



Our Progress on the Journey  
*Toward a Splendid College*

**FINAL REPORT** on  
**Naugatuck Valley Community College's**  
**Strategic Plan 2010 – 2013**

September 2013



## **N** VCC 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.

## **N** VCC 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.

# President's Message



To Our NVCC Family:

Four years ago we engaged in a planning process that produced our *Toward a Splendid College: Naugatuck Valley Community College Strategic Plan 2010–2013*. Working these past three years on a college-wide and community-engaged continuous improvement process driven by strategic planning has opened a world of possibilities, bringing about what has been a transformative and life-changing process for so many. I am simply overcome with joy and very encouraged by the results we are sharing with you in this final report.

When we set out and identified very specific, measurable outcomes, we were both praised and cautioned about the risks we would be undertaking, especially if we did not live up to those very high aspirations and expectations. Although it was certainly a risk-taking strategic move on our part, we knew we needed to be aggressive and aim high. Our students deserve no less.

Now, three years later, we can claim significant outcomes. Graduation rates for first-time, full-time students, a small (13%) but significant segment of our student population, grew by 100%. We now plan to have those rates grow more than 50% in the next three years to bring NVCC to the community college national average for three-year graduation. The number of awards (associate degrees and certificates) granted at commencement grew by 100% (and by about 116% since I was appointed NVCC's president). At 1,020 awards we are, and have been for the past year, the only community college in Connecticut to exceed 1,000 awards in a year in the state's history. It should be noted that data to be reported in the first year of the 2013–16 strategic plan will show that the number of awards has grown to 1,231. These accomplishments alongside others give us reason to celebrate on many fronts, in particular, because of the powerful impact on our students' lives and on the health of the communities we serve, and also because these outcomes underscore for any doubters the value of the return on the state's investment in our community college.

An entrepreneurial and dynamic spirit drives us and permits us to respond quickly to opportunities, as noted by the Commission on Institutions of Higher Education, New England Association of Schools & Colleges, Inc. (NEASC) visiting team when they granted us a ten-year re-accreditation with appreciation and accolades about our work. NEASC officials commended NVCC for "operating in a deliberative and strategic manner with a high degree of self-discipline and self-understanding." NEASC also recognized the college for its high level of faculty and administrative leadership and commitment to students. This spirit is exemplified in much of what we do. For instance, the Advanced Manufacturing Technology Center (AMTC) was created in just a few months in response to Governor Dannel Malloy's initiative. Because we are not afraid of hard work, and because we engage with open hearts and minds, we were able to organize ourselves to hire faculty and staff, to build out space, to recruit students, to offer students a pre-semester enrichment experience, and to have the AMTC open and ready on the first day of classes! And now, after just one year, 113 AMTC certificates were awarded for Levels I and II, with 40

students receiving both Level I and II certificates, and with an outstanding job placement record of 85% of those receiving Level II certificates.

Our ability to work with our community partners in the Arts has resulted in NVCC's selection to host a Fulbright Scholar-in-Residence for a second consecutive year. Last year, NVCC's Fulbright Scholar, Pascal Meccariello, became the first Fulbright-Scholar-in-Residence to teach at a Connecticut community college. This fall, NVCC will welcome Oonya Kempadoo, its second Fulbright Scholar, a creative writer and novelist from Grenada whose new novel has been listed 6th out of 30 on Oprah's Summer Reading list this year.

Success with the creation of programs in response to community needs is also exemplified by the enrollment growth in our Danbury Center, where we were permitted to begin credit-bearing courses in the spring 2009 semester and are now preparing for a student enrollment of over 1,000 for this coming fall. The college has recently received Board of Regents (BOR) approval to offer two associate degrees and two certificate programs fully in Danbury beginning fall 2013.

This is our way. The word community is central to our mission, our vision, and to the work we do. Just consider the fact that when the 2010–13 strategic plan began, implementation of evening bus service in the City of Waterbury had not existed for many decades. We organized with community leaders and engaged our faculty, staff, and students in a community advocacy process that culminated with the initiation of evening bus service in October of 2011. Its maiden ride departed from NVCC with many of us on board, signifying the importance of NVCC in this initiative and the powerful impact that it would have on the lives of so many of Waterbury's residents. As I write these words, in the less than two years of operation, Waterbury residents have used the bus in the evening 360,000 times. This is community action at its best and we are so proud of the role we played in making this opportunity for so many into reality.

I could go on but will leave it for you all to read through the following pages. We continue to engage in the business of opening doors to high aspirations and achievements for our students. We look forward to you continuing to join us on this very splendid journey. Thank you from the bottom of my heart for your support.

Mil gracias y bendiciones,

Daisy Cocco De Filippis, Ph.D.

NVCC President,  
September 2013

# What We Set Out To Do

NVCC's 2010–13 plan represented a first for the college community: never before had we created a multi-year plan with measurable outcomes by which we would publicly hold ourselves accountable. Through a rigorous process that engaged more than 1,000 stakeholders—faculty, staff, administrators, students, and community leaders—we identified five goals to which we would aspire.

## **NVCC's Five Goals for 2010-13**

1. At NVCC, students achieve their goals.
2. NVCC faculty and staff make a difference—at the college, in the community, in their fields of study, and in the lives of students.
3. NVCC programs meet and beat industry standards.
4. NVCC is an engine of change within Waterbury and the broader community.
5. NVCC is an effective, performance-based institution.

Goals provide framing for work, but almost more critical to planning is a grounding of goals in the specifics of what will be done. We determined that if we focused our efforts in 15 initiative areas, great strides would be made toward achieving our goals.

*"A lot of people want to talk about aspirations, but aspirations alone don't get the job done. NVCC has translated this beautiful plan into outcomes that measure and challenge performance."*

Jim Smith  
Chairman and Chief Executive Officer  
Webster Bank

## **NVCC's Fifteen Initiatives for 2010-13**

1. Create a successful college-wide advising program
2. Improve student outcomes via learning communities
3. Build pathways to 4-year colleges and careers
4. Build the internal campus community
5. Increase volunteerism, mentoring, and service learning
6. Strengthen grants management
7. Expand workforce and economic development
8. Develop seamless non-credit to credit programs
9. Build partnerships and community presence
10. Create a Middle College for the Naugatuck Valley
11. Expand transportation for student and community access to NVCC campus
12. Build campus infrastructure
13. Modeling green
14. Link data to decision-making
15. Expand public reporting

# What We Accomplished



NVCC realized its plan would be incomplete without measurable outcomes to demonstrate progress in key areas of work, especially student performance. In an attempt to balance what would be ambitious with what we believed would be possible given available resources, we identified ten outcomes to accomplish over the three-year period. The following represents a summary of how we fared on our anticipated outcomes.

NVCC's Ten Outcomes for 2010-13	Baseline	Midpoint Result	Final	Rating
1. FTE enrollment will increase by 30%	4,044 FTE's	4,429 +10%	4,440 +10%	✓-
2. Retention rate will increase by 20%	56%	54% -4%	60% +7%	✓-
3. Graduation rate will increase by 100%	7% 510 awards	8% +14% rate 642 awards +26% awards	14% +100% rate 1,020 awards +100% awards	✓
4. Certificate completion rate will increase by 100%	51 awards	251 awards +392%	284 awards +457%	✓+
5. Transfer rate will increase by 15%	236 students	251 students +1%	268 students +14%	✓
6. Job placement rate for NVCC's graduating class will increase by at least 25%	62%	68% +10%	78% +26%	✓
7. The average annual earnings of associate degree completers will increase by at least 25% within a year of graduation	DATA UNAVAILABLE			
8. The number of employers visiting NVCC's campus will increase by 25% each year	44 employers	65 +48%	146 +232%	✓+
9. The number of community residents retained for jobs via our programs will increase by 25%	748 residents	928 +24%	999 +34%	✓+
10. Annual grant funding will increase by 25%	\$2 million	\$2.3 million +15%	\$3.8 million +90%	✓+

NVCC can overwhelmingly claim success at meeting its anticipated three-year outcomes. Our proudest quantifiable accomplishment: achieving dramatic improvements in helping students complete their degrees and certificates, with awards growing by 100% over the three years of this plan. A more qualitative yet equally profound achievement is the dramatic shift in culture that has undergirded our success, whereby faculty, staff, administrators, students and community leaders now more deeply and regularly work together, recognizing they all play important roles to ensure that the conditions for student success are in place.

While this summary provides an important snapshot, it hardly paints the full picture of how far we have come since we embarked on our 2010–13 plan. The following pages provide greater detail on our successes and challenges in achieving the outcomes identified above.

# Student Academic Success

## FTE ENROLLMENT

The college set out to increase full-time equivalent (FTE) enrollment by 30% based on a 2008–09 and 2009–10 trend, where FTE enrollment increased by 14% over those two years. Although NVCC's FTE enrollment rate did not rise by what we had hoped, the 10% increase between fall 2010 and fall 2013 is consistent with the state and national trend of more modest enrollment increases during that time period. At many higher education institutions, in response to the recession, more students enrolled part-time. So while FTE enrollment increased at NVCC by only 10% between 2010 and 2013, part-time student FTE enrollment during that period increased by 15%.

NVCC experienced several noteworthy pockets of enrollment success between 2010 and 2013.

- **Danbury student FTE enrollment increased by 73%.** Opening its Danbury Main Street Center in 2011 helped students in this community, many of whom are economically disadvantaged and might find a lengthy school commute unaffordable, to have access to higher education. Enrollment at the Danbury Center in spring 2013 reached 900, with 70% of Danbury students enrolling in courses only in Danbury. We predict Danbury Center enrollment in fall 2013 will top 1,000. Students currently have access to more than 100 courses each semester at the Danbury Center and these offerings are expanding. NVCC was recently approved by the Board of Regents (BOR) to offer students in Danbury two complete degrees and two certificate programs, thus increasing educational options for these students in high-demand career areas such as business, as well as general education, which provides the foundation students need to continue at four-year colleges.

- **African American and Hispanic student enrollment increased by 18%.** Many of the access initiatives NVCC created between 2010 and 2013, while not solely focused on minorities, may have contributed to this enrollment improvement. For example, more than 2,770 Waterbury bus UPasses have been issued to NVCC students and evening bus service ridership for NVCC students and Waterbury residents overall totals 359,881 since these transportation programs were created in 2011. And three new Bridge to College programs were developed during these years—GEAR UP, AmeriCorps, and College Access Challenge—all of which came about as a result of partnerships with local public schools and government. Now, each year, more than 1,500 students in local elementary, middle, and high schools benefit from these Bridge to College programs that strengthen their college preparedness and directly connect them to NVCC where they can continue their education.

By 2016, we expect FTE enrollment to grow again by 10%. However, we expect the increases in African American and Hispanic student enrollment, with a new initiative designed to improve equity and outcomes for underrepresented groups, will translate into a 75% increase in our graduation rate for poor and minority students.

### 2010-13 Enrollment

Overall FTE	+10%
Danbury FTE	+73%
Black/Hispanic FTE	+18%



## RETENTION

NVCC's 7% increase in fall-to-fall retention of first-time, full-time freshmen between 2010 and 2013 brought its retention rate to 60%, the state average for community college retention. It is important to consider that at the midpoint of this plan, retention had decreased, so from that low point in fall 2012, retention has actually risen more than 10%, as the impact of the many retention initiatives put in place with the 2010–13 plan—ranging from advising, to remedial and developmental supports, learning communities, mentoring, service learning, and transportation improvements—started to take effect.

Although NVCC's overall retention rate for first-time, full-time freshmen did not improve by the 20% we aspired for, notable retention increases occurred for some student groups.

- **Part-time student retention increased by 10%.** We believe that NVCC's many access initiatives, such as the evening bus service and UPasses, helped part-time students juggle school, work, and family obligations. The City of Waterbury and NVCC ensured that the new Connecticut state biennial budget includes funds for the continuation of evening bus service.
- **For students participating in First Year Experience (FYE) courses, which were made mandatory in fall 2012, those with a grade of "C" or better achieved a 75% retention rate.** We believe the combination of mandating FYE courses, alongside efforts to expand learning communities (now more than 15% of the entering freshmen participate in a learning community) have contributed to these retention successes.

### 2010-13 Retention

First-time, Full-time	+7%
Part-time	+10%
FYE (C or better)	+75%

Major innovations in providing gateway and developmental supports have also made a difference for these and other NVCC students. Now students have access to multiple course modalities and pacing options that allow them to tailor their developmental learning to their academic needs. NVCC's Academic Center for Excellence (ACE), which opened in fall 2009 and now operates in both Waterbury and Danbury, serves as a major resource. More than 25% of enrolled students (close to 2,000) utilize ACE at least once each year. Our data show that ACE is having an impact. Students who utilized developmental math and English tutorial support from ACE experienced 75% and 93% pass rates respectively in their developmental courses (compared to 47% and 64% pass rates respectively for students who did not regularly utilize ACE). We believe a number of other initiatives—such as advising and course scheduling—also contributed to improvements in both retention and graduation rates for all students. These efforts are described on the next pages under the sections on Graduation and Transfer.

By 2016, we expect first-time, full-time retention to increase by 25%, bringing NVCC closer to the top tier nationally for community college retention.

*"NVCC enabled me to see the big picture and aim high."*

Allison E. Messier, R.N.  
NVCC Class of 2011

# Student Academic Success

## GRADUATION AND CERTIFICATE COMPLETION

NVCC achieved its graduation outcome, increasing its three-year, associate-degree graduation rate for first-time, full-time students from 7% to 14% between 2010 and 2013. At the close of this plan, NVCC awarded a record 1,020 degrees and certificates: the only Connecticut community college to top 1,000 awards in a year. And, for the first year of our 2013-16 plan, we went even higher, with 1,231 awards in May 2013.

Other notable accomplishments related to graduation and certificate completion include the following.

- **About 40% of NVCC's awards offer education in response to high-demand career areas in our region.** Although most NVCC graduates are awarded degrees in General Studies and Liberal Arts and Sciences, which prepare them to continue on to four-year colleges, an increasing number of students are obtaining degrees that immediately prepare them for employment in high-demand careers. Between 2010 and 2013, Business awards increased by 20% and Information Technology awards increased by 69%. The Advanced Manufacturing Technology Center (AMTC) opened in the fall of 2012. Even with enrollment limited in Allied Health programs, the number of awards increased by 4% to 128 awards. Allied Health graduates have also achieved at or near 100% pass rates on their licensure exams. This record of success contributed to the state's support to make Founders Hall a dedicated Allied Health space, which will expand our capacity to train more students.
- **Certificate awards increased by 457% (from 51 to 284).** Much of the increase came from students who participated in the AMTC program. With deep engagement from more than 50 manufacturers in our region, in its first year (2012-13), 113 Level I and Level II certificates were awarded, with 40 students completing both levels. These results encouraged further investment from the

BOR, tuition support from the Northwest Regional Workforce Investment Board, and a fundraising campaign initiated by the NVCC Foundation, which raised money from local manufacturers and other businesses to support the program. Additionally, the Smaller Manufacturers Association, which set up its office at NVCC in January 2013, played an important role, bridging relationships with local manufacturers, and assisting with job placement.

NVCC initiated a number of efforts between 2010 and 2013 to improve retention and graduation. We restructured advising so that all students (full-time, part-time, matriculated, non-matriculated) now have trained advisors who offer guidance at key points in their educational experience, from registration to once they have achieved 45 or more credits, where they can receive an early transcript review and assistance in applying for graduation. And, an array of new scheduling innovations (Sunday and early morning classes, late-start semesters, two-year course schedules) have helped students map out their academic experience in ways that better meet their scheduling needs. These and other efforts now set us on a course to boost our graduation rate by 2016 to 22%, the community college national average. We also are on track to increase our graduation rate for underrepresented poor and minority students from 11% to 18%.

### 2010-13 Graduation and Certificate Completion

Graduation Rate (First-Time, Full-Time)	+100%
Certificate Awards	+457%
Total Awards (In 2012 and 2013)	1,000+



# Student Academic Success



## TRANSFER

NVCC increased the number of students who transferred by 14% between 2010 and 2013. Because improving student transfer is a system issue, progress in this area is further from our control, requiring close coordination with the Connecticut State Colleges & Universities (ConnSCU) System Office, as well as faculty from all its 17 colleges and universities. However, we do have some important progress to report.

We believe these initiatives, along with continued efforts to strengthen NVCC's Liberal Arts program, General Education core, and overall program assessment practices, will make possible a 25% increase in our annual transfer headcount by 2016.

- **The BOR approved a system-wide Transfer and Articulation Policy (TAP) in 2012, which includes General Education competencies upon which all 17 colleges and universities in the system have agreed.** This policy is designed to facilitate the transfer of the state's community college students into their junior year at the state universities. Representatives across campuses are working to articulate seamless transfer in the five most popular transfer programs across the system: Nursing, Communications, Business Administration, Biology, and Psychology.
- **36 courses at NVCC are already approved for ConnSCU transfer (have mapped the system-wide competencies to NVCC's own general education competencies).** This means that students can expect to receive full credit for these courses should they transfer to any other community college or university within the system. Many more core general education courses are currently undergoing review.
- **39 Academic Program Reviews (APR) have been completed and recommendations for changes are being implemented.** While APR has value beyond transfer, undergoing APR helps NVCC assess the strengths and weaknesses of its academic programs, ensuring student access to strong programs that provide a solid foundation for continued education. Now NVCC has an APR calendar in place, whereby 20% of its programs will go through review each year, maintaining a five-year schedule of continuous improvement at all times.



# Workforce Preparedness

## CAREER AWARENESS, RETRAINING AND EMPLOYMENT

According to NVCC's Job Placement Center (JPC) survey results, the job placement rate for NVCC's graduating class rose from 62% to 78% between 2010 and 2013. Employers came to our campus like never before—an increase from 44 to 146 employers (232%) visiting NVCC between 2010 and 2013. And, community residents in need of retraining also attended more NVCC programs—an increase from 748 to 999 residents (34%) being retrained for jobs via our programs.

We made important strides in workforce preparedness for a number of reasons, including the following.

- **NVCC's JPC, which opened in fall 2011, has served 1,036 students and counting.** NVCC realized that a shift in culture was needed on campus to help faculty and staff understand their critical role not only to help students become aware of employment possibilities and careers, but actually to help them secure upwardly mobile jobs in their career areas of choice. A first step in making that culture shift came with the establishment of the JPC, which now operates in Waterbury and Danbury. The JPC concentrated its initial efforts on offering greater career awareness and preparedness early in a student's academic experience at NVCC through increased workshops and job/career fairs. And now, with its new 2013–16 Strategic Plan, NVCC will concentrate on creating a continuum of employment-related services, offering more internship opportunities and greater one-to-one job placement assistance once students near completion of their education and training at the college.

- **Unprecedented partnerships in the high-demand career areas of manufacturing and allied health helped students secure more than 400 jobs.** The extensive partnership efforts in manufacturing mentioned in the earlier narrative on Graduation helped 30 Level II manufacturing program students secure internships provided by 21 manufacturing companies. These companies also helped make it possible for 85% of graduates (34 students) to be either placed in jobs or to continue their education. Our 87 contracts with allied health services providers contributed to an average 98% job placement rate among graduates of our Nursing, Physical Therapist Assistant, Respiratory Care, and Radiologic Technologist programs.

We expect the momentum of these efforts, coupled with continued attention to deepening industry partnerships and more focus on internships and job placement will yield by 2016 an 85% job placement rate for graduating students within a year of graduation. We even expect higher job placement rates for those awarded certificates and degrees in high-demand career areas like Allied Health and manufacturing.

Over the course of the 2010–13 plan, NVCC realized that it could not access the data it needed to assess its impact on earnings of associate degree completers. NVCC will work with other community colleges in Connecticut to recommend ways for the BOR to negotiate with the state Department of Labor so that this data becomes available.

*"Students leave NVCC with the skills and experience to land the positions we so desperately need to fill."*

The Honorable Neil M. O'Leary  
Mayor, City of Waterbury

# Community Engagement



## PARTNERSHIPS AND PRESENCE

The previous pages attest to the increased trust that the community has placed in NVCC. We believe we earned that trust through intentional efforts to transform our culture into one that is more inclusive and results-oriented, recognizing that as actors in a broader community ecosystem we must approach our work in an integrated fashion, cultivating relationships with other stakeholders toward common goals. Indeed, we recalibrated how we conduct our outreach and programs, to clarify that our presence at community tables is, most importantly, in service of outcomes that benefit community.

The response from community has been incredible. Leaders across sectors and industry have not only supported our ideas and programs, but also, at times, they even approached us first, initiating collaborations that resulted in major educational and employment gains, as well as other important community outcomes.

- **NVCC helped bring millions in funding, benefitting thousands in the community.** The success of NVCC's Connecticut Collegiate Awareness and Preparation (ConnCAP) program—which since 1987 has helped Waterbury's first-generation, low-income high school students achieve a 99% high school graduation rate and a 90% college matriculation rate—led to NVCC's and the City of Waterbury's \$11.2 million, seven-year GEAR UP grant award in 2012. Over the course of GEAR UP, we expect to serve more than 2,000 youth in Waterbury. The partnerships surrounding the creation of the AMTC brought more than \$3.6 million toward manufacturing training through which we expect more than 200 students will be awarded certificates over the next three years. We expect evening bus service ridership in Waterbury to top 400,000 in just two years of operation. As NVCC's Foundation fundraising and advocacy goals have become even more aligned with the college's strategic planning goals, and its membership has grown to reflect

more of the diverse regional leadership across sectors, the Foundation has raised \$166,000 for the AMTC. These are just some examples of what has been accomplished collaboratively.

- **NVCC's facilities are more accessible to community programs, services, and offices.** Now open seven days a week, NVCC has become even more of a place for the community to congregate and have access to rich extracurricular resources, community events and dynamic arts and cultural programs, such as the Waterbury Symphony. NVCC houses offices for the Women's Small Business Development Center and the Smaller Manufacturers Association of Connecticut, Inc.
- **NVCC established a stronger presence in Waterbury and Danbury, to improve residents' lives, especially those most in need.** NVCC first focused on deepening partnerships in these two anchor cities in our region. Now, with facilities in both, and with relationships firmly established, NVCC is working with leaders in Naugatuck, New Milford and other towns to identify mutual interests and needs.
- **NVCC expanded connections to community leaders, alumni, and employers.** NVCC's weekly bulletin, monthly newsletters, and strategic plan reports now reach over 1,500 in the community, 3,300 alumni, and our more than 7,000 students, faculty, and staff. NVCC's press coverage and media presence has more than doubled. Attendance at events like the annual strategic planning community meeting and others, bring more than 450 leaders to our campus each year.

By 2016, we expect key community and employer partnerships, such as GEAR UP, our AMTC, and evening bus service to become recognized nationally as best practices models in terms of both process and impact.

# Building Campus Community

## CAPACITY AND INFRASTRUCTURE

Recognizing we could not achieve what was laid out in our 2010–13 plan without additional resources beyond what the state could provide, NVCC embarked on an aggressive fundraising plan, which has resulted in our far exceeding the grant funding outcome we set, with annual funding increasing from \$2 million in 2010–11 to \$3.8 million in 2012–13—a 90% increase. Clearly our partnerships with community and our increased ability to demonstrate results were key factors in our success.

NVCC achieved many other capacity and infrastructure development milestones between 2010 and 2013.

- **NVCC was reaccredited in 2013 by NEASC for the next ten years, and received other important accreditations.** Significant campus-wide teamwork helped lead to a highly successful NEASC visit and accreditation through 2023. NEASC is not the only accreditation success to report. Three of our Allied Health programs were reaccredited, and we received two new accreditations: from the National Association for the Education of Young Children (NAEYC) for a new early childhood education program, and from the Accreditation Board for Engineering and Technology (ABET) for NVCC's engineering A.S. program. ACE also received certification from the College Reading and Learning Association, providing recognition for tutors' successful work from an international organization and setting a standard for tutor skills and training.
- **NVCC built capacity to provide pre-collegiate programs through a new Bridge to College office.** NVCC had three strong pre-collegiate programs, but they operated independently. The Bridge to College office was created in 2012, and now operates six programs for elementary, middle, and high school youth under one umbrella, coordinating services across programs to reach more than 1,500 students each year.
- **NVCC maintained sound management practices and a strong infrastructure.** Despite budget cuts every year of this plan, the college maintained a positive annual fund balance, while not cutting services to students. Even in this tough fiscal environment we managed to secure \$13.2 million in capital allocations from the State Bond Commission through the BOR, with nearly \$3 million awarded in response to a proposal submitted for the AMTC program. NVCC pursued "greening" efforts for the environmental benefits and to help cut costs—notably the potential for a 25% reduction in solid waste disposal, a 20% cut in paper consumption, and a 10% reduction in overall energy consumption. Technology improvements, such as creating smart classrooms, and replacing old technology in classrooms, labs, and offices ensure that our administrative systems and classrooms are state-of-the-art.
- **Hundreds of students engaged in volunteerism, mentoring, and community service.** From student service at the St. Vincent de Paul Mission Soup Kitchen led by the NVCC Hispanic Student Union, (recently recognized with "The Father Cascia Community Service Award"), to student participation as mentors in AmeriCorps, more and more students are engaging as leaders on and off campus.
- **More than two-thirds of faculty and staff engaged in professional development and community service.** Without faculty and staff exercising leadership on and off campus, the successes outlined on the previous pages could never have been achieved. Whether through volunteering, mentoring, participation in service learning, or taking part in professional development to strengthen their leadership skills, we are proud of the extent to which faculty and staff stepped up and delivered.



## **Groundwork for Continuous Improvement:**

When we set out on our 2010–13 plan, we were excited and a little nervous about publicly committing to such an ambitious agenda. Now, looking back, we recognize it was the right thing to do for so many reasons, including how it demonstrates significant progress toward achieving our fifth goal: to be an effective, performance-based institution. The entire process of 2010–13 planning: creating the three-year plan; setting measurable targets each year by division and department in alignment with the strategic plan against which they assess progress; and then reporting out at the midpoint and end of the three years has strengthened our capacity for evidence-based decision-making. Linking what we learned over the course of the last three years to the creation of our new plan provides perhaps one of our best examples yet of continuous improvement to strengthen institutional effectiveness.

Continuous improvement is also supported by the way in which we approach strategic plan implementation. NVCC's Institutional Planning Committee (IPC) connects all college-wide planning processes to outcomes assessment, program review, accreditation requirements, and the college's strategic plan. The mission of the IPC is to create and normalize ongoing planning processes that ensure quality of programs, effective use of resources and student success. Chaired by the President of the College, the IPC includes a steering committee and four working committees that include diverse representation of faculty and staff, overseeing implementation of the five strategic plan goal area activities and assessing progress toward achieving outcomes.

*"We concur with the judgment of the visiting team that the College is operating in a deliberative and strategic manner with a high degree of self-discipline and self-understanding and that the institution's mission and vision together provide the focus for its 'Toward a Splendid College' strategic plan."*

May 3, 2013 letter  
NVCC re-accreditation from NEASC

These subcommittees include: the Responsive Academic Leadership and Programs Committee chaired by the Dean of Academic Affairs; the Student Success Committee chaired by the Dean of Student Services; the Institutional Effectiveness Committee chaired by the Provost and Senior Dean of Administration; and the Environmental Scanning Committee co-chaired by the Associate Dean of Information Technology, the Dean of Community Engagement and the Director of Institutional Advancement.

The Institutional Research Office supports our commitment to data-informed decisions. Engagement and transparency of the planning process ensure that the campus and the community can add their voices to the college's future goals, initiatives, and outcomes.

## **Preview of 2013-16 Plan:**

When you look at our 2013–16 strategic plan, you will see that we kept the five goals from the 2010–13 plan, as well as many initiatives, with some additions, based on where data showed additional efforts are needed. While with our new plan we will once again strive toward ambitious outcomes, we are confident that our faculty, staff, and students, alongside our community partners and champions will be able to report successes that we might once have thought unachievable.

*We thank all those who stood with us on this journey and welcome your continued engagement. We invite newcomers to join us in areas of mutual interest. We look forward to your critical reflections as you read this report, and to reporting our future successes as we embark on our new plan!*

## *On the Other Side of the Door*

*On the other side of the door  
I can be a different me,  
As smart and as brave and as funny or strong  
As a person could want to be.  
There is nothing too hard for me to do,  
There's no place I can't explore  
Because everything can happen  
On the other side of the door.*

*On the other side of the door  
I don't have to go alone.  
If you come, too, we can sail tall ships  
And fly where the wind has flown.  
And wherever we go, it is almost sure  
We'll find what we're looking for  
Because everything can happen  
On the other side of the door.*

Jeff Moss in *Teaching with Fire*, Sam M. Intrator & Megan Scribner, editors.  
New York: Jossey-Bass, Center for Teacher Formation, 2003.





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