Co-op/Internship is considered a capstone course: the coordinator works with the employer/supervisor and student to develop	The Program Coordinator interprets the evidence from the student's coursework,	Most of the evidence/data indicated a positive correlation between the	The last Program Review was conducted 2009-2010.

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)
	http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Criminal-Justice-Public-Safety#381639-law-enforcement-as-option	outcomes; the employer evaluates the student accordingly; the coordinator conducts site visits to discuss and evaluate the student's achievement of the outcomes; the student meets once/week in a group setting with the instructor to discuss a range of topics related to being in the workforce and write reflections on the experience.	and the internship supervisor's evaluation. The Program Coordinator also discusses the results of the Co-op evaluations with the individual students.	outcomes and the achievement of those outcomes by the students. Changes were made in some requirements of the Coop course. For example, the process of identifying outcomes specific to the internship was added for more effective evaluation.	We will do a self-study in 2018.
Criminal Justice: Security Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Criminal-Justice-Public-Safety#381642-security-as-option	The Criminal Justice Co-op/Internship is considered a capstone course: the coordinator works with the employer/supervisor and student to develop outcomes; the employer evaluates the student accordingly; the coordinator conducts site visits to discuss and evaluate the student's	The Program Coordinator interprets the evidence from the student's coursework, and the internship supervisor's evaluation,	Most of the evidence/data indicated a positive correlation between the outcomes and the achievement of those outcomes by the students. Changes were made in some	The last Program Review was conducted 2009-2010. We will do a self-study in 2018.

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)
		achievement of the outcomes; the student meets once/week in a group setting with the instructor to discuss a range of topics related to being in the workforce and write reflections on the experience.	The Program Coordinator also discusses the results of the Co-op evaluations with the individual students.	requirements of the Coop course. For example, the process of identifying outcomes specific to the internship was added for more effective evaluation.	
Cybersecurity	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Cybersecurity	New Program – first academic year – 2016-17	Program Development team, Faculty, Dean of Faculty, Division Director, BOR for review of program.	New Program – first semester	Program Review - 2021
Digital Arts Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Digital-Arts-Technology	An umbrella for the four options	NA	Redesigning current program	2006; currently in Program Review process – AY 2017
Digital Arts Technology:	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	Capstone course; portfolio	Program faculty	Redesigning current program	2006; currently in APR process – AY 2017

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)
Audio/Video Option	http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Digital-Arts-Technology#41206-digital-arts-technology----audiovideo-option-as				
Digital Arts Technology: Graphics/Animation Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Digital-Arts-Technology#412090-digital-arts-technology---graphics-and-animation-option-as	Capstone course; portfolio	Program faculty	Redesigning current program	2006; currently in APR process – AY 2017
Digital Arts Technology: Multimedia Web Authoring Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Digital-Arts-Technology#412091-digital-arts-technology---multimediaweb-option-as	Capstone course; portfolio	Program faculty	Redesigning current program	2006; currently in APR process – AY 2017
Visual and Performing Arts--Digital Design	IN PROCESS OF TERMINATION				
Drug and Alcohol Recovery Counselor	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	1. Practice CAC exam given in class at end of Internship – pass rates.	Pass/Fail rate on exam	Our students have a 100% pass	DARC Self Study

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)
	http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Drug-And-Alcohol-Recovery-Counselor-DARC	2. Licensure Examination (Certified Addiction Counselor (CAC) exam. NVCC students have a 100% pass rate. Data is available at Connecticut Certification Board (CCB) and with program coordinator. 3. Employment in addiction counseling field. (90% students in internship class have been hired). 4. Verbal report from facilities that NVCC DARC interns excel in their knowledge and abilities and are sought after.	(Administered by CT Certification Board/IC&RC) Student Report and follow up by Coordinator with facility confirming employment.	rate on CAC exam. DARC students consistently get employed, often prior to completing their internship at rate of 100%.	Completed May 29, 2012
Electronic Engineering Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Learn-About-NVCC-Engineering-Programs/Electronic-Engineering-Technology	A total of 14 rubrics are used to collect data on the level of student achievement of each of the 11 EET Student Outcomes. Each rubric is targeted toward relevant projects, assignments, presentations etc.	The program coordinator interprets the evidence from the rubrics. The faculty collect the data from assessed courses each	The program coordinator is establishing database of all assignments and rubrics used to measure the Student Outcomes that map to the	ABET Accreditation Review 2016-2017

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)
			semester that the course runs. The program coordinator interprets the data every semester.	Learned Capabilities and Program Criteria Outcomes. The database would also include all program course syllabi, student artifacts collected for outcomes assessment, surveys and survey results used to measure indirect assessment data, minutes from Industrial Advisory Board (IAB) meetings, contact information for IAB members, and the Continuous Improvement Plan (CIP) including all	

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)
				accessory documents and notes needed to understand the current state of the CIP. This was to address the ABET concern of if the Program Coordinator was unexpectedly unable to perform the required tasks to fulfill meeting the ABET general and program criteria. Thus, the STEM Division Director could lead the efforts to maintain the standard of performance by leading adjunct instructors through data	

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)**
				collection and assessment, conducting IAB meetings and sustaining the CIP.	
Engineering Science—College of Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.ct.edu/cot/about	As of this time, there has only been 1 graduate from Engineering Science since the degrees inception in ~1994. A recommendation has been made to hire a program coordinator for the College of Technology programs to establish rubrics to measure student outcomes.	A formal procedure does not currently exist since this is a College of Technology Pathway developed at the system-level. Additionally, unlike the other CCs, NVCC has never supported the COT Pathway Programs with a Program Coordinator.	All changes to the Pathways are agreed upon by the COT coordinators from each CC.	Fall 2016

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)
Engineering Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Learn-About-NVCC-Engineering-Programs	This program is designed to allow students to develop individualized curriculum based on their professional interests. There is no capstone course.	A formal procedure does not currently exist since this program has never had a Program Coordinator.	Recent changes were made due to changes in the College General Education curriculum.	Fall 2016
Automated Manufacturing Engineering Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Learn-About-NVCC-Engineering-Programs/Engineering-Technology#387099-automated-manufacturing-engineering-technology-option-as	Assessment of Student Outcomes (SOs), which are aligned with ABET accreditation criteria, using particular Performance Indicators (PIs) that meet SOs. Data derived from labs, homework assignments and exam questions.	Normally, the Program Coordinator, whose method of data collection and interpretation is reviewed ABET evaluators. However, there has not been a Program Coordinator since Spring 2013.	Prior to 2013, the Program Coordinator would make changes based on the ABET recommendations and recommendations from the Industry Advisory Board.	Spring 2016

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)
CAD Engineering Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Learn-About-NVCC-Engineering-Programs/Engineering-Technology#387098-computer-aided-drafting-caddesign-engineering-technology-option-as	The capstone course CAD* H294 Senior Project has students develop a design activity based on skills learned throughout the program, such as library research, written status reports, discussions, oral presentations, project planning and the application of the design process.	Normally, the Program Coordinator. However, there has not been a Program Coordinator since Fall 2014.	Curriculum changes based on the needs of industry. For example, Solidworks is now exclusively taught in CAD* H200 and CAD* H220.	Fall 2016 – recommended to terminate program
Mechanical Engineering Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Learn-About-NVCC-Engineering-Programs/-Mechanical-Engineering-Technology	Assessment of Student Outcomes (SOs), which are aligned with ABET accreditation criteria, using particular Performance Indicators (PIs) that meet SOs. Data derived from labs, particular exam questions, student surveys, alumni surveys. See Option E1, Part B.	Program Coordinator, whose method of data collection and interpretation is reviewed ABET evaluators.	The program coordinator is establishing database of all assignments and rubrics used to measure the Student Outcomes that map to the Learned Capabilities and Program Criteria Outcomes. The database would also include all	Oct. 9-11, 2016 by ABET

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)
				program course syllabi, student artifacts collected for outcomes assessment, surveys and survey results used to measure indirect assessment data, minutes from Industrial Advisory Board (IAB) meetings, contact information for IAB members, and the Continuous Improvement Plan (CIP) including all accessory documents and notes needed to understand the current state of the CIP.	

| | (1) | (2) | (3) | (4) | (5) |
CATEGORY	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	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)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
				This was to address the ABET concern of if the Program Coordinator was unexpectedly unable to perform the required tasks to fulfill meeting the ABET general and program criteria. Thus, the STEM Division Director could lead the efforts to maintain the standard of performance by leading adjunct instructors through data collection and assessment, conducting IAB meetings and sustaining the CIP.	

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)
Environmental Science	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Environmental-Science#41456-environmental-science-as	Currently, there is no program assessment tool. The development of such a tool is an action item from the most recent program review – AY 2016-17	The goal is to have a committee of instructors who teach in the program to review and interpret the chosen assessment tool.	While there is no program assessment tool, there is a program review process. This is a self-assessment according to a standard list of criteria. The result is a list of strengths, weaknesses and action items. The program has been streamlined into one Banner code and appropriate changes have been made in the catalog. Unregistered students have been contacted to improve retention. We are starting an	Fall 2016

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)
				Environmental Science TAP workgroup this month.	
Fire Technology & Administration	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Fire-Technology-and-Administration#37646-fire-technology-and-administration-as	The Capstone courses for this program are listed below with evaluation to be conducted by all program faculty: FTA*H213 Codes and Standards And FTA*H219 Fire Investigation	Evidence is interpreted by the Specific faculty member; there will be a common assessment plan discussed this Academic year.	The primary changes made are to textbooks with recommendations reviewed and implemented by the Division Director.	Review completed in AY 2014-15.
Food Service Management	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Hospitality-Management#3477106-hospitality-management-food-service-option-as	Capstone Course – HSP 202; Graduation rates	Faculty	Participation in NEM Club activities encouraged.	Review completed in 2013.
General Studies	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	Faculty coordinator assigned Fall 2017. Measurable learning outcomes outside of	Without current measurable learning	Without assessment data, this program cannot yet make	Review scheduled for 2018 -19.

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)
	http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/General-Studies	General Education competency requirements being formulated. We track graduation rates.	outcomes, there is no data to analyze.	data-driven changes.	
Horticulture	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Horticulture#35576-horticulture-as	1. Cooperative Work Experience Employer Survey 2. Work Placement Survey (conducted year of graduation per NALP requirements)	Horticulture Faculty and Program Advisory Committee	1. Revision of required Business Management component of curriculum. 2. Increase of lab time in Greenhouse Management Course 3. Addition of Computers in Landscape Design course	Accreditation Visit 2012. Next review scheduled for 2018-19 AY.
Hotel Management	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Hospitality-Management#la-3477107-hospitality-management-hotel-management-option-as	Graduation rates	Faculty	Guest speakers; field trips	2013

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)**
Human Services/Pre-Social Work	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Human-Services-Social-Work-Studies#397061-human-services---pre-social-work-as	Students must earn a grade of "C" or better to progress from HSE101, Introduction to Human Services & HSE 202, Introduction to Counseling to progress to HSE, Fieldwork course. The Fieldwork course involves an internship, which serves as the capstone course. There are no external licensure exams available.	Faculty	Developed common assignments in HSE101 & HSE 202. Same instructor for all sections of HSE 281, Fieldwork, so grading, a portion of which is from the students' field supervisors input, is consistent.	2011 Next Program Review will take place in the Fall of 2017.
Legal Assistant/Paralegal	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Legal-Assistant-Paralegal#36696-legal-assistantparalegal-as	Curriculum for Legal Assistant courses are mapped to current legal profession requirements. Texts and class material is chosen based on current professional standards. Tests and Assessments align with this mapping.	1. The Program Coordinator periodically meets with representatives of the private and public legal community. Part-time faculty teaching in the	Changes in course content; texts and active teaching methodologies, hybrid courses and late start courses.	2014

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)**
			program are Judges, lawyers, or clerks from the private and public sector who provide feedback on curriculum development. Student progress is assessed during advisement. Student success on a Program-wide basis is done during Program Review.		
Liberal Arts and Sciences	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	Because this program has not had a faculty coordinator, it does not have measurable learning outcomes outside of General Education	Without measurable learning outcomes, there is no	Without assessment data, this program has not been able to make data-driven changes.	2018-19

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)
	http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Liberal-Arts-and-Sciences#443468-liberal-arts--science-aa	competency requirements. We do, however, track graduation rates, and a new coordinator will assume leadership of the program in 2017-18.	data to analyze.	However, the anticipated coordinator will develop program outcomes in 2017-18.	
Marketing	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Marketing#40956-marketing-as	A capstone course is being recommended in the Program Review for 2017-18. Currently, faculty meet at the end of each semester to compare overall results matched to outcomes.	Evidence is interpreted by the Specific faculty member; there will be a common assessment plan in place - May of 2017.	The primary changes made are to textbooks with recommendations reviewed and implemented by the Chair	2017-18
Math/Science	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Mathematics-Science#389570-mathematicsscience-aa	This program does not have a program coordinator and the program outcomes are closely related to General Education outcomes or are poorly defined/not measurable.	Most of the courses students take in the program are part of the General Education are evaluated as part of the Gen Ed evaluation.	This is an open degree and the only changes were to the General Education in response to the College's change in General Education.	2013

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)
Math/Science: Chemistry Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Mathematics-Science#389571-mathematicsscience-chemistry-option-aa	This program does not have a program coordinator and the program outcomes are closely related to General Education outcomes or are poorly defined/not measurable.	Faculty in the science department performed a program review in 2013. Most of the courses students take in the program are part of the General Education are evaluated as part of the Gen Ed evaluation.	The only recent changes were to the General Education in response to the College's change in General Education.	Examined during the 2016 Chemistry Discipline review.
Nursing	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Nursing#40206-nursing-rn--as	Graduate surveys Employer surveys Job placement data	Ongoing SEP (Systematic Evaluation Plan) for ACEN Accreditation Commission for Education in Nursing)	The CT-CCNP (Connecticut Community Colleges Nursing Programs) has embarked upon a review and revision of curriculum to address industry and regulatory	Last site visit: Fall 2009; Next site visit: Fall 2017.

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)
			Nursing Curriculum Committee GEAC/CEAC Community Partners CTCCNP	evolution in practice. To be instituted in Fall 2018	
Physical Therapist Assistant	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Physical-Therapist-Assistant#39206-physical-therapist-assistant-as PTA Program Handbook http://www.nv.edu/Portals/0/Documents/AcademicPrograms/PTA/PTAManual.pdf	Final scores on the PTA Clinical performance instrument indicates entry level practice. Licensure Examination/FSBPT reports Graduate Survey conducted 1 year post graduation per CAPTE requirements. Employer Survey	PTA faculty	Added content specific guest speakers where indicated in curriculum. Trying to identify methods to improve response rate to surveys.	Accreditation visit 2013.
Radiologic Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	Program's Outcomes Assessment Plan	Annually by faculty and communities of interest.	Course delivery Course content Clinical Schedule changes	Last site visit: February 2010. We are currently in the

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)
	http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Radiologic-Technology#40456-radiologic-technology-as Program Handbook: http://www.nv.edu/Portals/0/Documents/AcademicPrograms/Radiology/RadiologicTechnologyProgramHandbook.pdf	Graduate Survey Employer Survey Exit exam ARRT Credentialing exam		Curriculum sequence changes	process of writing our self-study, which will be submitted in August 2017. We are scheduled for our sit visit in February of 2018.
Respiratory Care	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Respiratory-Care#37396-respiratory-care-as Respiratory Care Student Handbook: http://www.nv.edu/Portals/0/Documents/AcademicPrograms/RespiratoryCare/RespiratoryCareHandbook16.pdf	Licensure exam, graduate and employer survey results. The graduate and employer surveys are sent approximately 1 year following graduation.	Program Director submits an annual report to the program accrediting agency (CoARC) If deficiencies are noted, the PD must note those deficiencies and include action and follow-up	None	Annual report was submitted to the CoARC in June 2015. CoARC found no deficiencies. A more recent report was submitted to the CoARC in June of 2016. CoARC found no deficiencies.

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)
			plans addressing those deficiencies.		
Technology Studies—College of Technology (COT)	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.ct.edu/cot/about	As of this time, there has only been 1 graduate since the degrees inception in ~1994. A recommendation has been made to hire a program coordinator for the College of Technology programs to establish rubrics to measure student outcomes.	A formal procedure does not currently exist since this is a College of Technology Pathway developed at the system-level. Additionally, unlike the other CCs, NVCC has never supported the COT Pathway Programs with a Program Coordinator.	All changes to the Pathways are agreed upon by the COT coordinators from each CC.	Fall 2016
Technology Studies: Engineering	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at:	As of this time, there has only been 0 graduates since	A formal procedure does not	All changes to the Pathways are agreed upon by	Fall 2016 – a recommendatio n was made to

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)
Technology Option—College of Technology	http://www.ct.edu/cot/about	the degrees inception in ~1994.	currently exist since this is a College of Technology Pathway developed at the system-level. Additionally, unlike the other CCs, NVCC has never supported the COT Pathway Programs with a Program Coordinator.	the COT coordinators from each CC.	terminate the program.
Technology Studies: Lean Manufacturing Option and Supply Chain Management— College of Technology	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.ct.edu/cot/about	As of this time, there has been 0 graduates since the degrees inception in ~1994.	A formal procedure does not currently exist since this is a College of Technology Pathway developed at the system-	All changes to the Pathways are agreed upon by the COT coordinators from each CC.	Fall 2016 – a recommendation was made to terminate the program.

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)
			level. Additionally, unlike the other CCs, NVCC has never supported the COT Pathway Programs with a Program Coordinator.		
Visual And Performing Arts: Music	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Visual-And-Performing-Arts-Music-Option#350285-visual-and-performing-arts-music-option-aa	-Students in the VPA music option who are enrolled in private lessons participate in end of semester performances, juried by music faculty.

-Participation in end of semester ensemble and solo performances demonstrate an understanding and ability to apply skills

-Successful transfer to bachelor degree programs and conservatory training | -The audience; including faculty, college administration, and general public interpretation and feedback of performances

- Student self-report and follow up by faculty confirming | -The difficulty of performance material and incorporation of advanced technical elements have been adjusted to continue to challenge the students based on previous performance achievements

-Outcomes, process, and | 2012-13; next review scheduled for 2017-18 |

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)
		-Employment as an instructor and/or performer upon graduating	employment and/or successful transfer to a four year degree program or conservatory	specific performance material taught in class, and ultimately performed is crafted to provide extensive training and mastery of skills	
Visual And Performing Arts: Dance Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Visual-And-Performing-Arts-Dance-Option#42306-visual-and-performing-arts-dance-option-aa	-Participation (performance and choreographing) in dance recitals demonstrate an understanding and ability to apply skills -Successful transfer to bachelor degree programs and conservatory training -Employment in the dance community as an instructor, choreographer and/or performer	-The audience; including faculty, college administration, and general public interpretation of performances - Student self-report and follow up by faculty confirming employment	-The difficulty of performance material and incorporation of advanced technical elements have been adjusted to continue to challenge the students based on previous performance achievements -Outcomes, process, and specific	2012-13; next review scheduled for 2017-18

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)
			and successful transfer to a four year degree program or conservatory	choreography taught in class is crafted to provide the extensive training and mastery of skills	
Visual And Performing Arts: Theater Arts	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Visual-And-Performing-Arts-Theater-Option#42556-visual-and-performing-arts-theater-option-aa	-Participation (performance, technical, and construction) in productions demonstrate an understanding and ability to apply skills -Successful transfer to bachelor degree programs and conservatory training -Employment/involvement in theatres on all levels	-The audience including faculty, administration, and general public interpret through the viewing of the production whether or not students are achieving outcomes - Student reports and follow up by facility confirming	-The difficulty of performance material and incorporation of advanced technical elements have been adjusted to continue to challenge the students -Outcomes, process, and terminology in classwork have been crafted to provide the extensive training of skills	2012-13; next review scheduled for 2017-18

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)
			employment and transfer -Feedback from recruiters and employers at national conferences such as The Northeast Theatre Conference (NETC)	necessary for practical use	
Visual And Performing Arts: Visual Arts Option	Degree requirements and learning outcomes can be found in the college catalog, in course syllabi, and online at: http://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Visual-And-Performing-Arts-Visual-Art-Option#42816-visual-and-performing-arts-visual-arts-option-aa	-A completed portfolio of work reflecting the breadth of each student's study -Participation in college art galleries and presentations -Successful transfer to bachelor degree programs and conservatory training	-Faculty members review completed student portfolios each semester -The audience including faculty, administration, and general public	- The incorporation of advanced technical elements have been adjusted to continue to challenge the students -Outcomes, process, and terminology in classwork have	2012-13; next review scheduled for 2017-18

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)**
			interpret and provide feedback through the viewing of exhibitions - Student reports and follow up by facility confirming employment and transfer	been crafted to provide extensive training of skills necessary for practical use	

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.
Drug and Alcohol Recovery Counselor (DARC) Program [National Addiction Studies Accreditation Commission]	2014 [National Addiction Studies Accreditation Commission (NASAC)]	Fully accredited with no conditions. No issues identified- accreditation continuation dependent upon the following: -Program continues to meet curriculum standards, -licensure and training of faculty and adjuncts in addiction counseling, -employment and -pass rates of students.	-Curriculum meets State and national standards for addiction counselor education (TAP 21,CSAT) -Ability of students to transfer to the Baccalaureate programs -Pass rates on CAC exam -Employment in addiction field Center for Substance Abuse Treatment (CSAT) Technical Assistance Publication Series (TAP)	Next full review is due to NASAC - 2021
Early Childhood Education [National Association for the Education of Young Children (NAEYC)]	2012	Fully accredited with no conditions.	NAEYC Standards for Initial Early Childhood Professional Preparation Programs: **Standard 1.** Promoting Child Development and Learning **Standard 2**. Building Family and Community Relationships **Standard 3.** Observing, Documenting and Assessing to Support Young Children and Families **Standard 4**. Using Developmentally Effective Approaches	Next review - 2019

(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.**
			Standard 5. Using Content Knowledge to Build Meaningful Curriculum **Standard 6.** Becoming a Professional	
Automotive Technician	2015	Fully accredited with no conditions.	NATEF certification requires that the Automotive Advisory Panel review program outcomes relevance to the current industry requirements. It informed changes noted in the text column. Updating of tools and equipment to meet changing industry standards and educate students on application and use	Next review - 2022
Automated Manufacturing Engineering Technology [Accreditation Board for Engineering & Technology (ABET)]	2016	We did not seek re-accreditation.	**ABET Criterion 3 Learned Capabilities and Program Criteria Outcomes** a. an ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities; b. an ability to apply a knowledge of mathematics, science, engineering, and	Next Review - 2022

(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.
			technology to engineering technology problems that require limited application of principles but extensive practical knowledge; c. an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments; d. an ability to function effectively as a member of a technical team; e. an ability to identify, analyze, and solve narrowly defined engineering technology problems; f. an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature; g. an understanding of the need for and an ability to engage in self-directed continuing professional development; h. an understanding of and a commitment to address professional and ethical	

(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.
			responsibilities, including a respect for diversity; and i. a commitment to quality, timeliness, and continuous improvement.	
Electronic Engineering Technology [Accreditation Board for Engineering & Technology (ABET)]	2016	Fully accredited until 2023. The first concern related to policy, specifically in how ABET is referenced in publications. It was found that the NVCC printed catalog did not have the proper accreditation citation at the time of the review and this would remain a concern until the new printed catalog with the correct accreditation citation was published. The proper accreditation citation has since been updated on all published materials and on the college website. The college no longer provides a printed catalog however the proper accreditation citation is being used on page 85 in the online catalog found on the college website at NVCC Catalog http://www.nv.edu/academics/academic-programs/academic-catalog	**ABET Criterion 3 - Learned Capabilities and Program Criteria Outcomes** a. an ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities; b. an ability to apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge; c. an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments; d. an ability to function effectively as a member of a technical team;	Next Review - 2022

(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.**
		The second remaining concern was related to continuous improvement. The continuous improvement process requires that it is (1) using a documented process incorporating relevant data to regularly assess its program outcomes and to evaluate the extent to which they are being met, and (2) using results of these evaluations of program outcomes to effect continuous improvement of the program. At the time of the last review, the EET program changed the outcomes assessment data collection process to utilize specialized rubrics related to each student outcome. At the time of the ABET Final Statement, the data collection process using the new tools only included one semester of data. Areas of student weakness related to three student outcomes were identified that semester as a result of the new data collection process. The EET program was and is using a documented process to incorporate relevant data to assess student outcomes and it is evaluating the extent to which they are being met however at the time of	e. an ability to identify, analyze, and solve narrowly defined engineering technology problems; f. an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature; g. an understanding of the need for and an ability to engage in self-directed continuing professional development; h. an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity; and i. a commitment to quality, timeliness, and continuous improvement. And Program Criterion: 1."the application of natural sciences and mathematics at or above the level of algebra and trigonometry to the building, testing, operation, and	

(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.**
		the ABET Final Statement, the EET program had not yet demonstrated that it used the results of the evaluations of student outcomes to effect continuous improvement of the program. The finding related to continuous improvement would remain a concern until the changes identified as a result of the spring 2011 assessments had been implemented.	maintenance of electrical/electronic systems". 2. "the application of circuit analysis and design, computer programming, associated software, analog and digital electronics, and microcomputers, and engineering standards to the building, testing, operation, and maintenance of electrical/electronic(s) systems".	
Mechanical Engineering Technology [Accreditation Board for Engineering & Technology (ABET)]	2016	Fully accredited until 2023. No Contingency Plan in place if the single full-time faculty/Program Coordinator is unable to fulfill the job functions.	Students must demonstrate: a. an ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities. b. an ability to apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge. c. an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments.	Next Review - 2022

(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.
			d. an ability to function effectively as a member of a technical team. e. an ability to identify, analyze, and solve narrowly defined engineering technology problems. f. an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature. g. an understanding of the need for and an ability to engage in self-directed continuing professional development h. an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity. i. a commitment to quality, timeliness, and continuous improvement. Plus additional Criteria from ASME Professional society: Students must demonstrate knowledge and hands-on competency in:	

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			●Geometric dimensioning and tolerancing. ●Computer Aided drafting and design ●A basic knowledge and familiarity with industry codes, specifications and standards ●Selection, set-up, and calibration of instrumentation ●Preparation of laboratory reports ●systems documentation associated with the development, installation, or maintenance of mechanical components and systems ●Basic engineering mechanics	
Horticulture [National Association of Landscape Professionals]	2012	Fully accredited. • The program needs to develop a qualification process for potential co-op/internship opportunities. *[Completed]* • The program needs to expand the instruction in economics, accounting, and marketing. *[Completed]* • The math course needs to be taught either before or at the same time as the landscape mechanics course. *[Completed]*	NALP Accreditation Indicators Faculty • Qualifications of the faculty and instructional personnel are appropriate to their roles. • Faculty is continuously engaged in activities leading to their professional growth, the advancement of the contracting industry and the effectiveness of the program.	Next Review - 2017

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		• The landscape mechanics course title should be changed to landscape construction. *[Completed]* • The program needs to consider offering summer courses and or hybrid courses. This would be extremely valuable for non-traditional students. *[Completed]* • Consider establishing a stand-alone Horticulture Club to support NALP participation. *[Not Completed]* • The program needs to document a graduate placement/compensation report of alumni. *[Ongoing]* • Report annually on the status of the Requirements for Full Accreditation. *[Ongoing]* • Maintain a NALP Chapter membership. *[Ongoing]* • Maintain a NALP Affiliate (Faculty) membership. *[Ongoing]* • Lead student delegations to the NALP Student Career Days. *[Ongoing]*	• Faculty is active in local, State, or national trade or professional organizations. • Faculty engages in continuing education. • Faculty produces appropriate peer-reviewed creative, scholarly or professional work. • Those teaching design courses shall be Landscape Architects or credentialed landscape design professionals. Students • Student work is evaluated by criteria related to program objectives, and the information gained from such evaluation is used to enhance curriculum, instruction and other program aspects. • Students are encouraged to engage in activities that relate to the contracting industry and to participate in the enrichment of the larger community. Examples include membership in State and national organizations,	

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			student club activities, community service and outreach projects. • Successful job placement. • Positive internship evaluations by cooperating businesses	
Nursing [Accreditation Commission for Education in Nursing (ACEN]	2009	Fully accredited. Refinement of systematic plan that includes measurable ELAs for all criteria and specific time frames for assessment.	• NCLEX-RN Pass Rate - Pass rate will be at least 80% for all first-time test-takers during the same 12-month period. • Program Completion Rate - 75% or more students will complete the program within 1 ½ time (6 semesters) • Job Placement –At least 90% of graduates who return post-graduate survey will report employment in the field 12 months after graduation	Next Review – Fall 2017
Physical Therapy Assistant [Commission on Accreditation in Physical	2013	Fully accredited. 1. April 2015 – Request for additional information – qualifications of interim	• Average two year pass rate of the graduates who choose to take national licensure exam for	Next Review - 2023

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Therapy Education (CAPTE)]		ACCE. Addressed in response. 2. April 2014 - Conditional Compliance Report requiring a response from 2014 site visit – multiple items. All areas addressed in response. 3. Feedback from self-study/accreditation visit indicated full time faculty: part time faculty ratio and number of full time faculty needs evaluation – there is currently 2.0 FTE core/full time faculty to 2.3 FTE adjunct faculty. With 50% teaching load reductions for both the program director and ACCE, that effectively gives 1.0 FTE of teaching by core faculty with 2.3 FTE of teaching by adjunct faculty. 4. Requirement for professional development for all (including adjunct/EA) faculty showing contemporary expertise in assigned	physical therapist assistant will be at least 95% • 100% of graduates who seek employment as a PTA will attain a position within one year of graduation. • 90% or more of entering students will complete the program within 1 ½ times the length of the program as reported using CAPTE standards	

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		teaching areas is required for accreditation and will need funding/support from the institution. (new accreditation criteria) 5. Feedback from self-study/accreditation visit indicated need for increased links between accreditation criteria and course/program learning outcomes/assessment tools. Will need funding for appropriate software commercially available. This software in addition to improving outcomes tracking will improve clinical education tracking/efficiency		
Radiologic Technology [The Joint Review Committee on Education in Radiologic Technology (JRCERT)]	2010	Fully accredited. Program was in full compliance with all Standards. JRCERT recommended but not required college consider installation of energized lab. New lab will be opened Spring 2017.	• Five-year average credentialing exam not less than 75% on first attempt within six months of graduation. • Five-year average job placement rate of not less than 75% within twelve months of graduation.	Next Review - 2018

(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.
			• Retention rate established by program. NVCC benchmark 60%.	
Respiratory Therapist [Committee on Accreditation for Respiratory Care (CoArc)]	2011	Fully accredited with no conditions. There were no violations of the accrediting standards noted during the review process	• Program Attrition • On time Graduation Rate • National Board for Respiratory Care (NBRC) Certified Respiratory Therapist (CRT) Credentialing Success (Licensing exam for CT) • Graduate Satisfaction • Employer Satisfaction	Next Review - 2021

*Record results of key performance indicators in form 8.3 of the Interim Report Forms.

MISSION

Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.

VISION

At NVCC, the word "community" is central and our students are considered our most sacred trust and our finest asset. Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students.

Naugatuck Valley Community College

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student success