

SELF-STUDY REPORT



Prepared for the Comprehensive Decennial Evaluation of the College
by the Commission on Institutions of Higher Education,
New England Association of Schools and Colleges, Inc.

Completed July 1, 2002
Submitted August 26, 2002



750 Chase Parkway • Waterbury, CT 06708

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TO: NEASC Accreditation Team

FROM: Richard L. Sanders, President

DATE: July 2002

SUBJECT: President's Message to NEASC Team

In September 2000 the faculty and professional staff of Naugatuck Valley Community College began the process of critical self-evaluation as defined by the eleven NEASC standards. A cross section of the professional and management staffs formed the committees and sub-committees for researching and writing the report using data and narratives gathered by the whole College, made available for continuous review, and resulting in multiple opportunities to be involved in the revision process. We completed writing in May 2002 and the full professional staff openly voted to endorse the last draft of the Self-Study subject to corrections and editorial changes that assured consistency of style and eliminated redundancy. I believe the Self-Study is an honest, insightful, critical and forthright statement of who we are, what we need to do to improve and what we intend to do to bring about those improvements. I think that you will be impressed with what you see, hear, and experience during the October 20 – 23 NEASC visit.

It is important to note that NVCC was just beginning a legislatively mandated merger in 1992 when our last ten-year accreditation visit occurred. A fifth year interim report was written in 1997 for the NEASC team visit that year that verified progress in effecting the merger. In the ten years since the merger, we have realized a tremendous increase in credit and credit-free program development and enrollment growth. Renovations, repairs and additions to major buildings have been completed. We have experienced a “technology explosion” in terms of computer hardware, applications, enhancements to learning, and management systems. Students, faculty, and staff have access to over 1100 computers in the Learning Resources Center, classrooms, laboratories, and offices. As we begin our thirty-ninth year, two major factors have prepared us for the twenty-first century. One is strategic management and opportunity to hire 21st Century-qualified replacement professional staff as the result of two early retirement incentives. The last round of collective bargaining resulted in agreements that harmonized virtually everything for the three professional units contracts except several minor points. We are merged.

In view of the fact that this Self-Study report concludes as of June 30, 2002 and we are still awaiting detailed information and analysis of the Connecticut General Fund appropriation for FY 2003 that will be designed to resolve a serious State budget shortfall, I will be sending team members a document a few weeks prior to the NEASC visit that updates the changes that may occur in the interim. Please watch for it in the mail. We look forward to seeing you in October 2002 and wish you well as you journey to this campus.

Clarifications and Acknowledgements

The process of producing this Self-Study was begun in Fall 2000. For this reason the 1992 CIHE "Standards for Accreditation" was used in the organization of the narrative. Since technology has changed the academic and administrative landscape since Naugatuck Valley Community College's Fifth Year Interim Report, and because the 1992 Standards do not address technology issues, the question arose in the Steering Committee how the changes brought about by technology should be presented in this Self-Study. After some debate it was decided to concentrate in-depth discussions of technology in Standards Four, Seven and Eight rather than making passing and redundant references in all Standards.

Because of its length and for the sake of clear organization, Standard Four has been divided into two distinct parts--Programs and Instruction each with their own Description, Appraisal and Projection sections.

Since virtually the entire Professional Staff was involved in the writing and production of this Self-Study, its contents reflect a collective view of what we do at this College. We debated matters seldom debated; we examined ourselves in ways we had heretofore seldom done.

From the Professional Staff meeting in September 2000, when the composition of the committees for the eleven Standards was determined, to the last edited draft, the College community worked to make this Self-Study an honest appraisal of the efforts stated in our mission. Scores of meetings later we have produced a document that states where we are but more importantly where we need to go to make a first-class community college into an even finer one.

The Steering Committee Chair acknowledges the following dedicated professionals for their hours of assistance in organizing and clarifying the narrative, collecting data, designing, and overall technical support. They include Virginia Beetz, Barbara Caserta, John Cupole, Sue DiMascia, Rob Henderson, Kathy Luria, Dianne Minardo and Lynne Wilkens.

With gratitude I acknowledge the leadership of the Standard Chairs and Co-chairs: Susan Anderson, Barbara Caserta, Scott Colvin, Michael Labet, Cindy Lacouture, Kathy Luria, Melanie Majeski, Ingrid McGowan, Justin Pagano, Duane Perkins, Elma Solomon, Lucretia Sveda and Amy Weed. Their work was entirely voluntary and apart from their contractual additional responsibilities. The number of hours they devoted to this work, including in-depth interviews with faculty, staff, administration and individuals in the community, is countless. President Richard Sanders and Deans Pat Bouffard, Stephen Colwell, Larry Smotroff and Audrey Thompson have guided the process from start to finish. Each read the narrative drafts with an eye to detail and provided numerous suggestions for refining the text.

Ron Schnitzler, Dianne Minardo and Scott Colvin, and by extension the entire Steering Committee, acknowledge the importance of the NEASC Self-Study Workshop of October 26-27, 2000 at the New England Center in Durham, New Hampshire which initiated the process of writing this Self-Study.

The Chair also wishes to acknowledge the suggestions from and discussions with Dr. Mary Louise Van Winkle, Vice-president for Academic Affairs emerita, Dutchess Community College, Poughkeepsie, New York.

The expertise of Joseph V. Cistulli, Dean of Learning and Student Development emeritus, was pivotal to the content and organization of this Self-Study. Dean Cistulli served this College for 35 years and was a member of more than 20 NEASC visiting teams, often as Chair. What we have accomplished at NVCC since 1992 is due in no small measure to his vision.

Ronald M. Schnitzler, Ph.D.
Professor of Biological Sciences
Chair, NEASC Self-Study Steering Committee

List of Participants

Steering Committee

Chair

Ronald Schnitzler, Professor of Biological Sciences

Technical Assistants to the Chair

Virginia Beetz, Director of Information Technology

Barbara Caserta, Professor of Mathematics

John Cupole, Serials/Reference Librarian

Susan DiMascia, Administrative Assistant

Robert Henderson, Graphics Coordinator

Kathy Luria, Director of Marketing

Dianne Minardo, Director of Academic Assessment and Professional Development

Lynne Wilkins, Secretary

Standard Chairs and Co-chairs

One Duane Perkins, Assistant Professor of Business

Two Amy Weed, Instructor of Communications

Three Lucretia Sveda, Director of Enrollment Services

Four Scott Colvin, Assistant Professor of Accounting

Cynthia Lacouture, Associate Professor/Academic Coordinator of Clinical
Education, Physical Therapist Assistant

Five Michael Labet, Professor of Accounting

Ingrid McGowan, Director of Learning Enterprises

Six Barbara Caserta, Professor of Mathematics

Seven Elma Solomon, Assistant Professor of Accounting

Eight Susan Anderson, Associate Professor/Coordinator of Clinical Education,
Respiratory Care

Nine Melanie Majeski, Assistant Professor, ESL

Ten Kathy Luria, Director of Marketing

Eleven Justin Pagano, Professor of Mathematics

Darrel Strickland, Student Representative

Standard Committees

Standard One Mission and Purposes

Duane Perkins, Chair, Assistant Professor of Business
Delwin Cummings, Professor of Science
Charlotte Cyr, Coordinator of Placement Testing
Gregory Erienne, Assistant Professor of Aviation Science
W. Scott Ferriss, Assistant Professor of Physics and Mathematics
James Ferrucci, Associate Professor of Electrical Engineering
William Foster, Associate Professor of English
Diane Guerette, Workforce Transition Advisor
Mirvet Muca, Assistant Professor of History/Geography/Political Science
Edward Nolan, Coordinator of Instructional Development
Austine Okwu, Director of Behavioral and Social Sciences Division
Karen Russo, Professor of Hospitality Management
Antonio Santos, Associate Professor and Clinical Coordinator of Radiologic Technology
Alison Wang, Technical Services Librarian

Standard Two Planning and Evaluation

Amy Weed, Chair, Instructor of Communications
Maureen Bruce, Professor and Coordinator of EMT-Paramedic Program
Lisa Calabrese, Coordinator of Facilities Management and Public Service
Salvatore DiGiorgio, Associate Professor of Business
Diana Edwards, Professor of English
John Estes, Assistant Professor of Electrical Engineering
Paul Gurn, Professor of Biological Sciences
Diana Hendrickson, Professor of Biological Sciences
Dianne Minardo, Director of Academic Assessment and Professional Development
Georgeanne Romano, Professor of Nursing
Rosemarie Rodrigues, Admissions Counselor
Sandra Valente, Assistant Professor of Psychology and Coordinator of DARC Program
John Wick, Counselor

Standard Three Organization and Governance

Lucretia Sveda, Chair, Director of Enrollment Services
Joan Arbusto, Associate Registrar
Sharon Baer, Associate Professor and Director of Respiratory Care
Anthony Bleach, Professor of Horticulture Science
Patricia Bouffard, Director of Allied Health, Nursing and Physical Education Division
Laura Brown-Yaworsky, Associate Professor of Nursing
Lori Gregory, Instructor of Early Childhood Education
Anne Mattrella, Assistant Professor of Modern Languages
William Polvent, Associate Professor of Business
Sharon Shapiro, Professor of English
Maritza Tiru, Director of Career Development and Placement

Standard Four Programs and Instruction

Scott Colvin, Co-chair, Associate Professor of Accounting

Cynthia Lacouture, Co-chair, Associate Professor and Academic Coordinator of Clinical Education, Physical Therapist Assistant Program

Antonio Biello, Associate Professor of Multimedia/Music Technology

Sandra Crowell, Associate Professor of Nursing

Thomas Denne, Registrar

Karla Ekquist, Instructor of Geography and History

Lois Galluzzo, Instructional Design and Assessment Specialist

Paul Kieffer, Associate Professor and Coordinator of Computer-Aided Drafting/Design

Bernd Mattheis, Admissions Counselor

Cindi Nadelman, Associate Professor of Computer Information Systems

Kim O'Donnell, Assistant Professor of Psychology

Cynthia Scrivan, Professor of Nursing

Estelle Simpson, Professor of English

Bonnie Simon, Director of Math/Science Division

Lawrence Venuk, Instructor of Psychology

Eugene Wisniewski, Assistant Professor of Horticulture

Standard Five Faculty

Michael Labet, Co-chair, Professor of Accounting

Ingrid McGowan, Co-chair, Director of Learning Enterprises

Peter Cisek, Associate Professor of Computer Science

Cynthia Donaldson, Professor of Environmental Science

Eileen George, Associate Professor of Nursing

Stuart Gillespie, Professor of Music

Timothy Jacobs, Associate Professor of Anthropology, Gerontology and Sociology

Todd Jones, Professor of Hospitality Management

Daniel McCarthy, Professor of Automated Manufacturing Engineering Technology

Sandra Newton, Professor of English

Anthony Pruchnicki, Professor of Mathematics

Ilene Reiner, Professor of Art

Mark Schnubel, Assistant Professor of Automotive Technology

Ulana Zynych, Professor of Nursing

Standard Six Student Services

Barabara Caserta, Chair, Professor of Mathematics

Sharon Cahill, Workforce Development Associate

Evette Corujo-Aird, Counselor

C. Edward Klemeshefsky, Assistant Director of Financial Aid

Walter Lippincott, Associate Professor, Legal Assistant Program

Kathleen LeBlanc, Instructor and Coordinator of Human Services

Louise Meyers, Associate Professor and Coordinator of Learning Disabilities Program

Donald Narducci, Professor of Electrical Engineering Technology

Joanne Ottman, Associate Professor of Nursing

Jennie Seeley, Public Services Librarian
Donna Skurat, Professor of Nursing
Kathleen Sweeney, Job Developer, Cooperative Education
Wade Tarzia, Assistant Professor of English
Edward Wierzbicki, Assistant Professor of Fine Arts and Theatre Arts
Barbara Williams, Director of Learner Services
Sean Havican, Student Representative

Standard Seven Library and Information Resources

Elma Solomon, Chair, Assistant Professor of Accounting
Jeannie Boniecki, Assistant Professor of English
Gail Casper, School to College Partnership Coordinator
Christina Gentile-Renda, Science Laboratory Supervisor
Robert Henderson, Printing and Graphics Services Coordinator
Rosalie Levinson, Director of Learning Resources Center
Cynthia Meo, Associate Professor and Coordinator of Early Childhood Education
Laurie Novi, Coordinator of Health Education and Disabilities Services
James Pronovost, Professor and Director of Radiologic Technology
Dennis Rich, Professor of Biological Sciences
Arumugam Manoharan, Professor of Mechanical Engineering Technology
James Smith, Director of Physical Therapist Assistant
Sandra Talbot, Professor of Computer Science
Joseph Ward, Assistant Professor of Criminal Justice
Leonard Yannielli, Associate Professor of Biological Sciences

Standard Eight Physical Resources

Susan Anderson, Chair, Assistant Professor and Coordinator of Clinical Education, Respiratory Care
Elizabeth Frechette, Librarian
Raymond Cacciatore, Professor of English
Noreen Cerruto, Admissions Counselor
Barry Groman, Coordinator of Automotive Technician Program
Joseph Faryniarz, Professor of Biological Sciences
Thomas Hagymasi, Professor of Sociology
Robert Lynott, Professor of Mathematics
Joan Manfredonia, Associate Professor of Physical Education
Donna Marotti, Professor of Accounting and Business Administration
Alan Moltz, Professor of Electrical Engineering Technology
Elena Rusnak, Assistant Professor of Dance

Standard Nine Financial Resources

Melanie Majeski, Chair, Assistant Professor of ESL
Hope Beyer, Library Circulation Supervisor
Raymond Castellani, Director of Engineering Technologies Division
Henry Cipriano, Professor of Computer Information Systems Technology
Elaine Dinto, Assistant Professor of Mathematics

Douglas Fichtel, Business Manager
Marianne Generali, Director of Child Development Center
Catherine Hardy, Financial Aid/Veterans Affairs Assistant
Elizabeth Kaufman, Instructor of Communications
Walter Kreske, Associate Professor of Computer-Aided Drafting/Design
Mary MacEachern, Assistant Director of Personnel and Contract Administration
Joseph Sainz, Professor of Computer Science

Standard Ten Public Disclosure

Kathy Luria, Chair, Director of Marketing
Barbara Antonicka, Professor of Humanities
Christina Benson, Associate Professor of Nursing
Marie Berman, Professor of Business
James Branciforte, Professor of Computer-Aided Drafting/Design
Rodney Butler, Director, Student Financial Assistance
James Crowley, Professor of Business
Dorothy Libron-Green, Professor of Mathematics
George Osborn, Assistant Professor of Mathematics
Dennis Spector, Professor of Business Administration
William Verespy, Professor of Business and Coordinator of Management
James Zagroba, Counselor

Standard Eleven Integrity

Justin Pagano, Chair, Professor of Mathematics
Lawrence Altman, Instructor of Biological Sciences
Arthur Caisse, Professor of Electrical Engineering Technology
David Clough, Associate Professor and Coordinator of Legal Assistant Program
Arthur DuBois, Director of Human Resources and Labor Relations
Felipe Flores, Associate Professor of Mathematics
Mitchell Holmes, Director of Business Division
Ozden Hoodbhoy, Professor of Science
Patricia Pallis, Assistant Professor of English
Sandra Pettinico, Professor of Mathematics
Elizabeth Sharp, Director of Arts and Humanities Division
Linda Stango, Student Activities and Recreational Sports Coordinator/Job Developer
Mary Sullivan, Professor of Nursing
Beth Warriner, Instructor of Criminal Justice

Institutional Characteristics

This form is to be completed and placed at the beginning of the self-study report:

Date: **July 1, 2002**

1. Corporate name of institution: **Naugatuck Valley Community College**
2. Address (city, state, zip code): **750 Chase Parkway, Waterbury, CT 06708**
Phone: **(203) 575-8044**
3. Date institution was chartered or authorized: **1967***
4. Date institution enrolled first students in degree programs: **1967***
5. Date institution awarded first degrees: **1969*** *(see history)
6. Type of control: (check)

| | |
|---|--|
| Public | Private |
| <input checked="" type="checkbox"/> State | <input type="checkbox"/> Independent, Non Profit |
| <input type="checkbox"/> City | <input type="checkbox"/> Religious Group |
| <input type="checkbox"/> Other | (Name of Church) _____ |
| (Specify) _____ | <input type="checkbox"/> Proprietary |
| | <input type="checkbox"/> Other (Specify) _____ |
7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Connecticut State Board of Governors for Higher Education – Associate Degrees

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

See Appendices A & B, pp. 146-154
8. Level of postsecondary offering (check all that apply)

| | |
|--|---|
| <input type="checkbox"/> Less than one year of work | <input type="checkbox"/> First professional degree |
| <input checked="" type="checkbox"/> At least one but less than two years | <input type="checkbox"/> Master's and/or work beyond the first professional degree |
| <input checked="" type="checkbox"/> Diploma or certificate programs of at least two but less than four years | <input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |

- Associate degree granting program of at least two years
- A doctor of philosophy or equivalent degree
- Four or five-year baccalaureate degree granting program
- Other _____
Specify _____

9. Type of undergraduate programs (check all that apply)

- Occupational training at the craftsman/clerical level (certificate or diploma)
- Liberal arts and general
- Occupational training at the technical or semi-professional level (degree)
- Teacher preparatory
- Two-year programs designed for full transfer to a baccalaureate degree
- Professional
- Other _____

10. The calendar system at the institution is:

- Semester
- Quarter
- Trimester
- Other

11. What constitutes a “normal” credit hour load for students each semester?

- a) Undergraduate 12 credit hours
- b) Graduate _____ credit hours
- c) Professional _____ credit hours

12. Student population:

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

| | Headcount: | Headcount M/F: |
|------------------|-------------|----------------|
| 1. Undergraduate | 1774 | 869/905 |
| 2. Graduate | _____ | _____ |

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

| | Headcount: | Headcount M/F: |
|------------------|-------------|------------------|
| 1. Undergraduate | 3449 | 1391/2058 |
| 2. Graduate | _____ | _____ |

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

| | |
|------------------|-------------|
| 1. Undergraduate | 2822 |
| 2. Graduate | _____ |

d) How many students (headcount) in non-credit, short-term courses? **2644**

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

| | |
|---|--|
| Automotive Technician | <i>National Automotive Technicians Education Foundation</i> |
| Business | <i>Association of Collegiate Business Schools and Programs</i> |
| Early Childhood Education | <i>National Association for the Education of Young Children</i> |
| Engineering Technologies (Automated Manufacturing, Computer Aided Drafting/Design, Electronic, Mechanical) | <i>Technology Accreditation Commission of the Accreditation Board for Engineering and Technology</i> |
| Legal Assistant | <i>American Bar Association</i> |
| Nursing | <i>National League for Nursing Accrediting Commission</i> |
| Radiologic Technology | <i>Joint Review Committee on Education in Radiologic Technology</i> |
| Respiratory Care | <i>Committee on Accreditation for Respiratory Care</i> |

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

| FUNCTION OR OFFICIAL | NAME | EXACT TITLE |
|--------------------------------|--------------------------|---|
| Chair Board of Trustees | Lawrence J. Zollo | Chairperson |
| President/Director | Dr. Richard L. Sanders | President |
| Executive Vice President | ----- | ----- |
| Chief Academic Officer | Dr. Patricia C. Bouffard | Acting Dean of Learning and Student Development |
| Deans of Schools and Colleges | ----- | ----- |
| Chief Financial Officer | Dr. Stephen M. Colwell | Dean of Administration |
| Chief Student Services Officer | Dr. Patricia C. Bouffard | Acting Dean of Learning and Student Development |
| Planning | ----- | ----- |
| Institutional Research | Barbara Vidal | Data Collection Coordinator |
| Development | Audrey Thompson | Associate Dean of Resource Development |
| Library | Jenny J. Seeley | Acting Director, Learning Resources Center |
| Continuing Education | Dr. Larry J. Smotroff | Dean of Continuing Education, Community and Economic Development |
| Grants/Research | Tania M. Sapko | Educational Grants Coordinator |
| Admissions | Lucretia A. Sveda | Director of Enrollment Services |
| Registrar | Thomas H. Denne | Registrar |
| Financial Aid | Rodney P. Butler, Sr. | Director, Student Financial Assistance |
| Public Relations | Janice Battista | Coordinator, Public Relations |
| Alumni Association | Deirdre Moutinho | Development Coordinator |

15. Supply a table of organization for the institution.

See Appendix C, pp. 155-158

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

In the middle 1960's a coordinated effort of many citizen groups resulted in the mounting of a proposal to receive the Connecticut General Assembly's approval for the establishment of a community college in Waterbury. Those efforts were successful and Mattatuck Community College (MCC) became a reality in 1967 with its first classes held late afternoons at John F. Kennedy High School in Waterbury, CT. The period between those first classes in 1967 and the present have seen Mattatuck merge with Waterbury State Technical College (WSTC) and evolve into the present day Naugatuck Valley Community College (NVCC). Various dates are stated when listing the founding

of NVCC. WSTC (Institute) was founded in 1964, MCC in 1967 and the two merged in 1992 with the official accomplishment date being January 1, 1993. Though NEASC has on record the date of 1967, NVCC has followed the generally accepted practice of citing the founding date of its earlier predecessor institution, 1964. The date of awarding first degrees is therefore considered 1966.

The College has expanded and developed into a major “player” in the educational, cultural, community service and economic development initiatives of the Naugatuck Valley region. It serves the same west central Connecticut region as the greater Waterbury Chamber of Commerce service area and the adjacent counties of Litchfield and Fairfield. The 1992 merger of MCC and WSTC created Naugatuck Valley Community-Technical College, under one president, and reporting to the Board of Trustees for Community-Technical Colleges. In 2000, after extensive market research, the Chancellor’s Office removed the word “technical” from the names. The College serves students with a wide variety of degree and certificate programs as well as an extensive array of lifelong learning opportunities.

To understand the history of the College, it is necessary understand the history of the College’s campus and its facilities. The approval to establish a community college in Waterbury coincided with the approval to develop the Central Naugatuck Valley Region Higher Education Center (CNVR-HEC). The campus was designed to be shared between WSTC, which was already established, the University of Connecticut – Waterbury (UConn) and MCC. Consequently, the history of the campus is intertwined with the history of the three colleges on that campus. During the 1970’s and 80’s the CNVR-HEC was built with the intention of having the three two-year colleges share a common library, cafeteria, theaters, parking, maintenance, security and other central services with each college having its own classroom and laboratory building. An administrative structure was established for the three colleges and that structure affected most facilities decision-making until the late 1980’s when UConn failed to move its main operations to the HEC. Simultaneously, the proposed merger between MCC/WSTC was shaping up in the General Assembly. After the merger, the management of the CNVR-HEC facility was delegated to NVCC.

The result is that today NVCC resides on the campus of the Central Naugatuck Valley Region Higher Education Center with the responsibility of operating the facilities to maximize services. Because the original legislation was never changed, UConn still claims six classrooms and laboratories in Ekstrom Hall and the opportunity to schedule the “shared spaces” that include the theaters, dance studio, art galleries and Plaza. Other users of the HEC also include Charter Oak State College, Western and Central Connecticut State Universities and Kaynor Technical High School. In addition to academic programming, NVCC’s HEC facilities are used by individuals, other State agencies, and civic organizations from throughout the State to host community events, cultural activities, and various other workshops, conferences and program activities to serve local citizens. The Waterbury Higher Education Agreement was signed among the three colleges of higher education in the State to coordinate and avoid duplication of academic offerings and facilities in Greater Waterbury. It and the remaining conditions of the Higher Education Center designation still affect some decision-making at the present time.

Preface

At a professional staff meeting in September 2000 then Dean of Learning and Student Development Joseph Cistulli initiated a procedure for determining the participants in each of the eleven standards. At the same meeting chairs were elected beginning the two-year self-study process. Shortly afterward, in a meeting of the chairs, Ronald Schnitzler, Professor of Biological Sciences, was elected chair of the Steering Committee. In October 2000, Ronald Schnitzler, Scott Colvin (Chair of Standard Four) and Dianne Minardo (Director of Academic Assessment and Professional Development) attended the NEASC Self-Study Workshop in Durham, New Hampshire.

At the very first meeting of the Steering Committee it was agreed that extensive interviews of faculty, administrators, students and individuals in the community would be an approach that could yield optimal insight in the process of examining the College. It quickly became apparent that these interviews were as important as printed documents. It was also agreed that the College's administration would be invited to participate in all Steering Committee meetings; every meeting was attended by at least one member of the President's Cabinet. Although student representatives on the Steering Committee and the Standard Six Committee would not attend every meeting, when they did attend their comments were objective, pertinent and taken into serious consideration.

Early in the process, Kathy Luria, Director of Marketing, created a timeline to which we adhered throughout the self-study process (see following page). One of the major goals was to inform all constituencies on the status of the Self-Study at every step of the way. Consequently, the Description, Appraisal and Projection sections for each standard were posted to Outlook throughout development. Each standard folder included a sub-folder for the posting of minutes of committee meetings.

When the first draft was completed, Virginia Beetz, Director of Information Technology, and John Cupole, Serials/Reference Librarian, created a website--www.nv3.comnet.edu/NEASC--in the form of a 36-membered button grid thereby accomplishing a major goal of easy access by all College personnel.

The actual writing of the Appraisal sections proved to be more challenging and time-consuming than anticipated. The Steering Committee was fully cognizant that assessment, evaluation and accountability have become an important direction in delivering education in recent years. Therefore one of the goals was to pay particular attention to the Appraisal sections. The Steering Committee agreed to follow a rigorous approach in suspending the writing of evaluative sentences until all the facts became known.

The Chair of the Steering Committee insisted that in writing the facts of description, the evaluative statements of appraisal and envisaging where we should go in the next decade, that the narrative of the Self-Study be eminently readable. The extent to which we have accomplished *that* goal resides in the minds of the readers.

**Naugatuck Valley Community College
NEASC Self-Study Review Timeline**

| DATE | ACTIVITY | PROCESS | RESPONSIBLE PARTY |
|--|--|--|----------------------------|
| December 21, 2001 | FINAL DESCRIPTIONS due from Chairs | Chairs send R. Schnitzler an attachment in email <u>and</u> place in public folder in Outlook. All documents will be merged into one document and prepared for review. | Steering Committee Members |
| January 22, 2002 | Send Description file for NEASC website | Merged/edited Descriptions sent via email | R. Schnitzler J. Beetz |
| January 25 - February 14 | Faculty and Staff Review Descriptions | Descriptions placed on website and in hardcopy in Library and in Cabinet Member Offices. | Campuswide |
| February 15 | Description Review Complete | Remove file from NEASC website | R. Schnitzler J. Beetz |
| February 1 | Steering Committee Review Appraisals 1, 6, 7 <i>All Sources Due</i> | | Steering Committee Members |
| February 8 | Steering Committee Review Appraisals 5, 8; Projection 10 | | Steering Committee Members |
| *February 11 *Adjusted from President's Weekly Bulletin dated 12/19/01 | FINAL APPRAISALS due from Chairs | Chairs send R. Schnitzler an attachment in email <u>and</u> place in public folder in Outlook. All documents will be merged into one document and prepared for review. | Steering Committee Members |
| February 15 | Steering Committee Review Projections 1, 2, 3, 4, 5 | | Steering Committee Members |
| March 1 | Steering Committee | | Steering Committee Members |

Naugatuck Valley Community College
 NEASC Self-Study Review Timeline – page 2

| | | | |
|---|--|--|--|
| March 4 | Send Appraisal file for NEASC website | Merged/edited Appraisals sent via email | R. Schnitzler J. Beetz |
| March 6 – 20 Subject to change | Faculty and Staff Review Appraisals | Appraisals placed on website and in hardcopy in Library and Cabinet Member Offices. | Campuswide |
| March 21 | Appraisal Review Complete | Remove file from NEASC website | R. Schnitzler J. Beetz |
| March 7 | FINAL PROJECTIONS due from Chairs | Chairs send R. Schnitzler an attachment in email <u>and</u> place in public folder in Outlook. All documents will be merged into one document and prepared for review. | |
| April 8 | Send Projection file for NEASC website | Merged/edited Projections sent via email | R. Schnitzler J. Beetz |
| April 11 - 25 Subject to change | Faculty and Staff Review Projections | Projections placed on website and in hardcopy in Library and Cabinet Member Offices. | Campuswide |
| April 19 | Dr. Sandra Kurtinitis, Chair of the NEASC Team on campus for an all day visit. | Details to follow. | Campuswide |
| April 26 | Projection Review Complete | Remove file from NEASC website | R. Schnitzler J. Beetz |
| May 16 | Final Report Approved by Professional Staff | Vote | President Sanders R. Schnitzler Professional Staff |

Naugatuck Valley Community College
 NEASC Self-Study Review Timeline – page 3

| | | | |
|------------------------|---|---|---|
| June 10 | Final Draft Distributed | Read and review final draft of narrative | <input type="checkbox"/> R. Sanders <input type="checkbox"/> P. Bouffard <input type="checkbox"/> S. Colwell <input type="checkbox"/> L. Smotroff <input type="checkbox"/> Thompson <input type="checkbox"/> K. Masi <input type="checkbox"/> R. Schnitzler <input type="checkbox"/> D. Minardo <input type="checkbox"/> K. Luria <input type="checkbox"/> Chancellor's Office <input type="checkbox"/> Others as identified by the Chair |
| June 21 | <p>All edits must be received by this date</p> <p>This includes all remaining collection of data and materials for scanning.</p> | <p>Return all drafts to R. Schnitzler</p> <p><i>Note: Return entire binder intact</i></p> <p>Document will be placed in final form from this date on in preparation for proofreading for flow and final production.</p> | R. Schnitzler |
| July 8 | Final Proofreading in entirety (appendices etc.) | Out for final pagination and proofreading in preparation of delivery to printer | President Sanders R. Schnitzler D. Minardo K. Luria |
| July 23 | Deliver to Printer | Mechanicals on Disk and hardcopy to Allegra | R. Schnitzler R. Henderson K. Luria |
| August 13 | Copies due to Campus | Prep for distribution to designated parties | President Sanders R. Schnitzler |
| August 26 | Send report and disks as required | | President Sanders R. Schnitzler |
| October 20 - 23 | | Accreditation Visit | Campuswide |

Overview

One College

A decade ago five of Connecticut's community colleges merged with five neighboring technical colleges. Naugatuck Valley Community College (NVCC) resulted from the merger of Mattatuck Community College and Waterbury State Technical College. Students of all ages from our service region (the cities of Waterbury and Danbury and over 20 surrounding towns) and throughout Connecticut engage in educational experiences of the highest quality at NVCC whether matriculated in credit courses in pursuit of an associate degree or enrolled in a single credit-free training workshop. The integrated administration of academic and support services for all students regardless of their specific educational goals has been the foundation of the one-college concept. The academic bridges between the two Units directly involved in learning--Learning and Student Development *and* Continuing Education, Community and Economic Development, further realize this concept. Shared ideas, planning, space, technology and a spirit of cooperation and collaboration encouraged by the President and his Cabinet reinforce the one-college concept and guarantee the provisions of NVCC's mission and goals.

Mission Adjustments

"NVCC provides educational opportunities that enable citizens of the region to accomplish their individual goals, thus contributing to the economic, academic, social and cultural development of the region. We provide quality, affordable education and career preparation that are responsive to the ever-changing needs and interests of the community." These two sentences are a summary of the actual 175-word, 11-part Mission Statement reflecting both the original mandate from the Legislature for Connecticut's Community-Technical College System *and* the distinctive character and vision of NVCC. Since 1992 three changes have refocused the mission: the merger, new chancellors and the Academic Model. Although acceptance of these transitions has been gradual, faculty, staff and the community have bought into the new direction.

Planning and Evaluation

Strategic planning is driven by the alignment of Connecticut Legislative Goals for Higher Education, the Connecticut Community-Technical College Board of Trustees Strategic Goals and NVCC's Strategic Plan (1997-2002). This Strategic Plan is comprehensive with eight specific goals that encompass all aspects of the College's activities to ensure the fulfillment of our Mission. NVCC's planning and evaluation processes involve all College operations including the Academic Plan (2001-2005)--an amalgam of instructional department and division planning, a Facility and Space Master Plan, a Faculty Development and Review Plan, market research, student surveys and other instruments. The College's commitment to evaluation is demonstrated at all levels from the annual outcomes assessments of all Learning Team departments and divisions and graduate surveys to student evaluations of faculty. A recently formed Strategic Planning Task Force, chaired by the Dean of Continuing Education, Community and Economic Development is charged with working with the professional staff to construct a comprehensive strategic plan which includes applying for Title III monies to improve the availability of institutional research.

Organization

Since the merger, the basic organizational structure of Connecticut's Community-Technical College System has remained much the same. However, there is a remarkable diversity in the distinctive character of each of the twelve colleges as a result of differences in size, resources and service areas. Governance is vested in several agencies including the State Legislature, Board of Governors (BOG) and the Board of Trustees of Community-Technical Colleges (BOT), the last having the ultimate authority for NVCC's governance. The BOG's Standing Advisory Committee and the BOT include faculty, administrators and student representation; a student and staff member from NVCC sit on these Boards representing the entire System. The Community-Technical College System Chancellor is the chief agent to the BOT responsible for its proper functioning.

At the College level, the President is responsible for meeting the College's strategic goals and realizing its mission. The President's decision-making process is a three-tier process consisting of (1) recommendation received, (2) statement of intent and (3) action. These steps, separated by one-week intervals, are announced in the President's *Weekly Bulletin*. The President's Cabinet, in its advisory capacity, consists of the Dean of Administration (Administrative Unit), Dean of Learning and Student Development (Instructional/Student Services Unit), Dean of Continuing Education, Community and Economic Development (CECED) and Associate Dean of Resource Development. The recent retirement of the Dean of Learning and Student Development has resulted in a long search for his replacement and possibilities for reorganization. The NVCC Regional Advisory Council provides a link between the College and the community's educational and training needs. Career program advisory councils have an important role to play in forging new directions for academic program development. The College's Advisory System provides for faculty and staff input for the approval of new courses and programs, academic standards and student services.

Academic Programs – Proliferation and Computerization

NVCC offers 65 associate degree programs (not including "areas of focus") and 45 credit certificate programs. The associate degree programs include both General Studies and Liberal Arts and Sciences. All degree and certificate programs have outcomes clearly stated in the Catalog. The new programs initiated and instituted since the NEASC Fifth Year Interim Report reflect the ever-changing needs of our service area--especially in the fields of computer technology, business and allied health. Programs that are unique in the System include Dance, Horticulture, Aviation Science and Digital Arts Technology. The implementation of new programs has been predicated on the System's "Best Practices 21st Century Academic Model" as a strategic goal. The development of electronically mediated courses and programs has been guided by the CIHE's "Best Practices for Electronically Offered Degree and Certificate Programs."

New courses and programs proposed by the academic divisions are reviewed by the Curriculum and Educational Affairs Committee, and then must pass through a series of approvals including a vote by the College's entire professional staff, the President, the BOT and BOG as appropriate. It is generally the case that the initiation of a new program simultaneously generates a cluster of new courses to realize specific objectives of the new program. Each program is supported by the Common Core of General Education consisting of 24-25 credits--six each in communication skills, mathematics/science, behavioral & social sciences and arts & humanities. Occupational programs and individual courses are periodically evaluated by means of internal self-studies followed by an on-site visit by a team of experts in the field. In addition to NEASC accreditation, several degree

programs have specialized accreditations. Although NVCC is an open admission institution, there is selective placement in certain programs. Placement testing serves to identify those students needing additional academic preparation. Credit-free programs are designed and implemented by three program centers in the CECED--the Centers for Learning Enterprises, Nursing and Allied Health Continuing Education and Business and Industry Training. Credit-free certificate programs and courses deliver knowledge, skill development and enrichment opportunities. Activities include workshops, seminars, distance learning, customized training programs, job profiling and professional development consulting services. Through collaboration with the Connecticut State Department of Labor, the CECED Unit and local businesses, NVCC provides productivity-enhancing training in technical and management skills. Ongoing assessment occurs using the "Quality Standards for Continuing Education" model--a model developed at NVCC and receiving national recognition. There are a number of formal links between credit and credit-free programs and courses.

Teaching and Learning Emphasized

Creative and conscientious full- and part-time faculty accommodate various learning styles by providing alternative modes of delivery. The Academic Model changed the emphasis to a student-centered environment--learning through lectures, group work, laboratory and studio work, video presentations, computer simulations and journal assignments in class and online. The faculty strive to utilize new teaching approaches and instructional technologies in combination with traditional modes of instruction to maximize student attainment of 21st Century Skills. The use of multimedia/computer applications and the implementation of web-enhanced and distance learning courses are areas of significant growth since 1997 and have changed the teaching and learning landscape. The College has joined a systemwide partnership with the Connecticut Distance Learning Consortium to host WebCT courses and allow integration with the Banner Student Information System.

Faculty are focused on the intellectual development of students to attain the goals of the College's Mission Statement. All full-time faculty are recruited and appointed according to procedures stipulated by the BOT and NVCC's Affirmative Action policies. Faculty rights, responsibilities, governance, conditions of employment and evaluation are guaranteed by the Collective Bargaining Agreements (CBAs) of the Congress of Connecticut Community Colleges and the Federation of Technical College Teachers, American Federation of Teachers. Consistent efforts by both bargaining units have led to increasing harmonization since the merger in areas of promotion, tenure, salary and benefits. It has become increasingly necessary to hire adjunct faculty from business and industry for their special expertise in certain content areas. Although the adjunct faculty outnumber full-time faculty in any given semester by 2:1, two-thirds of all course sections are taught by full-time faculty. All full- and part-time faculty participate in an evaluation process which includes self-evaluation, students evaluations (every semester) and instructional observation and evaluation by the administrator of each academic division. Professional development activities have increased in scope since 1997. They include a bi-annual systemwide full day of seminars and workshops, on-campus conferences and programs, an array of computer mini-courses offered by the Information Technology Department and programs offered by the systemwide Center for Teaching. Professional development funding is available for travel and attendance at conferences, subscriptions to journals and publications, sabbatical leaves, personal services agreements to bring

special consultants to the campus and retraining opportunities. The CECED Unit has designed a comprehensive program of professional development to enhance faculty teaching skills.

Student Services Specialize

NVCC offers a comprehensive array of student services to assist students in achieving educational success by providing support services and activities. The Learner Services Division is responsible for most student services including counseling and academic advising, cooperative education/employment services, services for minority students, health and disability services and student activities. The Dean of Administration administers financial aid, bookstore, cafeteria, public safety and services provided by the Information Technology (IT) Department. The Banner System has made a huge difference in the way student services are administered and the responsiveness to student needs. Tutoring is available in the Writing Center, Pronovost Mathematics Lab and the Science Exploration Center. Student activities include a large array of clubs and organizations some of which are directly related to academic areas. The Student Senate, recently renamed the Student Government Association, is an integral part of campus life. Recreational sports, alumni activities, student orientation, records and veterans affairs are important components of student services. Although NVCC has a proud history of men's and women's intercollegiate sports, after careful examination of all factors, the professional staff voted to move in the direction of creational sports programming.

Learning Resources Center

The Max R. Traurig Learning Resources Center (LRC) is the College's hub for information resources and services. The LRC includes the Library, Electronic Classroom and the Media Department. The Center supports a diverse customer base with a collection in a variety of formats. The collection serves the community by providing materials to other libraries through interlibrary loans. The LRC website allows access to the Online Patron Access Catalogue which lists all Library holdings. Full text databases allow continuous remote access. The LRC participates in several programs that facilitate inter-institution exchange of resources. The Electronic Classroom supports students with hands-on Library instruction for researching assignments. The Media Department supports the academic divisions through services designed to enhance classroom instruction. Distance learning and multimedia technology coordinators assist faculty involved in web-enhanced and distance learning courses.

Information Technology Resources

The Information Technology (IT) Department maintains 27 servers to provide academic and administrative computer support including hardware/software installations for offices and computer labs, training for faculty and staff, LAN/WAN network services and application support for SCT Banner. The SCT Banner product is NVCC's administrative system software. The Banner Oracle database is housed at the Data Center in Hartford and supports the Community-Technical College System. NVCC was a leader in the System for both serving on the planning committees during the implementation of Banner and then in utilizing Banner by developing the first communication plan in Enrollment Services. NVCC students can access grades and schedules, register online, pay fees and receive financial aid information through a web browser. Online training is also available to faculty and staff through Element K licenses. IT supports campus computer installations and network infrastructure. There are 1,100 computers on campus (two-thirds in 38 student labs) with a four-year cycle of replacement. Due to the Network Infrastructure Project, sponsored by the

Community-Technical College System, 70% of the campus has upgraded data cabling to Category 6 levels. New fiber optic cabling has been installed in Kinney Hall, Ekstrom Hall and the LRC as a result of this project.

Buildings and Grounds

The College's four major buildings are situated on an attractive 110 acres of roadways, gardens and lawns. The grounds include the Tamarack Arboretum and Glacier Ridge Trail. The entrance roadways were recently named Ruth Parsons Drive – East and West. Kinney Hall houses administrative offices, student services offices and faculty and staff offices for the Divisions of Arts & Humanities, Behavioral & Social Sciences and the CECED Unit. Ekstrom Hall includes faculty and staff offices for the Business, Nursing and Allied Health and Math/Science Divisions (with an astronomical observatory and a new biotechnology lab) and the IT Department. Founders Hall houses faculty and staff offices for the Engineering Technologies Division. The Centers, the large connector building between Kinney and Ekstrom Hall, houses the Fine Arts Center (A), Cistulli Student Center (S) and the Traurig Learning Resources Center (L), all of which are both functional and aesthetic. All buildings contain numerous classrooms and computer labs. The Automotive Technician Center and the Danbury Training Facility are located off campus. The recent addition of the Lever Atrium adjacent to the Mainstage in the Fine Arts Center can accommodate receptions, professional staff meetings and theatre performance intermissions. The Mainstage is the residence of the Waterbury Symphony Orchestra, provides a site for theatre productions and is available to groups in the community. Spacious art and dance studios and the Playbox Theater are integral parts of the Fine Arts Center. A walkway, referred to as 5th Avenue, runs through the entire length of the connector building providing several sites for student and artist-in-residence exhibits and many annual events throughout the year. A new technology building is in the process of being designed. NVCC provides access and signage for persons with disabilities. The College has used bond funding to make a number of improvements and repairs to Kinney and Ekstrom Halls and the Centers. The Public Safety Department provides security 24/7 and is in compliance with all Federal reporting mandates.

Financial Resources

The College's financial resources are monitored by the Dean of Administration and administered by each Unit of the College. The financial stability of NVCC is dependent on the following four sources of revenue:

General Fund--an annual budget from the BOT that is allocated by the College via well-defined external and internal budget processes and explicit timelines.

Operating Fund--comprised of tuition from credit courses and auxiliary funds from other sources including continuing education courses, bookstore and cafeteria revenue, summer school and contract services.

Grants and Donations--received from public and private sources administered by the Office of Resource Development.

Bond Funds--appropriated by the Legislature for capital expenditures such as building repairs, equipment, information technology upgrades and special projects.

NVCC does not have direct authority to raise tuition or fees but can hold funds in reserve for unexpected expenditures. The BOT Operating Fund Policy requires System Colleges to maintain reserve funds at a specified level. Since NVCC reserve funds have been depleted in recent years, the

College is under a directive to re-establish these funds. Therefore, NVCC must increase its reserve funds \$500,000-\$600,000 for each of the next three years. This and reduction in the State budget income has resulted in a freeze on full-time positions and reductions in educational assistants, supplies, equipment and other budgetary constraints. The Office of Resource Development (ORD), in conjunction with the NVCC Foundation, secures and distributes funding from private and public sources. Segments of the ORD include the NVCC Foundation, grants and grant writing, alumni affairs, institutional studies/research and scholarship and endowment funding.

Public Disclosure

The College catalog, course schedules, student handbook and Website provide accurate descriptions of the College's facilities, physical and learning resources, programs and student services. These publications and many others including program flyers and viewbooks are essential for communication with the public. The Office of College Marketing, established in 1998, recently launched a redesign of the College Website. NVCC's Website includes the College's homepage, links to all publications, Banner online, access to WebCT, division homepages and programs of study and other information for new and returning students. Students publish the Tamarack (student newspaper), The Happening (listing of upcoming events) and FreshInk (a literary and student art publication). An invitation for third-party comments during NVCC's Self-Study was issued in an area newspaper and to the NVCC Foundation Board.

Integrity

All individuals in the College community have a commitment to the highest order of ethical behavior reflected in all the standards of this Self-Study Report. To be sure, Federal and State laws and regulations, BOG and BOT policies, College policies and CBA wording formally define ethical standards. The College's faculty and staff extend themselves beyond the formal regulations in their regard for students and each other. The atmosphere at his College is conducive to free debate on issues of wide campus interest. By debating these issues we set an example of sound ethical behavior for our students. Only in this way can we be assured that our graduates will discharge the offices of their lives with reputation.

“Reflecting the democratic ideals of America, community colleges have broken with traditional education. Their services are shaped by the core values of open access, community responsiveness, resourcefulness and a clear focus on student learning.”

George Boggs, President and CEO, AACC



Standard One Mission and Purposes

"As Naugatuck Valley Community College enters the 21st century, the College will continue to be a community-based learning environment rich in human services, demanding and encouraging excellence in all areas, and regarding the development and success of learners as the primary objective."

*From the NVCC Strategic Plan September 1997 to August 2002,
Mission, Vision, Values, Goals, Assessment*

STANDARD ONE MISSION AND PURPOSES

Description

The Naugatuck Valley Community College (NVCC) Mission Statement reflects both the mandate from the Legislature for Connecticut's Community-Technical College System (CCTCS) as provided by Public Act 92-126 Section 27a *and* the specific character and vision of this College. The Statement serves the public and complies with the Standards of the Commission on Institutions of Higher Education. The Mission Statement addresses the major objectives of community college education: to provide affordable educational opportunities that complement the needs and nature of our service region. The Statement is crafted to embody the College's core values that span all elements of academic and professional life. NVCC has more fully defined the Legislative Mission Statement to reflect a broad representation of the College mission, goals and objectives.

Wording of the Mission Statement

The Mission Statement was originally incorporated in a Role and Scope Statement that mirrored the Board of Governors' (BOG) Strategic Plan. The current Statement is different from the all-inclusive Role and Scope Statement of a decade ago. The current 175-word Statement is concise, supports the BOGs' Strategic Plan and focuses on integrating computer technology and learning, mastery of basic skills, and marketability of these skills. The Mission Statement focuses on a global outlook, economic outreach to provide for an ever-changing economy, an international student base, regional/State job needs and increasing financial resources from outside the Connecticut Community-Technical College System. Although the College and the System started strategic planning at different times in 1998-99 the College aligned with the CCTCS Goals in order to create a coordinated effort and allow for a more systematic response to legislative expectations. The Statement appears in the College's Catalog and other appropriate printed publications and on the College Website.

Objectives and Planning

NVCC's Mission Statement is intended to provide a framework in which the College establishes goals and develops planning strategies. Among these are a strategic planning model, a faculty development plan, technology and infrastructure planning, fiscal plans, marketing and enrollment services planning, and academic division and department plans. The College's stated goals are a logical consequence of the Mission Statement itself. The Statement drives the five-year Strategic Plan, discussed in detail in Standard Two. Under the direction of the President and working through deans, division directors and department chairs, specific operational objectives are established annually, by March 1, and are designed to meet the College's mission and goals. These goals and objectives, and the means whereby their effectiveness has been assessed, are posted to NVCC's public folders in Outlook. They are updated and modified on a yearly basis.

STRATEGIC PLANNING MODEL (1997 – 2002)

Vision - Values

MISSION STATEMENT

Naugatuck Valley Community College provides educational opportunities that enable citizens of the region to accomplish their individual learning goals, thus contributing to the economic, academic, social and cultural development of the region. We provide quality, affordable education and career preparation that are responsive to the ever-changing needs and interests of the community.

External Scan
 Opportunities and Threats
 Competition
 Labor Projections
 Advisory Committees
 Community Needs Assessment
 Legislative/Executive
 Interactions

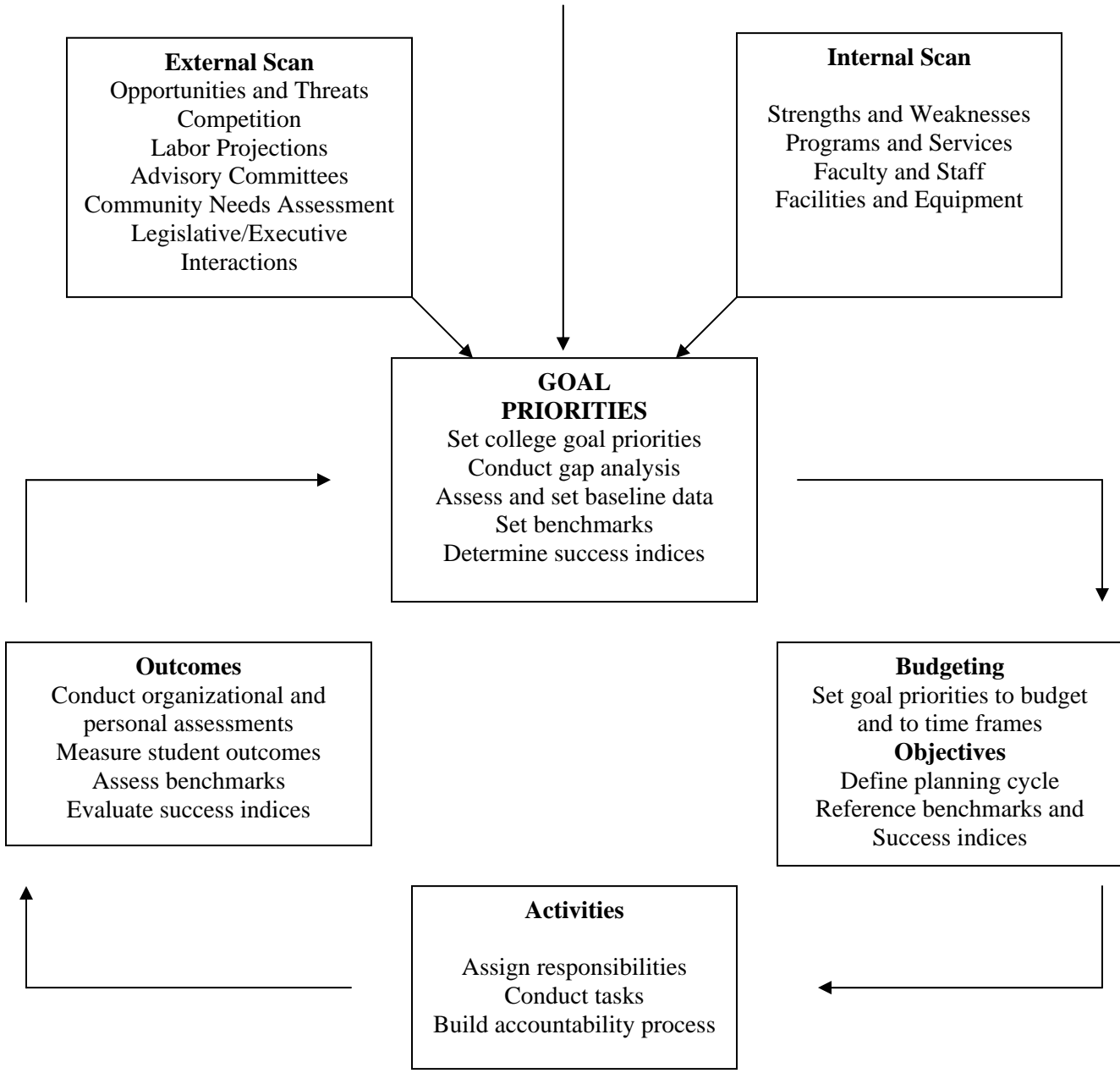
Internal Scan
 Strengths and Weaknesses
 Programs and Services
 Faculty and Staff
 Facilities and Equipment

**GOAL
 PRIORITIES**
 Set college goal priorities
 Conduct gap analysis
 Assess and set baseline data
 Set benchmarks
 Determine success indices

Outcomes
 Conduct organizational and
 personal assessments
 Measure student outcomes
 Assess benchmarks
 Evaluate success indices

Budgeting
 Set goal priorities to budget
 and to time frames
Objectives
 Define planning cycle
 Reference benchmarks and
 Success indices

Activities
 Assign responsibilities
 Conduct tasks
 Build accountability process



Systemwide Mission

In 1996 a Systemwide committee consisting of about 50 faculty, deans, presidents, and staff of the Chancellor's Office set to work to construct academic models that would promote ways to more fully engage students in their own learning. The Academic Models Project has had a profound impact on NVCC's mission and purposes as well as that of the 11 other Connecticut Community Colleges. Since that time, the Academic Model has undergone periodic refinement and status reports have been produced—most significantly the Academic Models Committee Interim Report of November 1997. In December 1997, the Model was developed further to create clearer areas of focus and to establish a stronger sense of priority. An Academic Models Development Project was initiated in 1999-2000 that identified 11 major components of the Model as follows:

- Program development and review
- Core general education curriculum
- Student outcomes assessment
- Learner-centered institutional processes
- Infusion of technology into the curriculum
- Program guarantee
- Learner-centered hiring
- Assessment of student goal attainment
- Transfer and job placement
- Institutional research
- Ongoing orientation

Each of the 12 community colleges was assigned a lead role in one of these components (with one duplication) with other colleges identified to assist the lead institution for that specific component. Using these 11 components and existing campus strategic planning processes, colleges consolidated the components into a coherent structure. An extension of the basic Academic Models Development Project is the student-centered 21st Century Best Practices. This 2000-2001 initiative used the original Model and developed measurable outcomes for assessment and effectiveness in the following areas:

- Student outcomes (course, program, general education)
- Student achievement (follow-up research with employers and transfer colleges)
- Student retention
- Learner/customer support services (credit and credit-free)
- Incorporation of instructional technologies in curricula
- Student-centered hiring processes

Periodic Review

There are several kinds of periodic reviews that occur. Utilizing the President's *Weekly Bulletin*, and as part of the annual planning cycle, the President communicates in early Spring to faculty and staff the specific areas of emphasis for the year that will assist with fulfilling College goals. In its continuous evolution, the strategic plan evolves to serve as a review and validation of the Mission Statement. In addition, the Department of Higher Education requests revision to the role and scope statement periodically. The Connecticut Community-Technical College System reviews of its vision, mission, values and goals and the history of the development of the Academic Models concept are found on the System Website. The Academic Model was designed with an assessment system in place.

Appraisal

The Mission Statement is reflective of the all-embracing purposes of community college education. The Statement is consistent with Legislative and Connecticut's Community-Technical College System goals and complies with the standards of the Commission on Institutions of Higher Education. NVCC can claim with confidence that its mission and purposes are accepted and widely understood by its trustees, administration, faculty and the community. The following highlights indicate some of the ways in which the College realizes the elements of its Mission Statement and are intended to provide the reviewer with a snapshot of NVCC.

Create a learning environment which integrates knowledge, technology, and contributes to the development of the whole person.

Classrooms, laboratories and the Learning Resources Center all enhance the traditional learning environments through the incorporation of information technology capabilities, thereby providing students with 21st Century Skills. NVCC leads the other Connecticut community colleges in the number of distance learning, multimedia and web-enhanced courses. The transition to learner-centered instruction is ongoing.

Provide an education which requires all learners to master the skills and competencies necessary for productive living and lifelong learning.

Students in most associate degree programs are required to successfully complete courses in the Common Core of General Education encompassing communications, mathematics, science, behavioral & social sciences, and the arts & humanities. Program departments in the Continuing Education, Community and Economic Development Unit address the needs of displaced workers by providing lifelong learning opportunities. Continuing Education programs have been developed to establish links between credit-free and credit programs that prepare students for college level work.

Offer vocational and technical education leading to marketable job skills and competencies needed to thrive in a dynamic global economy.

The College offers a wide variety of credit and credit-free courses of study including programs in applied computer technology, information systems, business technology, engineering technologies, environmental science, and several health care and human services programs. The Aviation Science, Horticulture, Fine Arts—Dance and the recently approved Digital Arts Technology Program are unique to NVCC within the Community College System.

Offer program and related courses which transfer to four-year institutions.

Since 1992 the College has entered into 13 articulation agreements with four-year universities; 21 associate degree programs are included in these agreements. The University of Connecticut extends admissions priority to qualified NVCC students. The Counseling Center, and faculty and staff advisors assist students intending to transfer. Some staff members serve on the Statewide Advisory Council on Student Transfer and Articulation.

Present developmental/remedial studies which contribute toward upgrading student skills to the levels necessary for successful collegiate work.

NVCC offers developmental courses in Mathematics, English, Academic Skills Development and English as a Second Language (ESL). The Accuplacer Testing Program determines placement. In

Fall 2001, 69% of entering students required developmental English courses and 76% required development mathematics. The Academic Skills Development Program addresses deficiencies in reading, study skills, and critical thinking. Developmental courses are rigorous, well monitored, and are taught by well-prepared full-time and adjunct faculty.

Provide support services to help learners explore their learning goals and reach their maximum potential.

Learner support services include academic skills development, counseling, cooperative education, employment services, financial aid, health and disability services, computer resources, library services, veterans assistance, multicultural student services, the Science Exploration Center, the Pronovost Mathematics Lab, and English writing labs among others.

Provide access to the College and support within the College for under-represented groups.

The Board of Trustees is committed to National and State non-discrimination statutes, to the goal of achieving equal educational opportunity and to full participation for students with disabilities. The College is in full compliance with BOT mandates and is committed to providing support to under-represented groups. Space and financial support are provided to such student organizations as the Black Student Organization, Hispanic Student Union and the International Club. There is also a part-time multicultural liaison to assist minority students with admissions and financial aid procedures. NVCC adheres to all the provisions of the Americans with Disabilities Act.

Reach out to both traditional and non-traditional College populations and encourage them to use the College's resources and opportunities.

The Office of Enrollment Services reaches out to a diverse population through high school recruitment visits, college fairs and other means. The Office of College Marketing designs publications that target non-traditional students and senior citizens. The College Website has a section specifically designed for the adult learner and other targeted populations. Both traditional and non-traditional students enroll in distance learning courses. Regional outreach programs include the Connecticut Collegiate Awareness and Preparation Program (CONNCAP) and the Bridge-to-College Program designed to assist economically challenged and/or first-generation participants to complete high school and prepare for college.

Become proactively involved in alliances and programs that foster the economic development of our State and region.

The Center for Business & Industry actively engages in partnerships with Connecticut's Department of Labor and the Department of Economic and Community Development to develop and provide business training. Faculty and staff hold memberships on program-based advisory committees. Some of these alliances have resulted in donations of instructional equipment to the Nursing and Allied Health, Engineering Technologies, Business, and Math/Science Divisions. Collaboration with public and private enterprises has resulted more recently in the solar panel and fuel cell technology projects.

Encourage and support learners to become active and contributing citizens.

Scholarship funds, transition counseling for career changers, allocations for student and educational assistants in the academic divisions, financial aid in the form of Federal Pell Grants, Connecticut Aid for Public College Students (CAPS) and other sources, all motivate students to remain active

learners and involved citizens. The Work-Study Program administered by the Financial Aid Office contributes to this effort, as do NVCC Foundation scholarships awarded to students who exemplify academic excellence. Many programs encourage student participation in related professional organizations to become active members of their profession and professional community.

Projection

Although NVCC's Mission Statement is but 175 words long, its scope is broad and far-reaching. It is projected with certainty that the College will continue to fully subscribe to the wording and meaning of the Statement. New strategic planning initiatives may necessitate revision in order to continue to meet the needs of individuals within the College's community and ever-changing society. At the same time, every attempt will be made to maintain and emphasize our distinctive institutional character within Connecticut's Community-Technical College System.

The College will continue to appreciate that 21st Century students are different from students of a decade ago--and that students in 2012, when the College will be preparing its next full NEASC Self-Study Report, will be vastly different from the students of today. An increasing number of under-represented students may enroll. But at the same time it appears that more and more highly qualified students are enrolling to stay closer to home in the aftermath of September 11. Also, the new UConn-Waterbury campus will open in 2003 with an increasing number of Bachelor and Masters Degree programs that will cause us to make adjustments in order to complement and build bridges to the new programs. The Digital Age will herald changes in institutional infrastructure, curricula, learning methodologies, student services, faculty engagement and certainly the way we assess and evaluate ourselves. Therefore, the Mission Statement must undergo a process of continual evolution to reach and serve our future students.

The first step in assuring we are fulfilling our mission is to implement the recommendations proposed in this Self-Study and move aggressively in the directions we have identified; our strategic planning will point the way. In this way we will move purposely and confidently toward achieving our collective vision for the College.

Sources of Information and Assessment

Academic Models Committee Interim Report (11/1/97)
Academic Models Steering Committee Report (Spring 1998)
Academic Skill Development Self-Study Report (Spring 1999)
Affirmative Action Reports (1991-2001)
College Catalogs (1994-1995, 1995-1997, 1997-1999, 1999-2001, 2002-2004)
Connecticut Community Colleges – Connected to Connecticut's Agenda (2001)
Connecticut Community-Technical Colleges Academic Models: Active Learning Subcommittees
Connecticut Community-Technical College Academic Models: Recommendations (9/2/98)
Employees' Policies & Procedures Manual (July 1998)
English as a Second Language (ESL) Self-Study Report (Spring 1998) and ESL Adjunct Manual
ESL Courses at Naugatuck Valley Community College Flow Chart
Facility Master Plan (with Appendices A & B) (8/1/00)
Faculty Guide for Students with Disabilities (1996-1997)
Financial Aid Handbook

Guaranteed Admission Agreement between the Connecticut Community-Technical Colleges
and The Connecticut State University System
Guide for Students with Disabilities (1998-1999)
Strategic Plan September 1997 to August 2002: Mission, Vision, Values, Goals, Assessment
Technical Mathematics for Tomorrow: Recommendations & Exemplary Programs Info Sheet
Writing Center Fall 2000-Spring 2001 Report
www.commnet.edu
www.nvcc.commnet.edu/welcome/mission.shtml



Standard Two Planning and Evaluation

"After you've done a thing the same way for two years, look over it carefully. After five years, look at it with suspicion. And after ten years, throw it away and start all over."

Alfred Edward Perlman

"You've got to be careful if you don't know where you're going, because you might not get there."

Yogi Berra

STANDARD TWO PLANNING AND EVALUATION

Description

Naugatuck Valley Community College (NVCC) has several processes that ensure the College plans for its needs, evaluates successes and failures and incorporates new ideas. These processes are integral to College operations at all levels and involve faculty and staff in the creation and evaluation of planning for NVCC's future. Planning and evaluation supports the College's Mission and purposes, anticipates future needs, and ensures accurate and timely data collection.

The major documents that guide our planning and evaluation efforts include the College's Strategic Plan for 1997 - 2002, the Facility Master Plan, the College Goals for 2000 - 2003, the Academic Plan for 2001- 2005, the Connecticut Community-Technical College Board of Trustees' Strategic Goals, and the Connecticut Legislative Goals for Higher Education.

Strategic Planning and Institutional Studies

NVCC's goals and objectives are based on the College's Strategic Plan that originates from the broader System goals, which in turn are based on Legislative goals. The College's Strategic Plan for 1997- 2002 and the Board of Trustees strategic goals are companion documents used as the foundation to guide the College and all Units in the annual planning process. In October 1996, the Professional Staff approved a resolution to develop a comprehensive strategic plan with eight specific goals to encompass all aspects of the College's activities and to ensure its mission. A Strategic Planning Committee was convened in February 1997 that consisted of 33 individuals appointed by the President and representing professional staff, students, and members of the College advisory committees. In his charge to this committee, the President asked for a statement of core values, a link between plans and resources, and a mechanism for assessment and self-correction. The initial draft was presented to the Professional Staff in August 1997. The final plan was unanimously approved in October 1997. In Spring 2002, a new Strategic Planning Taskforce was established under the leadership of the Dean of Continuing Education, Community and Economic Development.

The College has made a distinction between institutional studies and institutional research. Institutional studies is the systematic collection and analysis of data for the purpose of record keeping, plotting trends and decision-making. Institutional research is a more scientific initiative posing questions and investigating the operations of the College using research designs that ultimately make predictions more accurate and improve what we do. We do not do much of the latter.

The College operates with a decentralized institutional studies structure. Many of our institutional studies that yield fiscal and enrollment data are done at the Department of Education (DHE) or Community-Technical College System level on an ongoing basis. These data are valuable information-based sources to under-gird decision-making and trend analysis. As a way of

organizing these data and campus generated statistics, the College began maintaining a Fact Book in 1995 which until recently was only hard copy. Since 2001 it has also been available on the Website.

In addition, institutional data gathering and analysis takes place at NVCC in the Department of Information Technology (IT), Offices of the President, Registrar, Enrollment Services, Academic Assessment and Professional Development, Marketing, Continuing Education, Facilities, Human Resources, Resource Development, Fiscal Affairs and Public Safety. Data from throughout the College is analyzed and utilized for planning and evaluation purposes.

It also needs to be noted here that data are gathered by NVCC and two of its similar-sized sister community colleges (Manchester and Norwalk) and the three have entered into an agreement with three peer institutions in other parts of the country to facilitate comparisons and benchmarking.

Unit Planning and Evaluation

The Learning and Student Development Unit plans for long-term needs of the institution using the Academic Plan and short-term Strategic Plan goals. The Academic Plan for 2001- 2005 identifies the future academic needs of the College, students and the community. Faculty and staff are actively involved in the creation and adjustments to this five-year plan. Each division and/or department sets forth a series of objectives and specifies a time period, activity, outcome, cost and funding source to meet each objective. Additionally, all divisions and departments create a yearly strategic planning document. These short-term plans support long-term goals and address the changing needs of the College and the communities it serves. Many of the decisions that affect the everyday functioning within this Unit, such as departmental budgets, plans for hiring faculty and administrators, admission and enrollment goals, course scheduling and student affairs are made on an annual basis. Since the adoption of the Faculty Development and Review Plan in Spring 2000, faculty also conducts an evaluation of their professional outcomes on a bi- or tri-yearly basis, under the supervision of the division director. New course and program development follows a structured planning procedure that is detailed in Standard Four.

The annual planning cycle of all College departments and divisions reporting to the Dean of Learning and Student Development requires annual outcome assessments. Each division and department evaluates their goals and determines, by analyzing activities, if the goal was achieved or needs to be continued in the next planning cycle. The goals and outcomes are made available in the public folders in Outlook.

The Community-Technical College System has developed a process for assessing the quality of credit faculty instruction and service. These performance evaluations are conducted using the Faculty Development and Review Plan guidelines discussed in detail in Standard Five. New faculty and programs are given primary consideration for evaluation to identify improvement areas. All staff are evaluated on a cyclical schedule.

The Continuing Education, Community and Economic Development Unit (CECED) consists of five departments. Two departments provide services and support for the entire College (Office of Facilities Management and Office of College Marketing). Three program departments develop credit-free course programs and certificates (Center for Nursing and Allied Health Continuing Education, Center for Business and Industry Training, and Center for Learning Enterprises). All

five departments plan and evaluate activities throughout the year. On an annual basis, the five department directors generate goals and objectives that dovetail with the goals of the College. Evaluations of these objectives are conducted at mid-year and again at year-end. During this planning cycle departments also prepare annual budget recommendations that are reviewed, approved, and revised by the Dean of Continuing Education, Community and Economic Development for approval by the Dean of Administration. Market research assists in determining future demands, interests and trends for the program departments. Program coordinators present findings to the Dean of CECED to justify new courses and programs, and to confirm the continuation of viable existing programs and services.

The CECED Unit determines the effectiveness of its planning and evaluation activities by monitoring enrollments, conducting market research through comparison of program elements to other institutions, and participating in regional, Statewide and National organizations. Within the three Continuing Education program departments, students complete detailed surveys at the completion of every course. This is done to ensure that students meet the learning requirements as defined by both the State (in some cases) and by the departments' own outcome measures. Courses in the fields of health care (nursing, CNA, EMT, etc.), real estate and computer technology are specifically affected by these stated requirements of educational objectives. These activities ensure their growth and improvement as a provider of quality continuing education. In addition to the contractually required evaluations of permanent staff, the CECED Unit performs annual evaluations of part-time staff for performance improvement and professional development purposes.

The Administrative Unit includes Information Technology (IT), Campus Support Services, Public Safety, Human Resources, Financial Aid and Business operations. The Unit uses a less formal means of yearly goal assessment. Goals and objectives are discussed in staff meetings or within individual performance evaluations, and outcomes are reviewed in the same manner. Only management personnel and the Dean of Administration have written goals and objectives for evaluation purposes. The Director of IT meets bi-annually with each academic division throughout the College to plan software and computer hardware purchases, lab configurations, and any technology needs. Facilities planning is organized through a system of assessment of needs, search for funding (College, System resources or Bond Commission), a bidding process, and a final plan. The Facility Master Plan identifies future needs and plans for campus building and renovation, including technology enhancements, and ADA code improvements.

The College's multi-tiered process of planning creates a systematic, broad-based and integrated Strategic Plan appropriate to meeting the College's needs, while also providing flexibility to incorporate new objectives and goals.

Institutional Evaluation

The commitment of NVCC to evaluation and planning is essential in fulfilling our educational mission. Our primary goal is to educate and foster lifelong learning. This goal requires continual planning and evaluation to determine our effectiveness in serving students, providing workforce-focused education and training, and using technology to support teaching and learning.

The evaluation and planning process begins before a student enrolls. Enrollment Services uses surveys and data from applications, acceptances, and graduation to direct recruitment efforts and to

project enrollments. The Office of College Marketing utilizes demographic data from the Department of Labor on employment trends and community growth, surveys of potential and current students, and feedback from faculty, staff, and communities we serve to guide its planning. Every career program has an Advisory Council made up of career-related professionals from the community outside of the College. The Councils assist program coordinators to stay on target with trends and industry news.

Focused evaluations of academic programs are conducted to improve curricula and affect students' education. Both internal and external reviews allow departments to determine the attainment of purposes and objectives both inside and outside the classroom. Evaluative materials are obtained through program self-assessments. Department self-study assessments follow a cycle mandated by the Board of Trustees using the Academic Model. Several departments participate in external accreditations to achieve and maintain certification within their fields. The Automotive Technician program's accreditation by NATEF (National Automotive Technicians Educational Foundation), some of the Engineering Technology programs accredited by ABET (Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.), and allied health and nursing program accreditations are examples of these external processes. (See Appendix D, pp. 159-160)

Appraisal

Institutional Planning and Evaluation

NVCC has an organized planning and evaluation system that allows for careful and consistent data collection and analysis. The College's Strategic Plan provides the foundation for all of NVCC's planning and evaluation activities. The Strategic Plan translates into yearly goals necessary to fulfill the College's mission. These goals are evaluated on an annual basis by each division and Unit within the College. Annual assessment ensures that appropriate outcomes are relevant. This is in the form of a "report card" to the Department of Higher Education.

Evaluative information guides planning in several ways. Our internal and external academic program evaluations provide assessment data on needed alterations to program structure. Graduate surveys conducted by the Office of Resource Development (ORD) and by individual departments address various aspects of students' experiences. Responses to these surveys are available to guide planning, to determine educational needs, and to identify areas where improvements are needed. Student evaluations of full-time and part-time faculty are used to determine the effectiveness of classroom and laboratory instruction. Data regarding student enrollment are used to project future demands. The College Catalog offers specific course and program outcome objectives for each certificate and degree program that can serve as outcomes measures. The Office of Academic Assessment and Professional Development conducts numerous surveys to assist.

The Office of College Marketing and the Office of Enrollment Services effectively collect, analyze and apply data to evaluate and alter their services as needed. These Offices publish their annual Marketing Plan and Communication Plan respectively. Since 1997 the use of the Banner Student Information System has provided the opportunity for more efficient data collection and utilization.

The ability of these offices to coordinate their plans benefits students and the communities they serve.

The major strengths of the planning efforts reside in the fact that they are broad-based and involve the participation of many individuals at all levels of the institution. The annual planning cycle allows new needs and shifting priorities to be identified in a timely fashion, while the long-term plans ensure that the mission of the College is fulfilled.

All divisions reporting to the Deans of Learning and Student Development and Continuing Education, Community and Economic Development participate in planning and evaluation by using the same annual planning and outcomes forms. A form is completed which provides information on specific objectives and activities used to meet those objectives, the evaluative process used to determine whether we have met these goals, and the outcomes of the goals that we established for that particular year. Division directors and department chairs, in consultation with their faculty and staff, determine whether or not these outcomes were achieved. Continual re-evaluation, modification, and development of activities to achieve stated outcomes occur to ensure success.

Most career programs have advisory councils in place to assist in meeting the needs of students and prospective employers. These councils are composed of faculty, students, community members and industry specialists who work in that particular program field.

Faculty Evaluation

Faculty evaluation is another mechanism that allows for consistent planning to occur. Students evaluate faculty members in all courses every semester, except summer session. Program coordinators, department chairs and division directors periodically evaluate faculty instruction and professional responsibilities by using the Faculty Development and Review Plan.

In accordance with the College's mission, evaluation focuses on the quality of instruction and the ability of students to do well in their future studies. Collected data and reports concerning the achievement of departmental initiatives, program reviews and certifications, faculty performance evaluations, student evaluations of classroom and laboratory experiences and post-graduate follow-up surveys combine to provide insight in evaluating the College's educational programs.

CECED Planning and Evaluation

The Continuing Education, Community and Economic Development (CECED) Unit staff conducts market research through trend analysis, focus groups, surveys and statistical analysis of student evaluation results. Continuing Education program departments compare program elements (curriculum, pricing, length of course, time and day offered) to those of other educational institutions to ensure that NVCC remains current in providing services. The program staff implements a process of self-assessment using quality standards developed by incorporating best practices in continuing education as well as industry-based standards. The program directors and coordinators engage in regular participation in College-wide, Statewide, regional and National organizations to ensure continuous growth and improvement as a provider of quality continuing education.

Data Collection and Planning

In addition to using various data from Banner for internal evaluation and planning, the College also collects data that evaluate the College's ability to reach its Strategic Goals and the State of Connecticut Legislative Goals for Higher Education. The evaluation results are reported to the Department of Higher Education in three forms: data specific to NVCC, data in collaboration with Norwalk Community College and Manchester Community College (a collaborative grouping of comparably-sized colleges within the Connecticut Community-Technical College System), and through peer institution reports. In February 2001, the first major statistical report of the findings on the Legislative Goals was submitted to the Department of Higher Education.

A major concern is that although the planning efforts are broad-based, they are not always completed on a regular cycle and evaluative data are not always utilized to their fullest capacity. While some departments (such as ESL, Allied Health, Mathematics and English) collect, analyze and utilize data on a regular basis, other programs conduct this type of analytical survey only when data are needed for internal and external program reviews. Data that are collected regularly, such as the Connecticut Community College System Graduate Report, are not utilized by all divisions and departments for identifying and addressing needs. Finally, because many of the assessment efforts are new and still developing, it is too soon to determine to what degree they have impacted student achievement.

The correlation between analysis and development of other planning mechanisms is also weak due to timing. The development of the Academic Plan and other plans, such as facilities, technology, and marketing is not done in a time frame that allows each document to be updated and released contiguously. Although the plans connect at some point, the documents stating the plans are not developed and released together.

Funding is critical to all planning and evaluation. A disconnection between budgetary needs of the departments and actual budgets exists because the Legislature releases funds after departmental goals are established. Funds are released too late in the academic year to allow for new plans to be established with full faculty and staff input.

The President's *Weekly Bulletin* discusses current and future planning and elicits faculty and staff feedback. Time is given for faculty and staff to analyze the proposals and to provide input into their development. However, the impact of *Weekly Bulletin* publication and discussion of planning is diminished by inconsistent and sparse feedback.

NVCC is working towards improving planning and evaluation. If there are weaknesses in the decentralized approach to institutional research they are that these processes are not coordinated in a single office or with a single individual. Meetings that occur with other community college professionals throughout the System is fragmented and not on a co-equal basis. Based on the strengths and weaknesses identified herein, it is evident that the College needs to focus more effort towards improving the processes of research and data collection, evaluation and planning.

Projection

Data Collection, Analysis and Utilization

In order to improve data collection, analysis and utilization, the College has identified the need to establish an institutional research model that embraces the College's long- and short-range plans. It is anticipated that this institutional research model will include staff that will participate in System- and College-wide committees to coordinate data collection; systems will be established for consistent analyses, benchmarking and effectiveness measures. Successful strategic planning and institutional effectiveness reports will be contingent upon sound data collection and analysis.

Use of Standardized Planning and Outcomes Forms

The success of the unified planning process and use of standardized forms by those divisions and departments who report to the Deans of Learning and Student Development and Continuing Education, Community and Economic Development has been noted. The availability of these forms for viewing on the internal computer network has created a consistent reporting measure. The creation and implementation of a similar process of planning and evaluation for the other Units is recommended and anticipated.

Increase Feedback into the Planning Cycle

An increase in the quantity of internal feedback concerning planning is desired. The President has reconstituted the Strategic Planning Taskforce and designated the Dean of Continuing Education, Community and Economic Development as the Chair. It is therefore anticipated that the College will continue to improve and refine processes and measures to better document achievements. Although the administration makes a diligent effort to coordinate all planning and evaluation methods, knowledge of those processes is not commonly known by all faculty and staff. Resources to clarify the relationships among System goals, the College's strategic plans and departmental and individual faculty member's annual plans are anticipated.

Sources of Information and Assessment

Academic Plan 2001-2005

ASD pre- and post-placement exams and results (Spring 2001)

Behavioral and Social Sciences Division AY 2001

Business Division AY 2001

CBASE Closure Report 1993- 1996

College Goals 4/4/01

CECED course/ student surveys

CECED faculty and staff evaluation forms

Connecticut Community-Technical College Student Evaluations (of Faculty)

Connecticut Community-Technical College System Graduate Survey and Results AY 2000

Connecticut Community-Technical College System Strategic Goals

Connecticut State Legislative Goals

Discipline Review Process Fall 2000

Division of Allied Health and Nursing, Graduate Follow-up Survey and results 1996- 1999

Divisional Yearly Goals and Objectives Form

English placement and exit exams and results
Enrollment Services- Student Admissions Survey
Faculty Additional Responsibility Assessment
Faculty Development and Review Plan
Mathematics pre- and post-placement exams and results
NVCC Advisory Councils 2000- 2001
NVCC College Catalog
NVCC College Goals 2000- 2003
NVCC Facility Master Plan
NVCC Foundation Development Plan 2000-2003
NVCC Strategic Plan 1997- 2002
NVCC Strategic Planning Committee and report dated August 27, 1997
Office of College Marketing, FY2001 Marketing Plan
Office of Enrollment Management, Admissions Survey 8/1/01
Office of Facilities Management AY 2001
President's *Weekly Bulletin*
Professional Staff Meeting 10/28/97
Program Review Process Fall 2000
Program self-evaluation chart
Report to Department of Higher Education February 2001
Student Satisfaction Survey Summer Sessions 2000 & 2001
Technology and Infrastructure Document (Information Technology)



Standard Three Organization and Governance

Mattatuck Community College and Waterbury State Technical College merged in 1992 to form Naugatuck Valley Community College.

Dr. Richard Sanders came to the campus as President in 1984. Dr. Stephen Colwell, Dean of Administration, has held administrative positions since 1974. Dr. Joseph Cistulli, Dean of Learning and Student Development (until his retirement in 2001) had been associated with the College since 1967. Dr. Larry Smotroff, Dean of Continuing Education, Community and Economic Development joined the College in 1979.

As of September 2001, the four senior administrative officers of Naugatuck Valley Community College had served this College for 100 years!

STANDARD THREE ORGANIZATION AND GOVERNANCE

Description

The Statewide organizational structure for Connecticut's 12 community colleges has remained essentially unchanged, with the exception of modifications to accommodate the Board merger with the Technical College System in 1990 and the merger of five community colleges with five nearby technical colleges in 1992. Governance is vested in several connected agencies including the Connecticut State Legislature, various State agencies, the Board of Governors (BOG) and the administrative offices of the Department of Higher Education (DHE), the Board of Trustees for Regional Community-Technical College (BOT) and the local campus in specified areas where authority has been delegated. (See Appendix C, pp. 155-158)

The Board of Governors

The BOG created in 1982 has the DHE as its administrative offices for developing and implementing Statewide policies and guidelines for public higher education. It is advisory to independent higher education. The BOG has authority over the State's public higher education systems, particularly in the areas of planning, budget and Statewide policy. Public Act 99-285 stipulates the authority of the BOG and the DHE in the following areas:

- Approval of Statewide tuition and fee policies
- Monitoring and evaluating institutional effectiveness
- Developing a Statewide management information system
- Creation of a Statewide plan to attract minority students and faculty
- Approval of a Systemwide missions and institutional role and scope statements

The members of the BOG are volunteers who do not receive compensation for their activities or participation. They meet every other month except during the summer.

Board of Governors Standing Advisory Committee

The BOG Standing Advisory Committee assists the BOG in the performance of its statutory functions and responsibilities in order to strengthen higher education in Connecticut. This Committee consists of 22 college trustees, administrators, faculty and students from the University of Connecticut, the five Connecticut state universities, the 12 regional community colleges, the State's independent colleges and universities and Charter Oak State College (Connecticut's external degree program). Two faculty, two administrators and a student represent each of these groups. Meetings occur 10 times in the academic year. Joint meetings of the BOG and BOG Advisory Committee occur twice a year. *It is important to note that one of the two faculty representatives and one of the two administrative representatives of the 12 regional community colleges on this Committee are on the professional staff of Naugatuck Valley Community College.*

The Board of Trustees

The ultimate authority for the governance of Naugatuck Valley Community College is vested in the BOT. The BOT has responsibility for the governance of Connecticut's 12 community colleges. The Board's duties and responsibilities are clearly defined in Public Act 89-260 and in approved mission statements for each community college. The Board has a total membership of 18 representatives appointed by the Governor or members of the State Legislature; the Governor appoints the Chair. Age, gender, race, ethnic background, and tenure vary widely. Members do not receive compensation for their service. The BOT holds 11 regularly scheduled annual meetings; four to six of those are held on a rotational basis at the 12 colleges. For the purposes of maintaining and enhancing communication, BOT members periodically request reports from regional advisory councils (see below) of the individual community colleges. *It is worth noting that the student representative on the BOT (2000-2002) was a student from Naugatuck Valley Community College and over the past 10 years three students have served in this capacity all of whom had full voting power.*

The Chancellor and Central Office

The Chancellor (former title: Executive Director) is the chief agent to the BOT and is responsible for the proper functioning of the Board and its committees. The Chancellor is also responsible for assuring System compliance with all Board policies. A Central Office staff member, under the supervision of the Chancellor, oversees the work of each of the following standing committees established by the Board of Trustees:

- Planning and assessment
- Academic policies and student affairs
- Budget and facilities
- Personnel

The President

The President is the chief executive officer of the College. His ultimate responsibility is to ensure that the College's strategic goals and mission are fulfilled. Among the President's duties are the following:

- Interpretation and implementation of policies enacted by the BOT
- Recommendations of faculty appointment, tenure, sabbatical leave and promotion to the BOT
- Supervision of and consultation with the Dean of Administration in the preparation of the College budget and operation of the physical facilities
- Supervision of and consultation with the Dean of Learning and Student Development in planning educational programs and implementing policies concerning student admission, registration and other aspects of student life
- Supervision of and consultation with the Dean of Continuing Education, Community and Economic Development in implementing continuing education programs, and implementing policies concerning facilities use and College marketing initiatives
- Supervision of and Consultation with the Associate Dean of Resource Development, College Foundation, institutional studies/research, alumni and volunteer services
- Implementation of collective bargaining agreements
- Ensuring that the College's strategic planning goals and mission are met

President's Weekly Bulletin

The President's *Weekly Bulletin* is an essential part of the governance process and also services as a communication tool. The President's participatory decision-making process is essentially a three-tier procedure consisting of (1) recommendation received, (2) statement of intent and (3) action. These steps, usually separated by one-week intervals, are announced in the President's *Weekly Bulletin*. The *Weekly Bulletin* is used by the President as an official instrument of communication with faculty and staff. As such, in addition to presidential decision-making items, it contains information of interest to members of the College community including new BOT policies, new State and Federal law, provisions of contractual agreements, notes of congratulations and a variety of announcements. The President conducts regular Professional Staff Meetings as another forum for communication between administration and professional staff to expand on and clarify *Weekly Bulletin* items.

The Executive Unit (President's Cabinet)

The Cabinet serves as the President's advisory staff and consists of the President, Dean of Administration, Dean of Learning and Student Development, Dean of Continuing Education, Community and Economic Development and Associate Dean of Resource Development. Generally, the meetings of the Cabinet take place after the monthly meetings of the Presidents' Council of the Connecticut Community-Technical College System. The purpose of the Cabinet is for information sharing from State and local levels, input regarding policy and procedure development, budget issues, unit updates, projected development of new programs and services, and other issues appropriate for this level of administrative review and coordination. Occasionally, others are invited to Cabinet meetings for specific agenda topics.

Administrative Unit

The Dean of Administration is responsible for business operations, payroll and human resources, student financial aid, information technology, facility maintenance, security and budget/fiscal control for the College. The Dean of Administration supervises the following individuals:

- Director of Information Technology
- Business Manager
- Director of Campus Support Services
- Director of Human Resources and Labor Relations
- Director of Financial Aid

Learning and Student Development Unit

Naugatuck Valley Community College is the third largest community college in the State of Connecticut based on credit enrollment. It is organized with an administrative structure that has one dean responsible for learner services and instruction. This model was adopted in 1997 following a large number of retirements including the vacating of the former dean of students position. At the time of reorganization in 1997, it was the president's view that there was fragmentation of services. This view was candidly discussed with the NEASC visiting team chair at the completion of the fifth year interim evaluation and the chair concurred. The fragmentation consisted of separate decision-making among the registrar, admission director and counseling regarding services and particularly the timing of registration and related processes.

The Dean of Learning and Student Development has the responsibility for implementing academic policies and programs that comprise the associate degree and credit certificate academic offerings of the College. In addition, the Dean supervises Admissions/Enrollment Management, Registrar, Counseling, Learner Services, and Cooperative Education. A team of administrators assist the Dean in developing, supervising and evaluating both the College's instructional and student development programs. This group, referred to as the Learning Team, is composed of the following individuals:

- Academic Assessment and Professional Development Director
- Allied Health, Nursing and Physical Education Division Director
- Arts and Humanities Division Director
- Behavioral and Social Sciences Division Director
- Business Division Director
- Distance Learning/Multimedia Specialist
- Engineering Technologies Division Director
- Enrollment Services Director
- Learner Services Director
- Learning Resources Center Director
- Math/Science Division Director
- Registrar
- School-to-College Partnership Coordinator

The Dean of Learning and Student Development conducts regular Learning Team meetings at which issues, problems, recommendations, and concerns pertaining to any and all aspects of the academic operations and student life are debated. Issues may emerge at the Learning Team meetings from the President's office, Cabinet meetings, academic division meetings, Systemwide academic dean's meetings, the Administrative Unit, the Continuing Education, Community and Economic Development Unit, or from individuals on the professional staff.

Continuing Education, Community and Economic Development Unit

The Dean of Continuing Education, Community and Economic Development (CECED) has responsibility for a broad array of services to the College and to the community. The Unit is comprised of three program departments and two service departments as follows:

- Center for Business and Industry Training
- Center for Learning Enterprises
- Center for Nursing and Allied Health Continuing Education
- Office of Facilities Management
- Office of College Marketing

The three program departments are referred to as Centers and focus on providing credit-free courses and proficiency certificate programs for individuals with a wide spectrum of interests including professional development, professional certification, cultural literacy, critical thinking, computer training and business-based knowledge and skills, and other lifelong learning interests. They serve the widest range of individuals in the community from children to senior citizens with a strong focus in workforce development.

The Office of Facilities Management schedules all credit and credit-free courses to ensure conflict-free course schedules, produces exam schedules, acts as the liaison to the community for facility reservations, and manages the shared space process for the College (see Standard Eight). The Office of College Marketing oversees all marketing initiatives, develops strategic marketing plans and implements the production of all College materials including publications, advertising, Website, public relations and direct mail (see Standard Ten).

Resource Development Unit

The Associate Dean of the Office of Resource Development (ORD) is responsible for institutional studies, grants, alumni, and the Naugatuck Valley Community College Foundation, Inc. The Unit is responsible for meeting numerous and growing State requirements for data on students, enrollment, outcomes, evaluations, graduates (follow-up survey) and workforce development. Requests for data come through this Unit, and where appropriate, are forwarded to the NVCC department that routinely collects and analyzes that type of information. Actual institutional research is reserved for specific needs and occasions to answer focused questions and to complete required reporting. NVCC professionals engaged in data gathering and analysis meet regularly with their counterparts and institutional research professionals from the other Connecticut community colleges to share information. Problem solving and best practices are shared as well as training for the various State data system requirements. The Unit is charged with maintaining an alumni database, providing support to the Alumni Council, and conducting fund raising activities through alumni.

The College operates with a decentralized institutional studies structure. Many of our institutional studies that yield fiscal and enrollment data are done at the Department of Education (DHE) or Community-Technical College System level on an ongoing basis. These data are valuable information-based sources to under-gird decision-making and trend analysis. As a way of organizing these data and campus generated statistics, the College began maintaining a Fact Book in 1995 which until recently was only hard copy. Since 2001 it has also been available on the Website.

Grants from private, Federal and State sources are actively sought on an ongoing basis, either directly by the Unit or in conjunction with other departments of the College. The ORD is responsible for communicating grant opportunities to appropriate professional staff, and for coordinating the grant application development process College-wide to prevent duplication and ensure maximum collaboration.

The Associate Dean and the ORD serve as the administrative staff to the NVCC Foundation Board of Directors providing leadership, administrative and staffing support based on a jointly developed fund raising plan. Fund raising activities include mailings, events, visits to businesses and individuals, public relations and outreach in the community and written applications for corporate or foundation donations.

Naugatuck Valley Community College Foundation, Inc.

The Naugatuck Valley Community College Foundation, Inc. consists of 25 members with diverse backgrounds. The Foundation furthers College goals through partnering with NVCC to improve visibility and community relations and by conducting a variety of fund raising/resource enhancement activities. The donated services, equipment, and materials – as well as monies – are

used for scholarships, faculty development, instructional enhancements, innovative projects, and facilities improvements (see Standard Four).

Regional Advisory Council

The Naugatuck Valley Community College Regional Advisory Council's main purpose is to provide a link between the College's entire range of programs and the geographical region it serves. The Council members advise the President on the following matters among others:

- Identifying regional higher education needs
- Representing NVCC's unique needs to the BOT and the Chancellor
- Offering advice on College programs and projected initiatives
- Serving as a College advocate and a link to the community

The Council consists of 30 members appointed by the BOT based on recommendations made by the College President with input from the sitting Council. Membership is representative of the geographical region served by the College and reflects a cross-section of the business, civic, educational and industrial community.

College Advisory System – Role of Faculty

The following committees are dealt with more expansively in other Standards of this Self-Study but are noted here to indicate their importance in the College's structure and governance and the role of the faculty in overseeing the College's academic programs. The College Advisory System (CAS) consists of four advisory committees. Its recommendations are forwarded to the President or designee. The CAS is comprised of the following:

Curriculum and Educational Affairs Committee is responsible for the review and development of recommendations in the areas of course changes, new courses, certificate and degree programs, degree requirements and other curriculum matters.

Academic Standards Committee reviews and recommends standards in the areas of grading systems, honors, probation and suspension in both the credit and credit-free areas of the College.

Student Affairs Committee has the responsibility for local student procedures, policies and rules, credit and credit-free student appeals, awards and recognition.

Agenda Committee is composed of the chairs of the three other CAS committees and oversees their operations making recommendations for modifications when necessary.

The committees are evaluated annually through a self-study process to assist with areas of improvement and work within policies and procedures set forth by the Community-Technical College System.

Ad Hoc Committees and Task Forces

Ad hoc committees are created as needed by the College and student community. Examples include the Strategic Goals Taskforce, Academic Professional Development Advisory Committee, Traffic Appeals Committee, Basic Skills Council, Academic Computing Committee, Commencement Committee, Distance Learning Committee, and Web Committee. In addition, other committees

pertinent to specific departments meet routinely such as the Professional Development Committee associated with the Continuing Education departments, and the Enrollment/Marketing Committee comprised of Learning Team members and Marketing staff, and others as identified based on issues that arise.

Student Senate

The Student Senate, renamed the Student Government Association (SGA) in April 2002 (effective Fall 2002), is responsible for the disbursement of funds from student activities fees to develop and support extracurricular programs. The Coordinator of Student Activities/Recreational Sports and Job Development assists the Senate in the preparation of program budgets. The Senate is noted for promoting interaction among students, faculty and staff.

Collective Bargaining Agreements

The institution's policies and practices pertaining to benefits and conditions of employment are outlined in the Collective Bargaining Agreements (CBAs) between the BOT and the following unions: American Federation of Teachers (faculty, counselors, librarians), American Federation of State, County and Municipal Employees (administrators and unclassified personnel), Congress of Connecticut Community Colleges (faculty, counselors, librarians, administrators).

The following groups are Statewide and the agreements are negotiated by the State of Connecticut: Administrative Clerical (NP-3), Maintenance (NP-2), Protective Service (NP-5), Engineering, Scientific & Technical (P-4), Administrative & Residual (P-5). The CBA's have had significant impact on the College's organization and governance structure including the following:

- Influencing the development of policy and procedures relative to working conditions
- Salaries hours and benefits of employment
- Stipulating the rights and responsibilities of the parties in the agreements

Each of the bargaining units has separate agreements and therefore separates standing committees that determine the protocols and procedures for promotion, tenure and sabbatical leave/professional development.

Appraisal

The system of governance and decision-making at NVCC is both participatory and inclusive. Communication within and among the layers of governance is thought to be efficacious but not without room for refinement. The governance system encourages vertical and lateral input and feedback with regard to the wide variety of College issues.

Survey and Assessment

The following methods were used to assess the current organization and decision-making structure at the College.

- A survey was distributed campuswide to two different populations: students and College personnel. The email survey was sent to 419 recipients. In addition, a hard copy of the survey was mailed to personnel who may not have computer access.
- Students were surveyed over a two-day period between 10:00 a.m. and 4:00 p.m.

- The Organization and Governance Committee members conducted interviews with representatives of each of the groups comprising the governance structure as outlined in the description portion of this Standard.

Distribution through the College email system might not have fully captured adjunct faculty and/or Educational Assistants. There were aspects of the survey that may have altered the responses of certain questions dealing with the governance system. Respondents reported that they were unable to answer some specific questions about the governance system, but had to choose N/A because “did not know” was not an available choice. In addition, it became clear that many people who were unable to answer specific questions chose N/A when in fact they did not know the answer to the question. The sections that follow reflect the data that resulted from these surveys.

The Board of Governors

The BOG is a voluntary board appointed by the Governor, except for the Commissioner and her staff. The Commissioner meets weekly with the Community College Chancellor, the Connecticut State University Chancellor, and the University of Connecticut President to provide input and feedback for program development, problem resolution, and collaborative decision-making.

- The survey indicated that the BOG has a positive effect on the quality and integrity of NVCC
- The BOG represents the interests of the College as indicated by 66% of faculty and staff.
- Naugatuck Valley is fortunate to have a student representative on the Standing Advisory Committee.

The Board of Trustees

The Chancellor’s office distributes funds to the Colleges, through the BOT, based on budget requests from the individual Colleges. The change in membership of the BOT over the years has not affected this process. The BOT has had a stable core of individuals who have been reappointed for several terms.

- The survey indicated that 70% of faculty, staff and students felt the BOT responded to the public’s interest.
- The majority of faculty and staff (61%) believe that the BOT understands the mission of the Community-Technical College System. Of those surveyed, 58% felt that the BOT provided the fiscal solvency necessary for the Community-Technical College System.

The Chancellor and Central Office

The Chancellor’s Office governs the entire Community-Technical College System. It is responsible for development of the System mission that provides educational excellence and opportunities for lifelong learning in affordable and accessible ways to all Connecticut citizens.

- 73% of those surveyed felt that the Chancellor’s Office was responsive to the needs of the College in the realization of its mission.

The President

The current President has served in this capacity for the past 18 years. This tenure has added a considerable degree of stability that is unusual among the State's community colleges. The President continues to define and improve the meaning of governance at NVCC. The process used is one of involvement and recommendation through committees. The President encourages both faculty and staff involvement.

- 83% felt the President effectively implemented Board policies.

- 64% thought the President was effective with managing and allocating resources in conjunction with institutional objectives.
- 69% thought the President was effective with meeting the institution's goals.
- 84% felt the President's *Weekly Bulletin* was an effective tool for communication.

Learning and Student Development Unit

One role of the Learning and Student Development Unit is communication between the Dean, the individual divisions the Dean oversees and other key college operations. The consensus among division directors is that the Learning Team meetings and communication tools used within the Unit provide a positive open forum for discussion among members and is an effective communication mechanism between the Dean and the professional staff.

- 83% felt the Learning Team structure facilitates the mission of the College.

Through this Self-Study process and informal input from faculty, staff and students indicate that the current organizational structure with regard to the scope of responsibility of the Dean of Learning and Student Development needs to be assessed. A one-dean structure was designed to resolve fragmented services through a holistic overview and coordination of functions. Common starting and stopping times for all student services were established and published so that counselors, admission staff and registration personnel were on duty at the same times.

The one-dean concept created an advocate for all students and processes were put in place to be sure that all students had "avenues" for appeals. For example, the Academic Appeals Committee was formed and seems to have been effective based on a review of the credit and credit-free student appeals it has handled. Further, there is a study that showed that decisions by that committee have been evenly divided with about 50/50 resolutions favoring students and faculty.

In 1997 at the time of the restructuring of the Dean's position another new position was created called the Director of Learner Services to support the coordination and to further reduce fragmentation. That position was focused on many bridge functions. Reports indicate that student satisfaction is high. Advocacy does not appear to be a problem.

Continuing Education, Community and Economic Development Unit

The CECED Unit program and service departments contribute to the success of the College by providing credit-free programs and College-wide services that enhance access and opportunity for the community.

- 70% of faculty and staff indicated that the Continuing Education, Community and Economic Development Unit was integrated into the College system of governance.

Naugatuck Valley Community College Foundation, Inc.

The Foundation supports the College's mission through fund raising and managing acquired funds. It allocates the funds to support specific programs and collaborates with College departments/divisions.

- 56% of faculty and staff felt the College Foundation supports the College mission by fund raising and managing funds.

The College Advisory System

The College Advisory System (CAS) initially formed in the early 1980's at Mattatuck Community College and restructured in 1995 as a result of the merger, is based on the premise that the formation of rules, regulations and guidelines, decision-making and new program development at the College level are best served by starting with the faculty and professional staff and proceeding with recommendations to the next level of approval. The actions taken by each committee are reported and documented in the President's *Weekly Bulletin*.

- The overall response was that 86% of faculty and staff surveyed felt that the CAS system facilitates the achievement of the College mission.
- 80% of faculty and staff surveyed felt it creates, sustains and encourages teaching and learning.

General Concerns

The following concerns were identified:

- The feedback response time for items placed in the President's *Weekly Bulletin* needs to be extended to accommodate both faculty and staff.
- Students feel that the administration needs to be more responsive to their concerns, needs, and initiatives.
- 50% of those surveyed felt that the College is not providing adequate resources to gather institutional data and provide research analysis. Though there are multiple offices collecting data and utilizing data for decision-making purposes, there is no centralized process for coordinating this effort. The decentralization of the College's data collection and analyses made the research necessary for the writing of this Self-Study difficult in some areas. According to the organizational structure, there is one part-time person providing data collection/institutional studies under the direction of the Associate Dean of Resource Development.

Projection

System Organization

On the basis of a BOT resolution dated February 25, 2002 confirming and endorsing the existing organization of the Connecticut Community-Technical College System, it is anticipated that no major changes in the structure and governance of the System will occur in the near future. This resolution was transmitted to the Professional Staff as an attachment to the President's *Weekly Bulletin* (2/27/02).

College Organization

With regard to the position of Dean of Learning and Student Development, it is anticipated that some structure involving one individual whose primary responsibilities include instruction and learning and another who will have responsibility for student services will be considered. The current structure will be continually analyzed and monitored and an assessment of function will lead to changes as necessary.

A data collection, analysis and utilization process will be identified through establishing an institutional research model that embraces the College's long- and short-range plans. An institutional research model will include staff that will participate in System- and College-wide committees to coordinate data collection.

Campus Governance

It was suggested that the President's *Weekly Bulletin* be published in a variety of formats including email with response buttons for rapid staff feedback, and selected parts of the *Weekly Bulletin* put on the College's Website for student access. In addition, it is anticipated that the President will consider extending the response time for feedback for questions/policy implementation/changes published in the *Weekly Bulletin*.

As noted in the Appraisal section, significantly improved efforts should be made to apprise students of where student services and other pertinent information can be found. Encouraging students to participate in the full life of the College, including membership in relevant committees and organizations will be addressed.

It is projected that the Professional Staff will consider these items with an eye to improve communications among all College constituencies.

Sources of Information and Assessment

Board of Trustees of Community and Technical Colleges
Collective Bargaining Committees -Promotion, Tenure, Professional
College Advisory Membership
College Advisory System Ad Hoc Committees
College Organizational Charts
Development, Curriculum and Affairs Committee, Academic Standards, Student Affairs
Evaluation of College Advisory System Effectiveness 2000/2001
President's *Weekly Bulletin* (2/27/02)
Regional Advisory Council By-Laws
Regional Advisory Council Membership
Survey Instrument (October 2001)
Survey Results
Terms of Present Members of Board of Governors



Standard Four Programs and Instruction

"Listen to the variety of interesting, relevant, and exciting programs Naugatuck Valley offers as the degrees are awarded and the academic programs are announced. This College is second to none in its range and mixture of program offerings."

Excerpt from the Commencement Address by Chancellor Marc Herzog at Naugatuck Valley Community College on June 3, 2000.

STANDARD FOUR PROGRAMS AND INSTRUCTION

Since the NEASC Self-Study in 1992, the implementation of the Academic Model, development of the College's Strategic Plan, and the ongoing integration of technology have impacted the evolution and growth of programs and instruction at Naugatuck Valley Community College. As the needs of the community have driven program development and curricular design, the emphasis on student learning and outcomes has impacted the classroom environment and how instruction occurs. Because of the impact of such initiatives and the length of this Standard, Standard Four is presented in two parts: **Programs** and **Instruction** each with their own Description, Appraisal and Projection sections.

PROGRAMS

Description: Credit Programs

To remain in the vanguard of education, and to respond to ever-changing population and workforce needs, the development of new programs has remained a consistent element of the mission and goals of the College. The College's Strategic Plan highlights this goal by stating "the College operates in close collaboration with various entities of the community, region and State in order to develop and sustain excellent programs which respond to the economic development needs of the State and the short and long range educational needs of individual citizens."

The College has identified the Best Practices 21st Century Academic Model as its major academic strategic goal. The availability, use and integration of new technologies at all levels of instruction improved the students' ability to access information and communicate. Technology has influenced learner resources, learner outcomes, course delivery formats and degree options. Program planning, program evaluation, faculty evaluation and student evaluation document the achievement of learning outcomes.

Degree and Certificate Offerings

NVCC offers academic programs that lead to associate degrees in recognized fields of study. The College's six academic divisions offer 65 degree programs (including options) - eight Associate in Arts and 57 Associate in Science degree programs. Two Liberal Arts and Sciences and one General Studies programs are among the associate degree offerings. Options are offered within these degree programs, with specialized course options offered in collaboration with other community colleges in the System. All degree programs require a minimum of 60 credits which include approximately 24 required credits from the Common Core of General Education. In addition to the degree programs, the College offers 45 credit certificates. New programs instituted since 1996 are presented in the following table:

| New Degree and Certificate Programs Since 1996 by Division | Degrees | Certificates | Total |
|---|----------------|---------------------|--------------|
| Allied Health/Nursing/Physical Education | 2 | 0 | 2 |
| Arts and Humanities | 5 | 2 | 7 |
| Behavioral/Social Science | 4 | 1 | 5 |
| Business | 2 | 12 | 14 |
| Engineering Technologies | 2 | 3 | 5 |
| Math/Science | 4 | 1 | 5 |
| Total | 19 | 19 | 38 |

Program Development and Approval Process

The College is committed to program development that meets the needs of the State, community, and its citizens, as well as ongoing program review to ensure quality of academic content and continual improvement. Annual objectives and activities are developed at the program and division level that align with the College’s Strategic Goals and Connecticut Community-Technical College’s System Goals. Budget allocation for resources at the College and program levels is also tied to the priorities identified in the College’s Strategic Plan and five-year Academic Plan.

New credit courses, credit certificates and degree programs are developed within the academic divisions, and then reviewed by the Curriculum and Educational Affairs Committee (CEAC). This group, comprised of representatives from each division, learner services, administration, and students addresses the congruence and compliance of each new proposal with the College’s Common Core, degree requirements and quality standards. Committee members review and evaluate proposals. If approved, the proposal passes to an open hearing where all College faculty, staff and administrators have the opportunity to provide input. The process is continued at a Professional Staff meeting where the proposal is voted upon by all faculty and staff. They then come to the President as recommendations where they can be endorsed and forwarded to the next level of approval or occasionally referred back to the professional staff CAS committee. In addition, new degree programs and program options require additional approval by the Board of Trustees, Department of Higher Education and the Board of Governors as appropriate.

Program Objectives

Each academic program identifies its goals, curriculum sequence, and program outcomes in the College Catalog and program-specific marketing brochures. The College Catalog describes the individual degree and certificate programs, clearly specifying the objectives, requirements and levels to be mastered, as well as procedures for admission and retention. Individual course syllabi of program-specific courses and Common Core courses further detail the course objectives, measurable outcomes, methods of instruction, and knowledge, skills, and abilities to be mastered. Faculty members, program coordinators and division directors who are qualified and experienced in their specific fields develop and evaluate all areas. All career programs have community advisory councils that provide input on curricular content and program design.

Program Evaluation

Evaluation occurs through the program self-assessment process. Program and special areas of study self-study assessments follow a cycle mandated by the Board of Trustees. Several departments also participate in an external accreditation review process in order to achieve and maintain certification within their fields (Appendix D, pp. 159-160). The informal process of curricular revision and program review is ongoing and addressed on an annual basis using results of outcome measures and professional trends. For example, in the Allied Health, Nursing and Physical Education Division, curricula are modified based on Advisory Board recommendations, outcomes of national licensing exams, program specific exams, graduate and employer survey data, student evaluations, and national health education trends. Curricular changes are implemented, as necessary, when national accrediting bodies incorporate new standards. Major changes or revisions in the curriculum go before the CEAC for approval, and then to the full faculty and staff for a vote at Professional Staff meetings.

Faculty members routinely evaluate all courses to ensure that objectives, content, and resources optimally prepare students for 21st Century Skills and the knowledge/skills required in their area of concentration. Course and program assessment tools determine student achievement of the identified learning objectives (discussed further in Appraisal) for the awarding of credit. Additionally, courses offered in an abbreviated or concentrated time period, such as Summer Session, undergo planning, review and assessment to ensure student achievement of necessary learning. The Board of Trustees policy and the Academic Model also require periodic evaluation.

Course additions and deletions are consistent with available resources, faculty expertise, student needs and academic planning. In the event that a program requirement is changed, students may follow the current or previous version of the curriculum (in consultation with the faculty advisor and program coordinator). Outside accrediting agencies require program-specific policies for transfer of credits and a plan for degree completion in the event of program elimination/closure. Changes in course availability are clearly published for faculty, staff and students.

The College's budgeting process and needs assessment provide resources to sustain and improve programs and instruction. Resources are dedicated to the Educational Assistant (EA) budget that supports programs throughout the College, including clinic-based programs within the Allied Health, Nursing and Physical Education division. The College has been committed to providing resources in the EA budget, which is enhanced as a result of public schools' and clinical facilities' willingness/ability to provide equipment and staff at off-site locations without cost to the College.

The integration of computer technology into courses has changed the academic landscape since the 1997 Fifth Year Interim Report. These efforts and advances have been supported by the following: a Coordinator of Multimedia Technology, a multimedia computer lab, an audio and video production studio, and a Distance Learning Specialist (WebCT Administrator) for course administration and faculty training. In addition, a campuswide license was purchased for the WebCT course delivery software enabling web-enhanced and full distance learning courses. Educational Assistants for assisting faculty in the development of such courses, expansion of the size and number of student computer labs that include computer-assisted instruction (CAI) software, increased availability of faculty computers, and increased availability of hardware for CAI in the

classroom were also added. The College houses 1,100 computers, of which two-thirds are located in its 38 student computer labs/classrooms (Fall 2001).

The initiation of a new degree program simultaneously generates a cluster of new courses to meet the specific requirements and objectives of the program. For example, in Fall 1998 an Associate in Arts Degree in Fine Arts with a Multimedia Technology Option was created. The Option resulted in the following list of new courses added to the curriculum:

| | |
|----------------------------|--------------------------|
| Introduction to Multimedia | Digital Media Production |
| Multimedia Authoring I | Multimedia Authoring II |
| Electronic Publishing | 3D Graphics & Animation |
| Digital Imaging | Multimedia Web Authoring |
| Digital Video Production | |

Needs-based programs targeting special populations are addressed through a number of initiatives:

- Connecticut Collegiate Awareness & Preparation Program (CONNCAP) - an initiative (modeled after the federally funded Upward Bound Programs) providing educational support services and cultural/social enrichment for at-risk high school students
- School-to-Career/Tech-Prep - a combined secondary and post-secondary educational program (two years of high school coupled with two years of college or apprenticeship) preparing students for future careers. The College collaborates with 26 area high schools and recently received a \$36,000 grant to develop new distance learning courses (Fall 2001)
- Connecticut College Access and Success Program (ConnCAS) – a grant focusing on recruitment, retention, and graduation of underrepresented minority groups
- CONNTAC (Connecticut Talent Assistance Cooperative) - assists in the recruitment of minority students for the College
- Bridge-to-College Grant – creates opportunities for recently-admitted students to attend summer school enrichment program on campus prior to their first semester

The College also integrates real-world learning into its academic programs through an extensive Cooperative Education Program administered by the College's Career Development and Placement Department. Credit is awarded for co-op experiences based on the accomplishment of performance and knowledge objectives, as assessed by the faculty facilitator and employer. Currently 21 degree programs offer required or elective co-op experiences.

Two examples of specific programs that require “real world” experiences include the following:

- Clinical programs within the Allied Health, Nursing and Physical Education Division require sequenced, competency-based clinical experiences as a method of preparing students for their roles within their specific professions. These clinical components are based on degree requirements and standards of both the profession and outside accrediting agencies.
- The Aviation Science program utilizes a full-cockpit training device to prepare students to take the Federal Aviation Administration (FAA) licensing examination. The College currently owns the only full-cockpit training device within its service region.

To facilitate the transition to employment, the Career Development and Placement Department hosts an annual Career Fair, featuring more than 100 area business and professional organizations with workforce needs.

Common Core of General Education

Each degree program is supported by the Common Core of General Education consisting of 24 to 25 credit hours distributed over four major areas of study as listed below:

| Study Area | Credit Hours | Course Components |
|------------------------------|---------------------|---|
| Communication Skills | 6 | Composition (3 credits) & Communications (3 credits) |
| Mathematics & Science | 6 or 7 | Mathematics elective (3 credits) Science elective (3-4 credits) |
| Behavioral & Social Sciences | 6 | Psychology & Sociology (3 credits) Economics, Geography, History & Political Science (3 credits) |
| Arts & Humanities | 6 | Literature (3 credits) plus Fine Arts/Humanities elective (3 credits) |

The Common Core addresses multiple areas throughout a student's education. For example, writing skills span the curriculum. While students take one course specific to written communications, success in virtually all College courses requires the learner to develop and demonstrate such proficiencies. Critical thinking is another valued skill addressed by the Common Core throughout the curriculum. The Common Core is designed to ensure that students have the following skills:

- Basic research skills necessary to investigate any subject
- Appropriate technologies to conduct this research
- Procedure of scientific method, as well as the reasons why its application is important in the pursuit of knowledge
- Basic mathematical computations, logical reasoning, and application of these skills to problem solving

To ensure that all of the goals for general education continue to be met as courses evolve and new courses are added to the curriculum, the College has outlined General Education Outcomes relevant to each of the four major areas of study. While not all associate degree programs meet the General Education Common Core requirements, all exceed 20 semester hours, and all include at least one-third of their total credit hours in general education courses. All programs do have courses from each of the four groups in the Common Core, but some programs may not have the exact credits distributed according to those suggested in the sub-groups. Programs that do not meet the General Education Common Core requirements are programs designed to respond to State or National accrediting organizations that dictate course content or total credits allowed for an individual program.

Admission and Retention

As stated in the College Catalog, "The College is an open admission institution with selective placement into programs and courses." NVCC complies with Connecticut's statutory mandate (Public Act 92-126, Section 27a), which outlines the primary academic, community service and student support program responsibilities of the State's community colleges. Admissions standards are clearly defined and reflect the NVCC mission and objectives. Placement testing for credit-seeking students serves to identify those students that may need additional academic preparation (e.g., reading comprehension, writing and/or mathematics skills) before embarking on a specific program of study. The College provides non-degree credit courses that meet the developmental needs identified by placement testing. To support the College's policy of open admissions, the College provides English as a Second Language instruction in addition to (and sometimes in conjunction with) the routinely offered developmental courses.

Transfer Credit

NVCC readily accepts applicable undergraduate coursework from other regionally accredited institutions. The College seeks to further eliminate enrollment barriers by waiving skills assessment testing for transfer students with a demonstrated record of academic success. The College follows American Council on Education recommended guidelines for awarding of credit for learning acquired through experiential or other non-collegiate sponsored means. Students seeking this type of credit award are encouraged to undergo standardized College Level Examination Program (CLEP) testing if a subject or general examination exists for the course credit being sought. In addition, divisions evaluate prior learning through individual course challenge exams and portfolio assessments. Specific NVCC course equivalencies are periodically reviewed and published.

Tech-Prep is a federally funded program designed for area high school students and provides an opportunity to earn college credits and to explore career options while still in high school. Students are required to take a science, mathematics, communications or a career-related course in their junior and senior years.

Transfer articulation agreements exist between NVCC and numerous other accredited institutions. Mandated by Public Act No. 01-165 (enacted July 2001), public higher education institutions in Connecticut develop and implement in-State articulation agreements. This ensures a seamless transition from high schools to community colleges to four-year colleges. This legislation was enacted to minimize loss of degree credit as students proceeded through the public education system. To enhance relations with in-State transfer institutions, the College hosts transfer fairs during the academic year. Also, a College-sponsored articulation breakfast offers opportunities to build bridges with four-year institutions. Academic divisions also meet regularly with Program Advisory Councils, composed of business and professional members, to review curricular needs and transfer opportunities.

The College provides extensive counseling and tutorial support services. Writing and mathematics tutoring is available throughout the academic semester. Student retention is maximized through the following College activities:

- Written notification to students with poor academic performance
- Counseling, peer tutoring, lab assistance, mathematics and writing assistance programs, services for students with learning and physical disabilities

- Career counseling through the Career Resource Center
- Advisory boards that consult with career program faculty and administrators
- Encouragement of study groups among students with similar career goals
- Midterm evaluations to give students formative feedback
- House calls (via telephone and email) to students who have missed two or more consecutive classes

Standards for satisfactory academic progress are clearly defined and the imposition of academic probation as a result of unsatisfactory academic progress is documented and published. Individual academic progress and status are reported to each student individually at the end of an academic term or summer session.

Description: Credit-Free Programs

Credit-free programs are designed and implemented by three program departments within the Continuing Education, Community and Economic Development Unit. These departments referred to as Centers, focus on providing credit-free courses and certificate programs for individuals with a wide spectrum of interests including professional development, professional certification, cultural literacy, critical thinking, computer training, business-based knowledge and skills and other lifelong learning interests. Credit-free offerings serve the widest range of individuals in the community from children to senior citizens with the majority of activity supporting workforce development. The program departments include the following:

- Center for Learning Enterprises (LE), including eight distinct programs
- Center for Nursing and Allied Health Continuing Education (NAHCE)
- Center for Business and Industry Training (CBIT)

These Centers are a premier example of the College's commitment to economic development, lifelong learning, and the College's commitment to the community. Credit-free courses and certificate programs are consistent with the educational goals of the College addressed through the delivery of enrichment and skill development activities including workshops, seminars, short courses, distance learning, customized training programs, job profiling, outplacement services, performance improvement and professional development consulting services. Programs and courses are funded through fees, industry grants, and client/company payments. Some State resources are used to support key staff positions.

Program Design

Quality Standards for the Continuing Education Model are applied to all credit-free program development initiatives that occur across all program departments. Ongoing assessment occurs using the four components of the Quality Standards. These Standards, developed as an outgrowth of the 21st Century Academic Model, are now used at institutions Statewide. Program directors and coordinators follow defined steps that 1) identify learner needs, 2) design competency-based curricula, 3) provide high-quality, student-centered learning experiences and 4) assess learner and/or organizational goal attainment. Curricula are designed to assure competency-based outcomes reflective of National, State or industry standards. Competencies are developed through experiential learning opportunities created by instructors and trainers that reflect diverse learning styles and

learning goals. Customized, outcomes-based programs for individual businesses based on the results of needs assessments, job profiling, and/or skills assessments culminate in a final assessment of the impact of training programs on business goals.

Certificate and Other Course Offerings

Course offerings include not only those that are part of certificate programs, but also hundreds of others designed to enhance professional growth or personal enrichment. A total of 20 credit-free certificates are offered, with requirements for certificate eligibility and completion published in semester catalogs. Certificates and individual courses are offered that satisfy professional continuing education unit requirements, and help participants prepare for professional, regulatory and college entrance exams. In addition to the programs offered on campus, many courses are offered on site at client companies throughout our service region, and are designed to increase the skill base of the local workforce, and to impact positively on company productivity.

Incumbent Worker and Worker-in-Transition Programs

Through collaborations with the Connecticut State Department of Labor, groups of local businesses, and individual companies, the College provides cost-effective, productivity-enhancing training in technical, supervisory, teambuilding, and management skills. Collaborations are offered primarily through the Center for Business and Industry; however, specific programs are offered by the other Centers when appropriate and mandated by continuing education requirements or funding.

Examples of collaborative initiatives with local businesses include the following:

- Digital Arts Training Association (DATA) - A partnership with companies involved with digital imaging technologies, based in Danbury
- Housatonic Education for Advanced Technology (HEAT) – A collaborative venture with area electronic companies, based in Danbury
- Ongoing Workplace Learning Center (OWL) – A collaborative effort among manufacturing companies in the Watertown area
- Workforce Investment Board – A collaborative training effort for incumbent workers of 16 participating companies

Individual client companies are also offered a wide range of services to help them meet their productivity improvement goals. These include job profiling, performance and training needs analysis, curriculum design services, and leadership skills.

Individual workers in transition are offered counseling and programs of study through a program administered by the Continuing Education program departments. The Workforce Transition Advisor/Counselor creates individual education plans that may include credit and credit-free programs depending on the needs of the client. This counselor acts as an advisor while clients are completing their programs of study. This program is possible because of Individual Training Accounts funded by Federal grants under the Workforce Investment Act. It serves workers who have been displaced due to downsizing and closings of local plants or other businesses. In addition, the Center for Business and Industry provides outplacement services to individual companies.

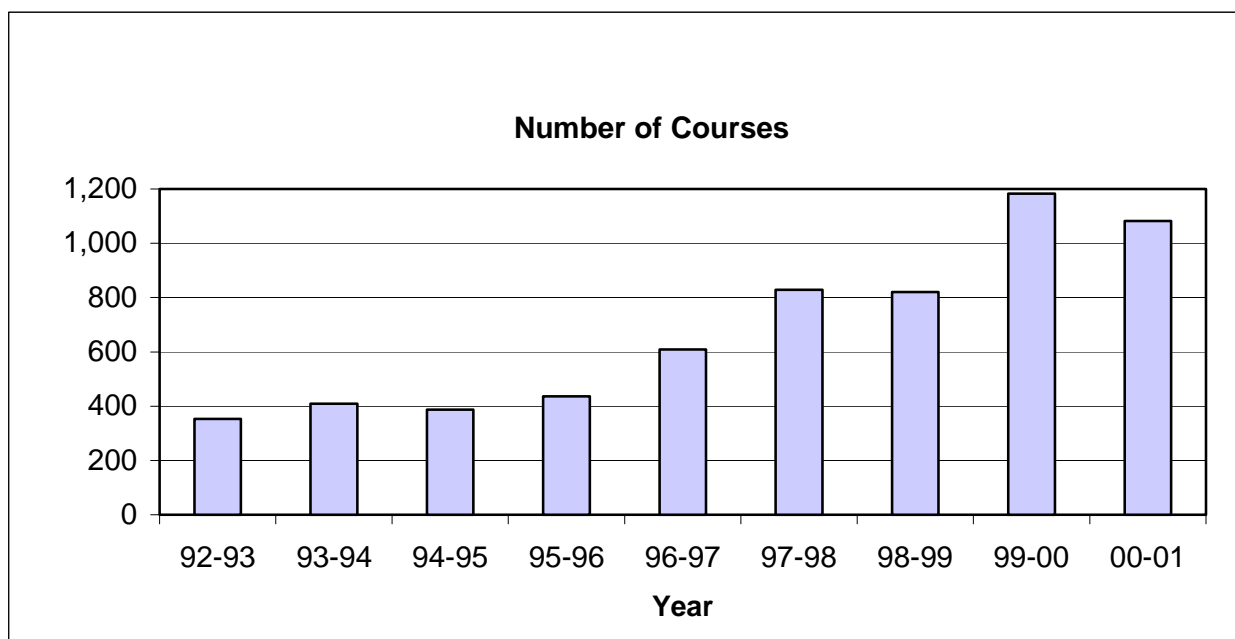
Program Planning and Evaluation

The program planning process includes the assessment of learning needs through multiple levels of research. Each program director visits area Chambers of Commerce, meets with industry groups,

and works with professional organizations to stay abreast of new developments. Directors and program coordinators create new programs to meet the identified needs, and classroom assessment systems/techniques that verify learning achievement. It is important to note that many continuing education programs are planned in consultation with certifying groups or agencies. Some of these include the Connecticut State Department of Transportation, the Real Estate Commission, the Connecticut Nurses Association, the Department of Health Services, the American Red Cross, and Microsoft.

Program Growth

As a result of careful response to customer needs and many new programs and services, there has been steady and significant growth in course offerings (270%) indicated by this graph. In the same period, credit-free enrollments increased by 160%.



Program Support

Many programs are supported by steering committees formed by collaborative training organizations served by the College. For example, the Ongoing Workplace Learning Center (OWL) has a steering committee composed of at least one representative from each organization involved. The Housatonic Education for Advanced Technology (HEAT) collaborative group has a similar steering committee structure. These steering committees help to determine which training locations will best serve their common needs. Credit-free courses and certificate programs are offered on-campus, at client company sites, and at other off-site locations. The off-site locations (excluding client company sites) utilize formal agreements with facilities to assure availability of necessary resources and equipment.

Links to Credit Courses and Programs

The English as a Second Language credit-free program offered by the Center for Learning Enterprises is designed as a bridge between basic classes offered through city/town Adult Education programs, and NVCC's credit programs that prepare students for college-level work.

The Kids-on-Campus (KOC) program is an innovative youth program celebrating its 21st year. KOC provides on-campus summer courses offering hands-on exploration for students in grades four through ten. Courses are offered in subject areas such as science, technology, mathematics, outdoor education, and the arts. The KOC program registered 464 students in Summer 2001. The KOC program, designed as an enrichment program, also provides opportunities for parents to visit the campus for future consideration for themselves or for their child once college-age.

The Center for NAHCE offers an Emergency Medical Technician course that is a prerequisite to being admitted into the EMT-Paramedic credit certificate program. The credit-free course in Basic Cardiac Life Support is a prerequisite to the Radiology Technician, Nursing, and Respiratory Care credit programs.

The CBITs Workforce Transition Advisor/Counselor works with displaced workers, helping them choose either credit or credit-free classes that will help them prepare for new jobs. This CBIT staff member acts as the advisor to these students until they finish their chosen program. As a major community outreach arm of the College, CBIT staff members turn to the wealth of resources within the College to help fulfill its mission of service to employers and employees of the service region. Networking with credit faculty members is a major part of this effort. Credit faculty members are valuable subject matter experts and sources of referrals to potential part-time lecturers for specialized training.

Admission and Retention

Some credit-free certificates and training have pre-requisites for admission. Other programs and courses are open to all interested. Retention of customers is maximized through quality and customer feedback systems. Though Continuing Education departments do not have formal admission and retention programs, the program staff sequence courses and monitor prerequisites to ensure learner success.

Appraisal: Credit Programs

The College offers a significant and broad array of degree offerings that address local, regional and National needs. The wealth of programs is illustrated by comparing NVCC's degree certificate programs to those offered by the Community Colleges across the State. Of the degree programs (not counting options) offered by the 12 community colleges in Fall 2000, NVCC led all institutions with student enrollments in three-fourths of these. In addition, the College is the only community college offering degrees in Aviation Science, Horticulture, Digital Arts Technology and the Dance option within the Fine Arts Degree.

Additionally, NVCC does an exceptional job responding to workforce development needs with degree programs that support the regional and Statewide economy. This is demonstrated by a comparison of the most recent data available, 1999/2000 associate degrees granted in critical workforce disciplines (i.e., educational clusters developed for critical employment areas). Of the key disciplines identified, the College was a meaningful contributor as indicated in the following table:

| Critical Workforce Discipline | 1999/2000 Associate Degrees Awarded |
|---|--|
| Business Mgt & Adm. Services | |
| Total Connecticut Assoc. Degrees | 986 |
| Total NVCC Assoc. Degrees | 62 |
| % NVCC/Connecticut Assoc. Degrees | 6% |
| Engineering-Related Technologies | |
| Total Connecticut Assoc. Degrees | 267 |
| Total NVCC Assoc. Degrees | 60 |
| % NVCC/Connecticut Assoc. Degrees | 22% |
| Nursing (R.N. Training)* | |
| Total Connecticut Assoc.* Degrees | 250 |
| Total NVCC Assoc. Degrees | 58 |
| % NVCC/Connecticut Assoc. Degrees | 23% |
| *R.N. is offered at BOTH A.S. and B.S. levels | |

Source: Department of Higher Education, Degrees Awarded by Program, Institution, and Level

NVCC Nursing degrees conferred (58) rank third among the 15 programs in the State and constitute almost 10% of the Statewide associate *and* bachelor degrees awarded; a noteworthy accomplishment in this severely depleted critical workforce area. The addition of the Physical Therapist Assistant A.S. degree in 1997 and the Respiratory Care A.S. degree in 1998 also bolsters the College's contribution to the region and State in the area of health care.

Additionally, the College distinguishes itself by incorporating innovative and responsive programs. Examples follow:

- The Early Childhood Education Program has extended its current educational program, through the Discovery School (1998) at the Child Development Center, by pioneering and establishing a leading role in the introduction and demonstration of an exciting new art-based early education pedagogy, the Reggio Emilia approach. In a *Newsweek* article, the Municipal Early Childhood Programs of Reggio Emilia (Italy) were cited as "the best in the world." This cutting-edge educational program was established as a collaborative effort between the College and the Waterbury Public Schools. NVCC is the only higher education institution in the State with a laboratory school curriculum inspired by this world-renowned approach. As a result, the Child Development Center hosts students, teachers and administrators from throughout New England who come to learn about the program.
- The Fuel Cell Certificate program, offered for the first time in Fall 2001, was developed within four weeks during Summer 2001. Where certificate programs used to take a full year to develop and implement there has been a significant change in our ability to offer industry-specific curriculum in a more timely fashion.

Credit Program Assessment

Since the merger of the Community College with the Technical College in 1992, administrative restructuring at the Dean and Division levels to minimize redundancies in programs and course offerings has produced a more cohesive institution. Despite major changes for some programs and/or faculty, the College has achieved an organizational structure whose focus is more learner-centered.

Direct and indirect assessment methods are employed throughout the College to identify program learning outcomes and assist in curriculum evaluation (Appendix E, pp. 161-167). Credit programs linked to external accrediting agencies more frequently gather program outcome data, and utilize more direct assessment outcome measures. The following variety of outcome measures demonstrates that NVCC programs and graduates are exceeding standards set by external agencies:

- For those career paths that require State or National licensure prior to employment, aggregate licensure scores and/or pass rates are useful indicators of program effectiveness. The Radiology Technology Program graduates have achieved a 100% pass-rate on State licensure exams from 1997-2001, and their average licensure exam scores have consistently exceeded the National average. The Nursing Program graduates have achieved > 90% pass-rate on NCLEX state licensure exams from 1998-2001, exceeding the 80% benchmark set by the Connecticut Board of Examiners for Nursing and the 85% benchmark set by the National League of Nursing Accrediting Commission.
- The Physical Therapist Assistant Program uses a *Learning Profile* process for assessment of graduates' achievement of curricular goals. In this process the students' portfolios, and their discussion of the portfolio contents, are judged by members of the faculty, administrators, and by the program's Advisory Committee to determine the students' achievement of predetermined learning objectives. As an example, 100% of the evaluators determined that graduating PTA students (2001) were committed to high ethical standards and demonstrated sensitivity to individual and cultural differences.
- The Respiratory Care Program uses employer surveys of graduate performance, in part, as a program measure of student outcome. The results of questionnaires completed by student graduates' employers (Class of 2000) showed that employers rated 65% of the 17 learning indicators (across cognitive, psychomotor and affective domains) 4.0 or greater on a 5-point ordinal scale, while 100% were rated at least 3.0 or greater (acceptable).

The Statewide Program Review Process offers the primary vehicle for evaluation in programs not linked to external accrediting agencies. The College piloted a new review outline during the 1998/99 academic year. Subsequently, an average of five degree programs or special areas have completed this process yearly, and two additional degree programs are scheduled for review during the 2001/02 academic year.

Areas of concern identified by this new process include:

- Within the five-year program review cycle, those programs requiring improvement do not have a formal mechanism to ensure that projected goals are met before the scheduled re-evaluation.
- This is a formal process utilizing specific forms. The forms may need to be revised in order to make them more easily quantifiable. The process often relies on evaluative/assessment information that is anecdotal (e.g., informal surveys of students, faculty and Educational

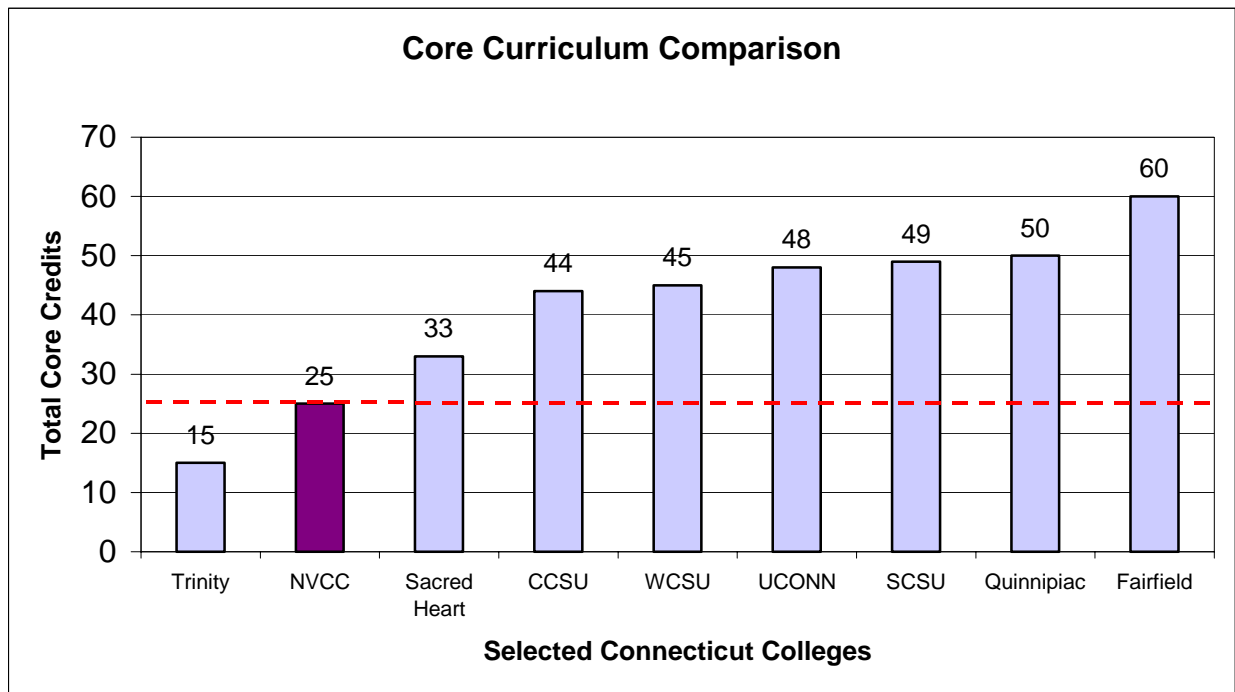
Assistants). As a result, the data are not based on quantifiable information; thus changes cannot be measured.

Although the College made a recent commitment to assessment demonstrated by the addition of the Director of Academic Assessment and Professional Development, the need for a centralized system for conducting institutional research is needed. Various programs collect outcome data; however, there are no uniform assessment tools to gather institutional measures, and there is no central system for analysis of data across programs.

Common Core

The General Education requirement at NVCC provides our students with a sound foundation in the liberal arts and sciences. Our requirements exceed the recommended 20 semester hours mandated by NEASC. In addition, it includes requirements from the arts and humanities, sciences, mathematics, and the social sciences. Students have a wide range of courses to select from in each category and the requirement still allows room for students to pursue unrestricted electives in many of our programs.

The bar graph below demonstrates that students completing the General Education requirement at NVCC will have completed at least 50% of the expected general education courses at most area universities. A review of specific courses also shows that the College's requirements are comparable to those of the four-year colleges and universities in Connecticut.



Since the 1992 Self-Study, there have been several changes in the General Education requirements. The courses that may be taken to fulfill the arts and humanities requirement have been expanded to include a multimedia technology course, as well as dance and theater courses. The addition of the multimedia course was in response to the rising use of technology within the fine arts, while the

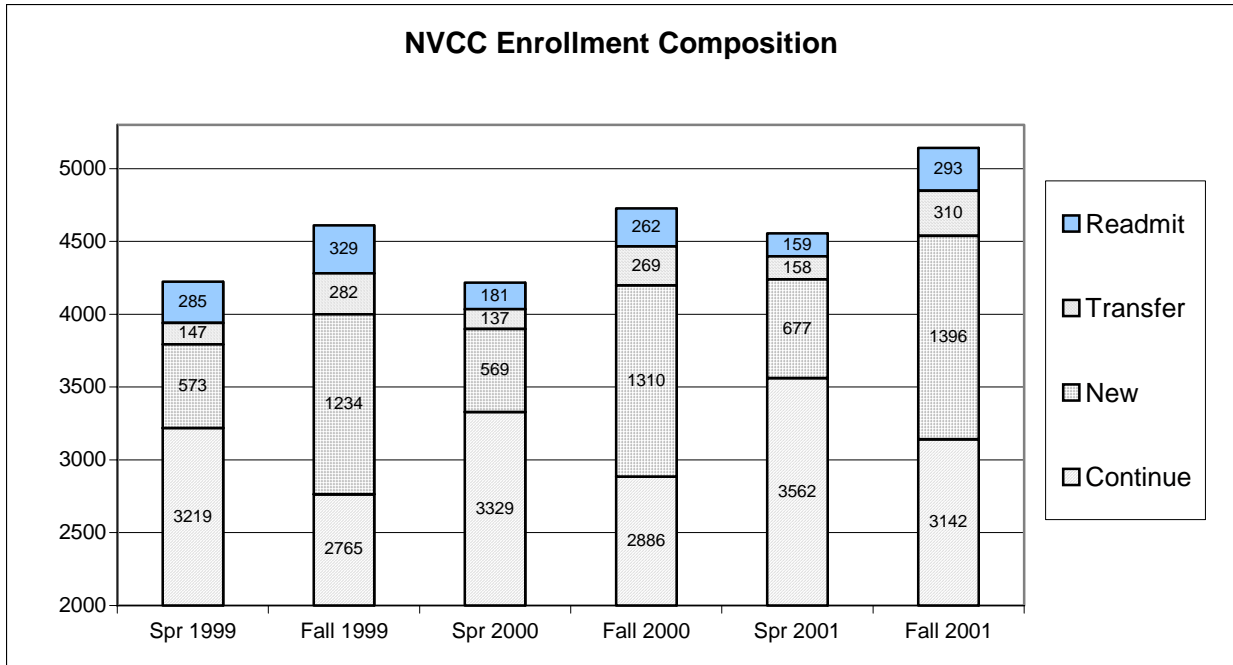
addition of dance and theater served to expand courses in an area that was previously dominated by humanities courses. A healthy debate will likely continue concerning the proper Common Core subject matter and its compatibility with 21st Century Skills. Fortunately, the College's academic review system and procedures allow for such dialogue and adjustment.

The effectiveness of any College's General Education requirement is largely determined by the extent to which it is applied to all programs in the College. NVCC's requirement is considered in the development of all programs, although not strictly adhered to in all programs. Of the 65 programs and options offered at the College, 43 meet all of the requirements of the Common Core of General Education. Fifty-nine of the 63 programs meet at least 6 of the 8 course requirements. In essence, the vast majority of the programs offered at the College meet the NEASC recommendation of 20 general education credits, and many of our degree programs exceed this recommendation. In addition, of those programs that have been added since 1996, 95% (17 of 18) meet the general education requirements. This reveals a trend in the College towards total compliance. Degree programs offered within the fields of Allied Health and Engineering Technology were those most likely to omit requirements of the common education core. These fields have external accrediting agencies which set requirements for courses to be included within the field of study. Concurrently, the Board of Trustees sets total credit limits on all degree programs. These demands work against each other at times, resulting in the omission of courses that are unnecessary for licensure of the program, although they may be part of the General Education Core.

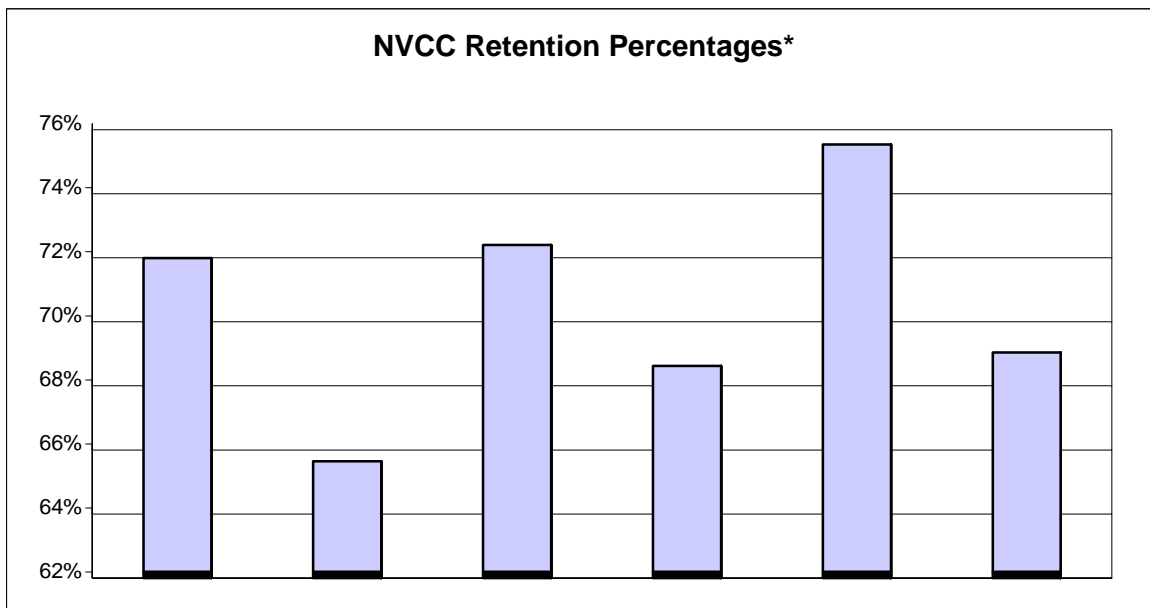
Outcome assessment for the Common Core of Education requires further review. The College Basic Academic Subjects (CBASE) Institutional Matrix Form was employed during 1993 to 1996, and was determined to be "a simple, non-complex, effective, and cost-efficient instrument for measuring and evaluating the Common Core of General Education" (CBASE Closure Report). Regrettably the process became burdensome and collected data were not utilized, so the initial five-year trial run was discontinued in 1996 and financial constraints have delayed identification and implementation of a new test. This is another area in which a centralized approach to institutional research could provide invaluable direction.

Admission and Retention

The College's total student credit enrollment figures have consistently ranked the institution within the top three of the 12 Connecticut community colleges. The total registered headcount at NVCC has shown a steady increase from Fall 1998 through Fall 2001. This is inclusive of the student categories of "continuing," "new," "transfer," and "readmits." NVCC enrollment during this period has fared better than that of the entire System, ranging from a low of 4,483 in Fall 1998 to a high of 5,182 in Fall 2001, or an increase of almost 16%. This compares to a Systemwide increase of 8% (39,354 in Fall 1998 to 42,642 in Fall 2001) for the same period.



Overall, approximately 70% of the student body has been consistently retained. The retention rates have also demonstrated a small, but steady, increase from Fall 1998 to Fall 2001. The College's steady rise in Fall-to-Spring retention rates (to 75% in Spring 2001) compares favorably with the freshman retention rates (71%), for first-to-second year retention, experienced by Connecticut's State University System.



*Retention Percentage is based on the continuing headcount measured against total enrollment of the immediately preceding term

Since course withdrawal data in Banner represent the total number of course withdrawals per semester, there is no mechanism to identify causal factors. Consequently, in-semester retention data,

by student, has been gathered informally through the Registrar or Dean of Learning and Student Development Office. Less than one-third of students identify a reason for withdrawal, which creates issues for data collection and analysis. Review of the existing data, which includes yearly spring semester tallies, demonstrates a student withdrawal rate of 20% (Spring 1999 and 2000) and 18% (Spring 2001). Greater than 70% of reporting students (Spring 1999-2001) cited one of the following reasons for course withdrawal (in descending order): 1) failing grades, 2) work schedule conflicts, or 3) personal reasons. Continued attention to data collection and analysis of in-semester retention figures within the College and System will help identify the degree and scope of this issue, as well as potential areas for improvement.

NVCC's student retention rate may be attributed, in part, to the institution's persistent commitment to improve systems and staffing for individualized academic advisement, including increasing direct interaction with faculty. However, based on student satisfaction data from the 2000 Graduate Survey, General Results (N=184, 36% response rate), 10% of graduates were dissatisfied with academic advising of students by faculty, and 14% were dissatisfied with academic advising by counselors. In Spring 2002, two separate academic advising surveys were administered to faculty and students; however, the results are not yet available. Although these data indicate a need for ongoing evaluation and system improvement, these numbers are improved from previous years, and may actually reflect students' less-positive advising experiences several years prior to the survey.

The College's expansion of available student support services (e.g., formal student orientation program, services within the Counseling Center, availability of day-care services) also illustrates important methods it employs to address the needs of its diverse student population.

Appraisal: Credit-Free Programs

Within the Continuing Education, Community and Economic Development Unit, growth of programs and course offerings provided added value to NVCC's mission achievement. The program departments within the Unit have distinguished themselves locally and regionally by developing and implementing many new initiatives within the last five years. Some noteworthy accomplishments include the following:

- Center for Learning Enterprises - created and opened the Internet Training Center (1996) to offer credit-free computer classes (Computer Programming, Web Master, and Web Design Certificates).
- Center for Nursing and Allied Health Continuing Education - continuing education programs were developed to meet the required training needs for all graduates of NVCC's Allied Health, Nursing and Physical Therapy programs, most notably the Dinner Series presenting mandated continuing education programs to Radiology Technicians.
- Center for Business and Industry Training – introduced new certificate programs, performance improvement consulting, job profiling services that match job descriptions, job skills and knowledge requirements, skill assessments, performance appraisal systems and individual development plans.

Credit-free Program Assessment

Credit-free courses and programs are established using the Quality Standards Model to facilitate ongoing planning and evaluation. The use of this model has become an integral part of the

Continuing Education departments' programming, and has significantly contributed to their local and regional success. Pre-test and post-test surveys of student knowledge, administered within all credit-free courses, indicate a significant improvement in course-related knowledge base.

Pre-testing showed that 17% rated their knowledge of the subject at least "moderately advanced," while post-testing showed that 67% of students rated their knowledge of the subject at least "moderately advanced." This 50% increase following course completion, in students who rate their knowledge level well beyond satisfactory is quite noteworthy even though the data were collected from a wide range of courses. These outcomes also trigger enthusiasm for further learning within credit-free courses or certificates as well as the possibility of transition into credit programs and degrees, contributing to the "one-college concept" philosophy.

Projection: Credit/Credit-Free Programs

Statistics suggest that because of shifting economic factors, expanding class size, changing societal learning needs, and the impact of new educational technologies, the proliferation of Internet-delivered college and university courses will continue to grow. These anticipated trends combined with the results of this Self-Study's appraisals, point to areas of projection for NVCC's programs.

Program Design

- As evidenced in the Long-Range Academic Plan for credit programs, the College is planning cross-disciplined, computer-based learning models that consider partnerships with community organizations as well as accelerated schedules and learning formats to best meet student needs.
- The development of electronically-mediated courses and programs will continue to be guided by the CIHE's "Best Practices for Electronically Offered Degree and Certificate Programs."
- Project planning for the new technology building will continue to require intense upfront "matching" of emerging programs with available space/equipment/technology needs.
- Continuation of ongoing pursuit of partnerships with community businesses and organizations will help to secure additional funding for program resources (e.g., Engineering Technologies Division's grants from local businesses).
- The College will better serve community needs by increasing communication and collaboration between credit and credit-free program administration (i.e., one-college concept). The Continuing Education, Community and Economic Development Unit's current agreements with academic divisions, as well as its Long Range Academic Plan for 2002-2005 will serve as a foundation for such dialogue.

Program Assessment

- The College is currently pursuing a Title III Planning Grant as a way to address the need for the development of an institutional research model that incorporates a strategic planning process to coordinate the collection and analysis of data across programs and departments.
- The "revision and implementation" loops of Program and Discipline Review Processes need to be closely monitored. It is projected that this endeavor will be aided by establishing "near term" (i.e., one-year) due dates for corrective actions to "deficiencies" identified initially, and instituting a formal review process of such actions as part of the program review process.

- Due to the recent Statewide budget reductions and the future economic environment, which may influence program expansions or closures based on results of the Program Review Process the need for quantifiable data has increased. A review of the collection process and the forms used will be done in order to collect data that is more easily quantifiable.

Common Core

- “Exceptions” to the Common Core should be addressed formally, either by bringing programs into compliance or by formally allowing for exception (perhaps through the Curriculum Evaluation and Approval Committee).
- It is anticipated that a formal review process of common core course composition will be instituted. This vehicle will allow the College to ensure matching of the Common Core with continually evolving 21st Century learning skill sets.
- The clarification of the “definition” of general education courses will also be explored in order to clarify the confusion when speaking about Common Core, General Education, and Liberal Arts.

Admission and Retention

- Web-based admissions and placement testing tools, to enhance registration and advisement processes are scheduled for implementation using the Banner system.
- College faculty and advisement personnel will pursue proactive mechanisms to effectively participate in a “self-advisement” process afforded by new technological applications (e.g., on-campus as well as electronic faculty advisement, student tracking, etc.).
- New retention programs and assessment mechanisms, with particular emphasis on minority retention, will be investigated and coordinated. The perspective of institutional research staff would provide further insight and guidance on the significance of retention statistics and their implications for future planning.
- Continue to facilitate barrier-free pathways to four-year institutions through articulation agreements.

INSTRUCTION

Description: Credit Instruction

Instructional Techniques

NVCC faculty strive to utilize teaching methods and instructional technology that maximize student learning and foster the attainment of 21st Century Skills. Creative and conscientious faculty work together to develop new courses and enhance existing ones. The faculty accommodates various learning styles by providing alternative modes of delivering the curricula. In a student-centered environment, students learn through lectures, group work, laboratory work, hands-on activities, video presentations, computer simulations, discussions, journal assignments in class and online. Instructional techniques vary to accommodate a diverse range of learner abilities, styles and experiences. In addition, faculty members work closely with the Office of Health and Disability Services to implement effective learning strategies to meet individual student needs. The faculty use

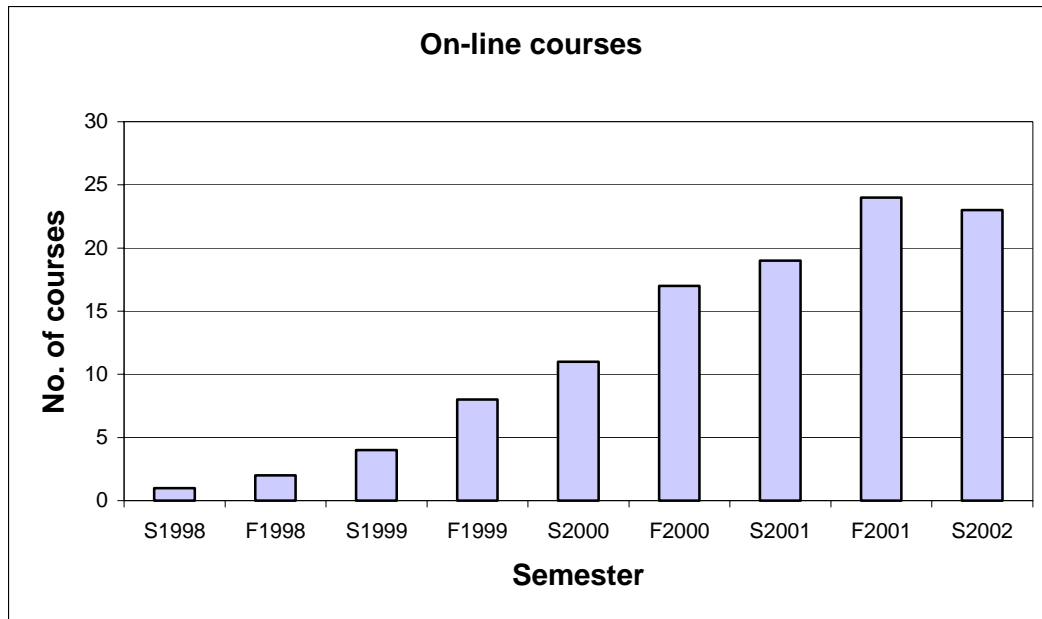
a variety of tools to assess student knowledge and performance. Projects, tests, quizzes, lab reports, presentations, and portfolios are among these tools. (See Appendix E, pp. 161-167)

The utilization of technology to enhance course instruction is an area of significant growth within the College since 1997. The use of multimedia and computer applications as an adjunct to traditional methods of instruction enhances student learning and serves to fulfill the College's mission to "create a learning environment which integrates knowledge with technology and contributes to the development and cultural enrichment of the whole person".

The faculty strives to develop 21st Century Skills in the student's approach to acquiring information by developing research skills. Students are required to utilize multiple sources when gathering information for research papers and projects. Faculty utilize Library instruction designed specifically to teach students the skills they will need to gather information for their required projects. This instruction is available during class time and can be provided in the Library or in the classroom. In addition, Internet research skills are integrated across the curriculum and in all areas of the Common Core. While computer courses are not required as part of the Common Core, many programs have included basic computer technology courses in their curricula to support the College emphasis on computer technology and to prepare the graduate for a workforce that utilizes computers.

Since 1996, the Multimedia Department has assisted faculty in their efforts to incorporate multimedia components into their courses. These courses include Environmental Science, General Biology, World Civilization, Discovery in Art, and Introduction to Physical Therapy among others. In Fall 2001, over 50 courses in the College's curriculum were web-enhanced. A full-time WebCT Specialist (WebCT Administrator) has offered training to faculty interested in expanding the content of their courses using the wide informational and intellectual resources of the web. The faculty and the WebCT Administrator periodically offer "brown bag lunch" seminars on topics such as Best Practices for Distance Learning Courses and Course Web Support. These seminars are sponsored by the College's Center for Teaching and Distance Learning Committee.

The College first started to develop online courses for distance learning in 1998 and has become a leader in Connecticut's Distance Learning Consortium (CTDLC). It was announced at the Council of Deans meeting of October, 1999 that NVCC is the largest provider of distance learning in the Community College System. After the announcement, the President commended faculty members involved in the various aspects of distance learning for their rapid assimilation of this delivery system to students. Not only have online courses provided access to students who cannot attend traditional courses on-campus, but they have also effectively supported the use of computer technology in our current curriculum. As faculty and staff become increasingly expert in the delivery of distance learning technologies, they are engaged in increasing the number of such courses (the histogram below shows the dramatic increase since Spring 1998). Faculty proactively seeks funding for new distance learning offerings. In 1999, CTDLC awarded 13 grants totaling \$39,000 to NVCC faculty for this purpose. Faculty is reassigned time to develop and implement distance learning courses. The Distance Learning Committee is responsible for defining and enforcing the College's standards for new distance learning courses.



Additionally, instructional techniques and activities address student academic and developmental needs and vary depending upon discipline. The following are just two of the many innovative techniques and honors/distinctions:

Hospitality Management Program

All students are required to participate in an innovative practicum during which they function as managers in a real-life student business enterprise. The program requirement consists of employment in a hospitality operation consistent with their career goals, followed by a professional development seminar. Students' performance of the applied skills and knowledge is evaluated by faculty as well as clients, and is a significant part of their overall evaluation within the program.

Honors/Distinctions: In the late 1990's, the program was honored with the Award of Excellence from the National Restaurant Association and American Vocational Association, recognized as the top program of its kind in Connecticut, and third semi-finalist in the nation. The program was also awarded the V.I.P Award as a Promising Practice in Connecticut Adult and Vocational Education from the Department of Education.

Electrical Engineering Technologies Program

This hands-on curriculum emphasizes practical experience in its six associate degree offerings and has been recognized for the accomplishments of its Connecticut Solar-Electrical Racing Team (CSERT).

Honors/Distinctions: CSERT has produced two champion electric and hybrid-electric vehicles, in 1997 and in 2000. The student-built vehicles participate in the annual American Tour de Sol road rally each May. The College hosted the 2001 event and finished third in the international competition. The division received a \$300,000 Department of Energy grant to develop its Advanced Project Center. This funding is associated with a pending \$980,000 National Science Foundation grant.

In addition, NVCC conducts a unique Fuel Cell Certificate program designed to meet the workforce needs of an area fuel cell company and has just opened a collaborative Teleconference Center as part of the Advanced Manufacturing Center in partnership with an area vocational-technical school. This center is located in Founders Hall.

Developmental Courses

Mathematics, reading and writing skills are assessed upon a student's admission to the College via the Accuplacer computerized placement test (Appendix F, p. 168). Students are then enrolled in courses appropriate to their level of competence. The College offers developmental courses that allow students to develop writing, mathematical and critical thinking proficiencies sufficient to ensure maximum success in the Common Core. Consistent with the College's mission to "provide access to the College and support within the College for under-represented groups", two levels of sequenced English courses (six total) are available in the English as a Second Language (ESL) program for students whose native language is not English. Progression through the appropriate credit courses, following an ESL placement exam and writing sample, prepares the student for later success in the basic English Core course sequence.

Faculty and Professional Development

Curricula quality and currency are enhanced through faculty excellence. Faculty development is emphasized in the evaluation process and encouraged and supported through collective bargaining agreements. As stated in the Connecticut Community College Systemwide *Faculty Development and Review Plan* (January, 1999) "all full-time faculty members are expected to develop and update an individual professional development plan in collaboration with the supervisor. This plan should address the performance standards specifically and be based on a realistic set of objectives for the next evaluation period. It is expected that the plan will be consistent with the Departmental, College, and System goals." In addition, many faculty members hold professional licenses and certifications that require continuing education in their field of expertise.

The College made a concerted effort over the past three years to increase the availability of on-campus professional development resources for faculty and staff through computer-related training courses, web-based teaching and learning resources, "brown-bag lunch" discussion topics and the addition of a full-time Director of Academic Assessment and Professional Development. This individual works in concert with the Dean of Learning and Student Development and representatives from each division to identify learning needs of the faculty and staff, and to coordinate activities and obtain resources to meet those needs. Faculty may be granted sabbatical leave (based on an application process defined by each bargaining unit) to engage in institutional research or scholarly pursuits.

Scheduled professional development programs are presented twice yearly to all faculty and professional staff in the College to provide opportunities for professional growth. The Center for Teaching, a Systemwide committee to support teaching and learning is comprised of faculty volunteers on each campus, organizes activities and provides resources and opportunities for professional growth in facilitating student learning. Websites created by the Center for Teaching and the Office of Academic Assessment and Professional Development provide online access to available resources including traditional and innovative instructional techniques, student learning styles and needs, assessment and outcome measures and grant writing resources and sites.

Additionally, the Information Technology Department and the Distance Learning Committee routinely offer computer-related training seminars throughout the semester.

Faculty Advising

In addition to the Counseling Center, the College has a system for academic advising by faculty. Most students who have formally enrolled in a degree program and have taken the placement test after Spring 1993 are required to participate in academic advising. Students are assigned an advisor upon entrance to a career program or admission to the College. When possible, and resources allow, students are assigned a faculty member from their enrolled academic area. To increase the number of faculty available for advising, the College allowed inclusion of "faculty advising in addition to students in your course" as a Contractual Additional Responsibility Priority since Fall of 1999. During the Fall 2001 semester 87 faculty, six division directors, and 10 administrators or staff provided academic advising services to students. The Counseling Center coordinates the academic advising process, trains advisors and maintains records of advising. Responsibilities of the academic advisor, student and Counseling Center are outlined in the Academic Advising Manual (March 2001), as well as current admissions and registration procedures for use in the advising process. Each semester students must meet with their advisor prior to registering for the following semester.

In order to meet the needs of a diverse student population, the College offers flexible schedules, multiple locations, and a variety of support services. Based on student satisfaction data from the 2000 Graduate Survey, General Results (N=184, 36 % response rate), 17 % of graduates were dissatisfied with the time of course offerings; however, only 3 % were dissatisfied with the locations of course offerings. Flexibility of course times and formats will require ongoing evaluation, though the expansion of future course offerings in an accelerated format, as well as online courses may address this area of student dissatisfaction.

Description: Credit-Free Instruction

Instructional Techniques

Within the Continuing Education departments, part-time faculty follow the Statewide Continuing Education Council's Quality Standards Model, creating a learner-centered environment that encourages active participation. In addition to lecture and reflection, learning experiences include lab practice, hands-on skill development, case studies, role-playing, presentations, discussions, and small group activities. Written, oral, and demonstrated evaluation techniques are used to assess knowledge-based and skills attainment outcomes. Learner achievement is documented through demonstrated, acquired and applied competencies.

Many courses incorporate multimedia instructional techniques including videos and computer-aided presentations. For example, Continuing Education courses in photography, drawing, guitar, stained glass, and kayaking all require active learner participation. In addition, classes offered to client companies frequently include breakout groups where participants interpret their own company's blueprints, or practice using measuring instruments in metrology classes.

Credit-free Faculty and Trainers

Instructional staff are recruited and recommended by program directors and program coordinators based on their qualifications in the identified field. Faculty and trainers are assessed for

effectiveness using the Quality Standards Model. Continuing Education has created a range of professional development resources to ensure the quality of instruction, foster professional growth, and orient new instructors to the College's learner-centered instruction philosophy.

The Continuing Education program staff create professional development workshops and seminars to ensure new knowledge and skills are developed and to provide opportunities for part-time faculty to learn from each other. Programs are presented in a separate catalog that is then placed on the Website. There are four program tracks: Core Workshops, Advanced Workshops, Best Practices Seminars, and Timely Topics. A Quality Teacher/Trainer Proficiency Certificate is awarded to participants who complete three core workshops and two additional activities offered through the program. These four-track workshops are available to all NVCC faculty, whether they are teaching credit or credit-free courses, and are also open to faculty from other area community colleges. Additionally, the Professional Development Course Catalog highlights computer-training courses presented by the Information Technology Department.

Appraisal: Credit Instruction

Diverse and creative instructional techniques are utilized by the College's faculty, and are adapted to the needs of students and course content. Since the 1997 NEASC Fifth Year Interim Report, the most significant change in instructional methodology has been the increasing use of technology by faculty. The retirement of 26 faculty in 1997 (a 25 % reduction of full-time faculty) fortuitously created an opportunity to impact the instructional climate by hiring new faculty with 21st Century Skills and teaching methodologies. The implementation of the new Academic Model facilitated a steeper rate of change in fostering learner-centered environments and technological skills in all classrooms. This has been evidenced, in part, by the growth of web-enhanced and online courses since 1997. For example, during the Fall 2001 semester the College offered 22 online credit courses (developed by 15 faculty) and 66 web-enhanced courses (developed by 37 faculty).

This growth reflects the mission of the College and the importance of technology as a 21st Century Skill (for both students and faculty members). The College has received development grants from the Connecticut Distance Learning Consortium (CTDLC), which have resulted in faster growth as well as greater depth and support for online learning both academically and technologically. In light of recent budget cuts, the community colleges have had to look for ways to extend and share resources. At the same time there seems to be ongoing State legislative and funding support for the CTDLC as the central resource for DL across the state. As such, the College is currently collaborating with the CTDLC in a project to share resources and address anticipated concerns.

Many more faculty members have also integrated Microsoft PowerPoint, Microsoft Excel, the Internet, and various multimedia applications into their classrooms since the Interim Report. The educational literature has shown that the use of multimedia technology can stimulate and improve learning as evidenced by raised test scores and other measurable outcomes. Multimedia technology has been incorporated into several courses at NVCC. Biology 103 (General Biology) is an example of this evolution. Before 1999, this course was taught in the traditional two lectures/one laboratory session per week format, with students using audio tapes to assist in learning the lecture material. Over the period of two years, one-half of the lecture coursework was computerized and the laboratory content remained the same. The new "lecture" format consisted of one "lecture" of

multimedia presentations and one “lecture” of discussion with review of the material presented to the students via computer. In an effort to determine the impact of technology on this course, data from only those full-time instructors who taught in Fall 1999 (pre-computerization), Fall 2000 (mid-point in the computerization), and Fall 2001 (computerization completed) were analyzed. Only those full- and part-time faculty who taught in all three semesters were included in this analysis. All sections of Biology 103 at NVCC are standardized including textbook, lab book (authored by two NVCC biology faculty) and grading system based on the accumulation of numerical points, and all components of the course have remained the same except for the inclusion of multimedia. The indices used, persistence (completion) rate and the number of “F” grades, are tabulated below:

| | Fall 1999 | Fall 2000 | Fall 2001 |
|------------------------|------------------|------------------|------------------|
| No. of students | 219 | 196 | 295 |
| Withdrawals | 45 (20.5%) | 32 (16.3%) | 38 (12.8%) |
| “F” grades | 11 (5.0%) | 6 (3.1%) | 4 (1.3%) |

The increase in the completion rate and the decrease of the failure grades percentage agree with similar experience reported by others concerning the efficacy of multimedia approaches in improved student learning and performance in a number of diverse subject areas.

The incorporation of student evaluations and faculty self-appraisal into the faculty evaluation process (Faculty Development Review Plan) promotes a broader range of input and allows for a mechanism of instructional growth. This occurs through the identification and attainment of instructional goals and effectiveness as appraised through observations conducted by Program Coordinators, Department Chairs, or Division Directors. The results of these observations are then reviewed with faculty, and may be incorporated into upcoming goals in the faculty self-appraisal. In addition, the Behavioral Sciences Division matches first-year instructors with mentors for systematic observation, appraisal, and feedback to ensure effective instructional delivery.

Since Spring 2000, the Director of Academic Assessment and Professional Development has tracked evaluations (full-time and adjunct faculty) and questionnaires to identify the professional development needs of faculty and staff. The creation of this position has been instrumental in the assessment of faculty needs, decision-making to direct professional development funds allocated to the College, and monitoring of assessment processes. Descriptive data has been assimilated through this office; however, there continues to be a need for further institutional research and data analysis to perform a broader examination of instructional methodology and student outcomes.

Appraisal – Credit-Free Instruction

Credit-free part-time faculty are routinely oriented utilizing the Quality Standards Model and are strongly encouraged to participate in the Professional Development Program. Twenty percent of the faculty participated in this professional development program from July 2000 to June 2001. Program directors and coordinators are trained to evaluate the effectiveness of part-time faculty and trainers. Instructors are observed and given feedback from the program coordinators and/or directors.

Within the credit-free courses designed for business and industry, time-bound quality surveys ask companies to evaluate students' job performance. Program coordinators in each department utilize these data to identify course outcomes and plan any necessary modifications based on the results. During the Spring 2002 semester, collaboration with outside companies resulted in 137 online credit-free classes.

Faculty development opportunities for both part-time and full-time faculty have increased significantly since the 1992 Self-Study. The Center for Teaching, Director of Academic Assessment and Professional Development, Continuing Education Quality Standards Model and Professional Development programs, Learning Resources Center and the Department of Information Technology provide avenues for instructional growth.

Projection: Credit/Credit-Free Instruction

Instructional Effectiveness

- Assessment of instructional effectiveness will be a continual challenge as student learning outcomes are assessed in technologically-enhanced classroom pedagogy and distance learning course technology evolves.
- Full- and part-time faculty development will require ongoing outreach and proactive participation by faculty in online coursework (e.g., Element K for software skills). In addition, continual updating of skill sets to address the rapidly changing needs of a learner-centered environment (e.g., Center for Teaching, Information Technology) and partnerships with community businesses and organizations to ensure classroom relevance (e.g., advisory councils) will be necessary.

Distance Learning

- The document *Best Practices for Electronically Offered Degree and Certificate Programs* published by the CIHE is a guide that will assist NVCC to continue developing sound distance learning programs. *Best Practices* makes it clear that whatever the format, learning must remain interactive and electronically mediated programs must support the existing academic curricula and organization. *Best Practices* mandates that NVCC will be as responsible for educational outcomes in distance learning as it is presently for traditional learning. Learning outcomes will have to be carefully defined and the quality of such programs will have to undergo rigorous assessment. It is projected that NVCC will continue to develop emerging forms of teaching and learning that conform to the Commission's guidelines.
- The College will transition from a pilot project to a Systemwide partnership with the Connecticut Distance Learning Consortium (CTDLC) to host WebCT courses and allow integration with the Banner Student Information System.
- The NVCC Distance Learning Committee will continue to identify issues affecting students and faculty, and implement mechanisms for data collection and assessment (e.g., course enrollments and faculty course evaluations).
- Continued growth of credit and credit-free distance learning courses will require institutional commitment to provide ongoing faculty and technical support for online course development and delivery, and necessary upgrades to hardware and software. In addition, representation of NVCC on Systemwide distance learning committees and at the CTDLC is essential.

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Standard Five Faculty

"Teachers open the door, but you must enter by yourself."

Chinese Proverb

STANDARD FIVE FACULTY

Description

Naugatuck Valley Community College's faculty are an inestimable resource to this institution. Students can be assured of a rewarding educational experience built not on a dominant lecturer--subordinate student model, but a very real mutual regard for different teaching/learning approaches and ends. Students will enter a domain where all faculty are involved in continuous expansion and refinement of teaching methodologies and learning environments. Faculty emphasize engagement in teaching that often results in novel experimentation and sometimes even in new knowledge. Collegial associations and tireless efforts on behalf of the intellectual well being of our students are the hallmarks of this College.

Faculty Numbers

The following represent the number of full-time and part-time faculty by Division during the academic years 1998-1999 through 2001-2002. The part-time faculty count includes numbers in the Fall (before/) and Spring (after/) semesters.

| Division | AY 98-99 | | AY 99-00 | | AY 00-01 | | AY 01-02 | |
|-----------------------|----------|--------|----------|---------|----------|---------|----------|---------|
| | FT | PT | FT | PT | FT | PT | FT | PT |
| Arts/Humanities | 21 | 45/10 | 21 | 69/56 | 21 | 83/61 | 21 | 67/60 |
| Business | 21 | 21/12 | 20 | 30/30 | 20 | 31/39 | 19 | 30/34 |
| Math/Science | 18 | 34/9 | 22 | 40/36 | 23 | 46/39 | 23 | 45/44 |
| Behavioral/Social Sci | 9 | 29/6 | 13 | 25/21 | 12 | 32/25 | 12 | 34/27 |
| Nursing/Allied Health | 17 | 3/2 | 17 | 5/4 | 17 | 6/7 | 18 | 3/8 |
| Engineering/Tech | 13 | 17/10 | 13 | 15/19 | 11 | 19/21 | 11 | 20/15 |
| Total | 99 | 149/49 | 106 | 185/167 | 104 | 188/193 | 104 | 199/191 |

The faculty focuses on the intellectual and academic development of students in an effort to attain the following goals as stated in the College mission:

- Prepare students for transfer to other colleges and universities
- Develop students' knowledge and skills preparatory to entering the workforce
- Provide personal and professional enrichment and counseling services
- Promote academic excellence, civic responsibility, cultural appreciation, and international understanding
- Offer programs that meet individual differences and needs of students

Faculty Qualifications

Faculty qualifications are generally determined by the BOT, and are articulated in various documents. While there are allowable parameters regarding experience and degrees, any exceptions to the established qualifications must be clearly justified in written records of search committees. Most faculty at the institution, full- and part-time, meet the required qualifications and are sufficiently suited for the field and level of their assignments.

Advanced degrees and credentials (AY2001-2002)
Total full-time faculty = 104

| Highest Level Degree | Number of faculty |
|----------------------|-------------------|
| Doctorate | 20 |
| Masters | 79 |
| Bachelors | 5 |

In addition many faculty hold specialized certificates and licenses. All part-time faculty, including credit-free instructors, possess a comparable level of academic credentials as full-time faculty. While it is increasingly necessary, especially in the area of rapidly changing technology, to draw on business and industry for qualified content experts, similar 21st Century teaching experience and expertise must be demonstrated, regardless of the discipline.

Faculty Recruiting and Appointment

Faculty are recruited and appointed according to procedures governed by the Board of Trustees (BOT) and the College's affirmative action policies. Selection criteria and results reflect an effective process that considers academic qualification, experience and diversity. Terms of employment are specifically detailed in collective bargaining contracts.

Contractual Security

Faculty are committed to and supportive of all College goals and support the administration in their implementation. Faculty adhere to the affirmative action and non-discrimination policies of the College. In addition, faculty rights, responsibilities, governance, and evaluation are guaranteed in the Collective Bargaining Agreements (CBAs) of the Congress of Connecticut Community Colleges (4C's) and the Federation of Technical College Teachers, American Federation of Teachers (AFT). In both CBAs, the recruitment, appointment, evaluation and promotion of faculty are equitable and in congruence with the mission and purposes of the College. Consistent efforts by both bargaining units have led to increasing harmonization between the two CBAs. There are currently 20 full-time faculty in the AFT bargaining unit and 84 full-time faculty in the 4C's unit. Promotion, sabbatical leave and professional development, and tenure processes are governed by collective bargaining rules and are applied equally (although with different processes) to all College faculty members.

Tenure

Faculty personnel policies regarding contractual security have been negotiated between management and the two unions (4C's and AFT). Tenure is the means by which the College provides contractual security consistent with the mission of the institution and to assure a high level of service to the College by those holding such tenure. A tenured appointment is offered to a member of the bargaining unit once he/she has completed six years of full-time employment by the Board at the same college, at least three years of which must be in the current job function. Details of the tenure process are contained in the 4C's CBA, Article IX and the AFT CBA, Article XII.

Promotion

Faculty who meet the minimum qualifications for higher rank as described in the 4C's CBA, Article XII, and AFT CBA, Article XXI, may apply for promotion, but the right to grant promotion remains with the President, subject to the availability of resources determined at the BOT office. The major area of emphasis in evaluating performance for promotion is growth and demonstrated competence in teaching and other additional areas as outlined in the CBAs.

Salaries and Benefits

Through the collective bargaining process, salaries and benefits for faculty teaching full-time and part-time credit courses are based on negotiated rates for each of the respective faculty ranks. Salaries and benefits are set at levels that attract appropriate and qualified credit and credit-free faculty.

Faculty Assignments and Responsibilities

Faculty performance of the following responsibilities provides educational and career preparation that reflects the needs and interests of the community. These responsibilities are clearly defined in faculty handbooks and the CBAs. Credit-free instructors are not currently covered by CBAs.

- Teaching 12 hours per semester, as well as curriculum preparation time, related duties and office hours. The actual hours vary for classroom, lab and clinical loads, and are specifically addressed in CBAs.
- Attending all scheduled professional staff and divisional meetings as well as commencement
- Participating in committee work, which includes contract, governance, and divisional committees as well as *ad hoc* committees, such as search committees
- Advising duties that include academic advising, mentoring student organizations, and program or curricular advising
- Developing and implementing new courses and programs in response to community requests and needs
- Revising and expanding current courses and programs to meet local and national norms
- Creating and participating in new pedagogy at the College, such as distance learning and web-enhanced instruction
- Researching the effectiveness of courses, programs and pedagogy
- Engaging in professional and intellectual development activities
- Assisting in campus and community programs to recruit new students or assist current students, such as program expositions, career nights, and student recruitment efforts

Faculty Categories

Faculty categories at the College are classified as full-time and part-time (adjunct). The BOT establishes policies governing responsibilities and hiring practices of adjunct faculty. In compliance with the Standards of the Commission, adjunct faculty are:

- Hired, maintained, and evaluated according to published guidelines
- Accorded limited union benefits
- Oriented to the College at scheduled semester adjunct-staff meetings and provided with an Adjunct Faculty Handbook
- Welcomed to participate in divisional academic discussions, whether at scheduled divisional meetings, subcommittee meetings, and/or electronic meetings

- Invited to and encouraged to participate in divisional and College-wide professional development activities, such as short-term classes, presentations, and workshops
- Provided with full access to College services and support

Full-time Faculty by Rank (1998-1999 to 2001-2002)

| Rank | AY 98-99 | | AY 99-00 | | AY 00-01 | | AY 01-02 | |
|---------------------|----------|-----|----------|-----|----------|-----|----------|-----|
| | Total | % | Total | % | Total | % | Total | % |
| Full Professor | 38 | 38% | 38 | 36% | 38 | 37% | 44 | 42% |
| Associate Professor | 22 | 22% | 22 | 21% | 22 | 21% | 23 | 22% |
| Assistant Professor | 21 | 21% | 22 | 21% | 22 | 21% | 19 | 18% |
| Instructor | 18 | 18% | 24 | 23% | 22 | 21% | 18 | 17% |
| TOTAL | 99 | | 106 | | 104 | | 104 | |

It should be noted that an unusually high number (about 25%) of faculty retired and/or were replaced in part due to the State's early retirement incentive offered in Spring 1997 when 26 faculty retired.

Academic Support Staff

In addition to faculty, NVCC employs Educational Assistants (EAs) who serve as laboratory assistants and tutors. The College publishes and makes available to all EAs and other academic support staff, specific information regarding their employment. This information is accessible through the Human Resources Department, and explains the procedures for appointment, evaluation, advancement and termination. A Human Resources staff member advises all employees regarding their individual salaries and benefits. Every staff and faculty member is provided with the *Employees' Policies & Procedures Manual* detailing the evaluation, advancement, and termination policies.

The Minority Fellowship Program is an initiative jointly sponsored by the BOT and a coalition of professional staff unions. The goal of the program is to create and diversify career paths for minorities within and outside the Community-Technical College System. Minority Fellows work closely with faculty mentors in teaching-related activities.

Faculty Evaluation

The evaluation process of faculty is guided by the 4C's CBA, Article XI and AFT CBA Article XI. A revised evaluation process, the Faculty Development and Review Plan, was implemented in Spring 2000, and addresses instructional excellence and the professional obligations of teaching faculty. The guidelines for Performance Standards and Indicators included within the plan provide a framework for conducting the review and analyzing data collected during the evaluation process.

All full-time faculty members participate in the periodic evaluation process including self-evaluation, student evaluations, a professional development plan, and instructional observation and evaluation by the administrator of each academic unit. Faculty members then meet with the administrator to discuss the information gathered during the review and the faculty member's plan for professional development. The instructional observation and evaluation by the administrator

occurs in each of the first two appointment periods, once every two years thereafter for those on standard appointments, and once every three years thereafter for those on tenured appointment. Part-time faculty are also evaluated by program coordinators and department chairs. Credit-free instructors are systematically evaluated and observed periodically or as required as in the case of customized job training for a corporation.

The completion of “additional responsibilities” is also a component of the faculty review process. Additional responsibilities are specified by the 4C’s CBA, Article X, Section 2 and the AFT CBA, Article VIII, Section 3, and are required of each full-time faculty member in addition to teaching and related duties. Objectives related to additional responsibilities are developed annually by individual faculty members, reviewed by the administrator of each academic unit, and approved by the Dean of Learning and Student Development. Activities related to additional responsibilities are intended to contribute to the College’s and System’s mission and goals. In 1999, a peer committee was established to assist faculty in developing additional responsibilities. Priorities include faculty advising, participation in student activities, grants and special research projects, divisional committees, and community service. Attainment of objectives is assessed at specified times throughout the year.

Faculty Development

Faculty members are responsible for their own growth within their discipline and regularly attend, participate in, or present at professional conferences and workshops. Faculty members also participate and/or hold leadership positions in professional organizations. Financial support for scholarly pursuits by faculty is made available from collective bargaining funds and/or divisional budgets. Clinical refreshment leave is made available as part of the CBA.

Professional development activities have increased in scope and intensity since 1992. In addition to sabbatical leaves and individual retraining, professional staff participate in bi-annual Systemwide full-day staff meetings that center on such topics as assessment, supervision, and workplace issues. The Center for Teaching, also part of a Systemwide initiative to provide opportunities for improved teaching skills and professional development, conducts frequent seminars and workshops in subjects of interest to faculty. Professional development funding is available for travel and attendance at conferences, subscriptions to journals and publications, sabbatical leaves, personal services agreements to bring special consultants to the campus and retraining opportunities.

The Learning and Student Development Unit has made a firm commitment to assessment and professional development with the creation of a full-time position of Director of Academic Assessment and Professional Development in 2000. In terms of professional development, the Director assesses the needs, and arranges for activities and seminars within the unit. In addition, the Director assists academic division directors and faculty with the Faculty Development and Review Plan, measures the effectiveness of these activities within the Learning and Student Development Unit, and provides for short and long-term plans for the Unit.

The Director of Academic Assessment and Professional Development coordinates a wide variety of professional development opportunities for faculty both within and outside the College. The Academic Professional Development Committee recently developed an extensive professional development plan. Continued emphasis on active learning and learner-centered methods, as well as

the technology explosion, results in many opportunities for faculty professional development that address these and individual areas of specialty.

Every year the BOT awards an Educational Excellence and Distinguished Service Award to one individual at each of the 12 Connecticut Community Colleges for professional development and instructional innovation. The individual selected receives \$5,000 in support of the professional activities and projects he/she undertakes. In addition, each year about a dozen Merit Recognition awards are given to faculty and staff. The individuals selected receive a \$1,500 cash payment.

Similarly, the Continuing Education, Community & Economic Development Unit has designed a comprehensive program of professional development to enhance learner-centered teaching skills. In addition to a series of workshops, the program also includes self-paced instructional design software, videotaping and mentoring opportunities, and a comprehensive resource center. The program is open to credit and credit-free faculty of the College, as well as to faculty and staff of the other community colleges in the System.

The Information Technology Department offers an extensive series of workshops on computer applications. Many professional staff members have elected to take advantage of this training, and, as a result, have been able to develop higher-level computer skills, design and post their own websites, and use WebCT software to develop online and web-enhanced courses.

The Office of the President announces Professional Staff Meetings approximately three times per semester. These meetings cover a broad range of topics some of which relate directly to faculty professional development.

The Human Resources Department conducts professional development activities related to compliance with State, Federal, or System regulations. Through contractual agreement, faculty, staff and clerical employees have access to professional development funds on an annual basis. Funds are applied for and reimbursed /distributed on an equal basis depending on each union's agreement.

The BOT grants sabbatical leave and full-time leave for professional and educational development for either (a) a full year on half salary or, (b) a half year on full salary. As per the CBA, the members of the bargaining unit elect a Sabbatical Leave and Professional Development Committee that reviews applications and recommends candidates to the President. The President lists applicants in priority order and forwards these recommendations to the Board for final determination.

Full-time faculty and staff can take credit or credit-free courses on campus on a space available basis with a tuition/fee waiver. The College encourages membership in professional organizations that are directly related to staff and faculty members' professional responsibilities, although the College does not fund individual memberships. Periodically, faculty and staff can access professional development through divisional or departmental funding. When the director of a division or department determines that the professional development activity is vital to the College, internal funds are used to support the activity. Examples of activities sponsored by divisions and departments include outside lecturers, one-day in-house workshops, and off-campus seminars.

The Department of Administrative Services for the State of Connecticut in partnership with the Community College Learning Alliance provides in-service training for State employees. These courses/workshops are offered at various locations across the State. Employees, with the approval of the appropriate supervisor, can attend courses such as accounting, computers, supervision, writing skills, retirement planning, workplace safety and a variety of liberal arts courses among others. The cost is paid by the College.

Academic Freedom

Academic freedom is highly valued and exercised. Article VI of the 4C's CBA and Article V of the AFT CBA supports the principles of freedom in the classroom and in research. Faculty members are assured that their fundamental rights in carrying out their duties and responsibilities are protected. If faculty members feel their rights of academic freedom have been violated, they may institute grievance procedures as described in Article VII of the 4C's CBA and Article XIV of the AFT CBA.

Ethics

All employees are provided with the *Employees' Policies and Procedures Manual* that articulates the *Code of Ethics for Connecticut Community Colleges* as well as the *Code of Ethics for Public Officials and State Employees*. In addition, there are mechanisms and materials in place to strengthen and support the ethical and responsible behavior of faculty, and to educate them on institutional policies and procedures.

Appraisal

The success of our students' educational experience is based primarily on interaction with the College faculty whose major responsibility is teaching. All faculty at the College serve on at least one committee and/or engage in student-related activities each semester, or instead teach an additional course because of exceptional needs. Committee composition is discussed and reviewed to ensure adequate representation of faculty on various College-wide committees.

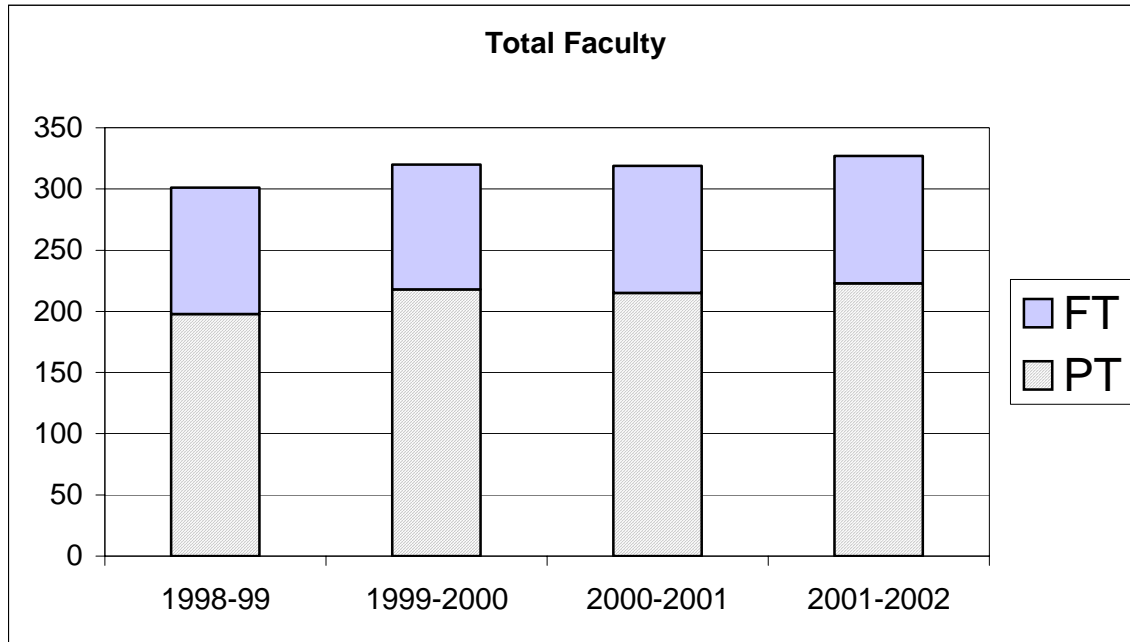
According to the 1992 Self-Study Report the three main communication vehicles for faculty and staff to interact with the administration were the President's *Weekly Bulletin*, the faculty senate, and the Agenda Committee. Since the last Report, the faculty senate has been dissolved; however, the Agenda Committee and the *Weekly Bulletin* are still in use. Communication efficiency has vastly improved since the Community College System implemented an Exchange email server that now allows faculty to access their email and calendar via a web browser. The College's Website has also become an efficient way to handle communications. A survey was conducted among all full-time faculty in January 2002. Of the 105 individuals to whom surveys were distributed electronically, 52 responses were returned via the web, and three were mailed on paper. It is a testimony to the effectiveness of our IT Department, the level of information handling expertise of faculty, and the technological skill sets currently in place that the survey instrument for this appraisal was able to be electronically created, filled out, and tabulated in an efficient manner.

Based on feedback from faculty and staff, it would be helpful if the *Weekly Bulletin* were converted to an electronic version making it more efficient and cost effective. The activities of the Agenda Committee were not assessed concerning its significance in improving communication between

faculty and administration. While 52% of full-time faculty agreed that communication among faculty members is effective, 60% selected negative or neutral responses to questions concerning communication between faculty and administration.

Numbers

The total number of faculty is considered sufficient to carry out duties in addition to instruction.



In the most general terms, the faculty at NVCC meets or exceeds the standards for accreditation. The data that support this conclusion are provided here in concise form. The total number of faculty at Naugatuck Valley Community College has generally increased slightly during the past four years.

As the College's missions and purposes have changed or expanded, the number of faculty has changed accordingly. It should be noted that these numbers demonstrate some growth, despite retirements and/or resignations. For example, an early retirement incentive offered by the State of Connecticut effective in the 1997/98 academic year resulted in 26 faculty retirements; of that number, 25 were replaced during the self-study period. The bar graph above indicates that the College is committed to maintaining staff levels even in the face of unusual retirement numbers.

Depending on program growth and offerings, the Continuing Education, Community & Economic Development program departments have employed between 200 and 250 part-time faculty each semester from 1998-2002.

Full-time Faculty – Number/Percentage Increase and Decrease

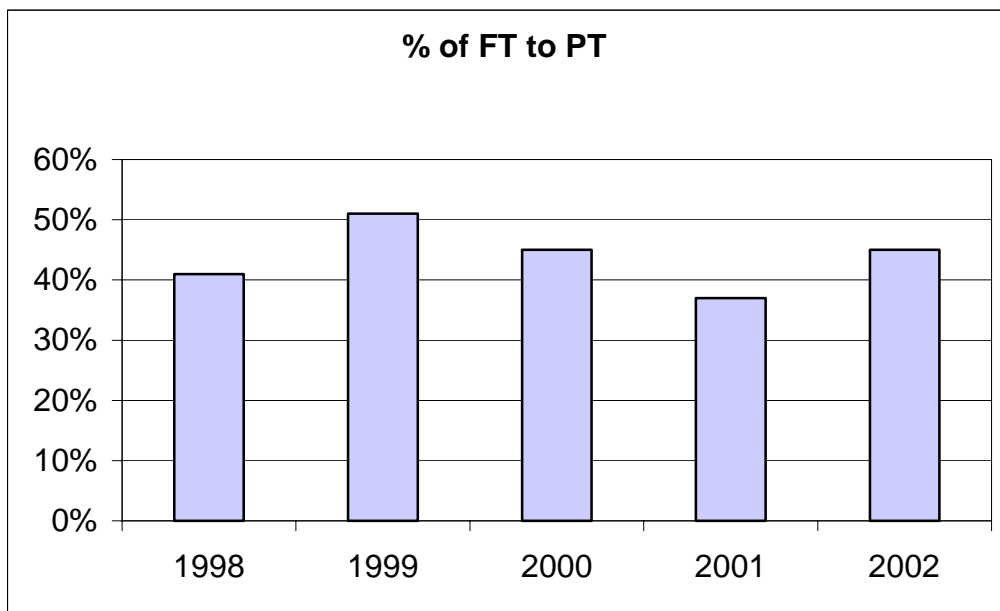
Current data indicate that the greatest increase of full-time faculty occurred in 1999; in the two fiscal years following that, the increase/decrease is not more than 1% and needs to be viewed in light of enrollment figures as well academic program and curricular developments.

Given fluctuating student enrollment numbers, it is understandable that the number of full-time faculty decreased or showed no significant increases during this period. However, it should also be noted that the curriculum experienced significant changes, both in the deletion of programs of study as well as the addition of new courses and programs. The College's increased offerings were not accompanied by a sufficient increase in full-time faculty whose qualifications and performance could maintain those offerings.

Full-time and Part-time Faculty Ratio – Number/Percentage

It is necessary to see if the use of adjunct or part-time faculty could assist in meeting the institution's mission and purposes through the successful implementation of its academic programs. To this end, statistical data describing the ratio of full-time to part-time faculty each year were examined.

| | AY 98-99 | AY 99-00 | AY 00-01 | AY 01-02 |
|--|--------------|--------------|--------------|--------------|
| Full-time Headcount | 1478 | 1579 | 1375 | 1757 |
| Part-time Headcount | 3258 | 3285 | 3575 | 3488 |
| Total Headcount | 4736 | 4864 | 5150 | 5262 |
| | | | | |
| Full-time Faculty | 103 | 102 | 104 | 104 |
| Part-time Faculty | 198 | 218 | 215 | 223 |
| Total Faculty | 301 | 320 | 319 | 327 |
| % of Total Faculty to Headcount | 6.36% | 6.58% | 6.19% | 6.21% |



While the qualifications and preparation of full-time and part-time staff is similar, thereby providing excellent learning experiences within the academic environment, those functions relegated to faculty in addition to instruction (such as student advising, academic planning, participation in policy-making, course and curricular development, and institutional governance) are considerable

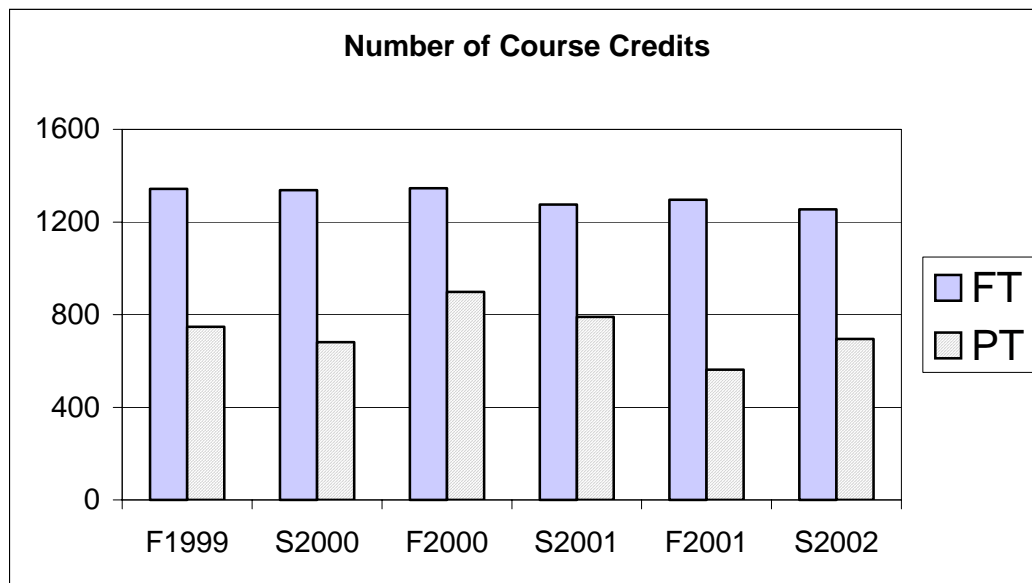
burdens on the full-time faculty. Despite being a “minority” of the total teaching staff, they are charged with the responsibility of developing and maintaining the academic standards of the institution through ancillary activities. There is no doubt that the College administration supports an increase in full-time faculty; however, as a public institution fiscally tied to the Chancellor’s Office and the State Legislature, the College has no local authority in the matter of hiring. The most recent example of this is that all open positions for FY2002 have been frozen until further notice. This may result in even greater use of adjunct staff to maintain academic offerings. Another factor in the increased use of adjunct faculty is the fact that as some programs become more highly specialized, more adjunct faculty with specialized skills and experience are needed.

Full-time and Part-time Faculty Ratio – Number of Credits/Percentage

A more significant index of full-time to part-time faculty numbers is a comparison of the numbers of course credits taught by each group. The data for Fall 1999 to Spring 2002 are presented below:

Numbers of Course Credits/Percent

| | Fall '99 | Spring '00 | Fall '00 | Spring '01 | Fall '01 | Spring '02 |
|------------------|-----------|------------|-----------|------------|-----------|------------|
| Full-time | 1,343/65% | 1,337/66% | 1,346/60% | 1,275/62% | 1,296/70% | 1,254/64% |
| Part-time | 748/35% | 681/34% | 898/40% | 791/38% | 563/30% | 695/36% |



Therefore, since Fall 1999 approximately two-thirds of the total number of course credits have been taught by full-time faculty. The numbers for full-time faculty do not include courses taught by full-time program coordinators, academic division directors and other qualified professional staff at the College who teach courses in the evening hours in which case the percentages would be even higher.

As fewer full-time faculty, or the same number, are available for assisting in non-classroom activities, and those activities increase in scope or number, faculty find themselves increasingly “stretched thin” in terms of time they can devote to various aspects of the College community,

including committee assignments, professional development, and scholarly activities, not to mention course and curricular revision and/or development.

When a new position is to be filled, the President calls for volunteers to serve on the search committee. This call is placed in the President's *Weekly Bulletin* from the President's Office, and is received by all faculty members. Interested parties may then submit their names to the President for service on the search committee. Members of the search committee formulate questions used for interviewing candidates. Prior to the interviews the Affirmative Action Officer reviews the questions. The search committee recommends the final candidates to the appropriate dean and President. This is a significant opportunity for faculty to have input to the selection process.

The College has an Affirmative Action Policy Statement, signed by the President, and an Affirmative Action Officer to oversee its implementation. The policy includes the following statement: "Recruitment and hiring of protected group members reflect their availability in the job market." A goals analysis is conducted periodically on each faculty rank to assess advancement in this area. Due to limitations of the advertising budget, it is fiscally impossible to advertise in all newspapers in the State. However, major newspapers are targeted as well as *The Hispanic Outlook*, *The New England Minority News* and *The Chronicle of Higher Education*. Position announcements are also distributed via the College Website, Opportunities Bulletin, Personnel offices within the System and local community organizations. These avenues allow for the College to reach candidates both Statewide and Nationally.

Qualifications and Preparation

All faculty, full-time and part-time, must meet or exceed eligibility requirements as established by the Board of Trustees. While equivalencies may be considered, most faculty meet these eligibility requirements (normally, a Masters Degree). In addition, "preparation" is usually defined as previous teaching experience, which almost all faculty demonstrate. In some areas such as Allied Health, some Business/Computer Technology, and Technology, "preparation" or specific certification/license is defined as adequate previous experience in the field of study or area of expertise.

It should also be noted that while all faculty meet the qualifications or equivalencies established by the Board of Trustees, as of FY 2001 almost 20% of the faculty exceed these qualifications in terms of degree earned. The institution does not maintain data on professional licenses or certifications, which would increase this percentage, nor are formal records kept of faculty who regularly participate in scholarly or creative activities or advanced study.

One of the College's strengths continues to be the highly qualified teaching faculty. All part-time faculty, including credit-free instructors, possess the same level of academic credentials as full-time faculty. While it is increasingly necessary, especially in the area of rapidly changing technology, to draw on business and industry for qualified content experts, the same teaching experience and expertise must be demonstrated, regardless of the discipline.

The College has increasingly used Educational Assistants (EA) to staff learning centers, such as computer labs, auto-tutorial biology, self-paced mathematics, nursing, hospitality labs, writing centers, and the Learning Resource Center, among others. These paraprofessionals have helped the

College to grow in a cost-effective manner, and the demand for such support personnel has increased tremendously with the growth in technology and computer instruction. However, budget cuts have diminished the amount of EA support during the past year. This results in curtailing the length of time the various learning and resource centers are open for student use. Faculty and staff spend time taking care of operational support tasks instead of working directly with students. The most detrimental result is that students have much less direct contact and support from staff or faculty, a factor vital to their academic success. Although the EA budget has remained stable throughout the past decade, hourly wage increases have resulted in hiring less EA's. This trend has severely threatened the ability of programs to provide ongoing quality service to NVCC students.

Newly hired full- and part-time faculty and EAs meet with the Human Resources Director and Payroll Office staff regarding their benefits, process of evaluation and advancement, and their salaries. At that time, the Director of Human Resources and the new employee together review the Faculty Handbook, the Collective Bargaining Agreement, as well as the Employees Policies & Procedures Manual. After this review, the new NVCC employee is given a complete packet of material to include the above-mentioned documents. They are required to sign a document certifying that they have read and understood its contents. Members of the Human Resources Department and Payroll Office are available to counsel and/or advise the employee as needed.

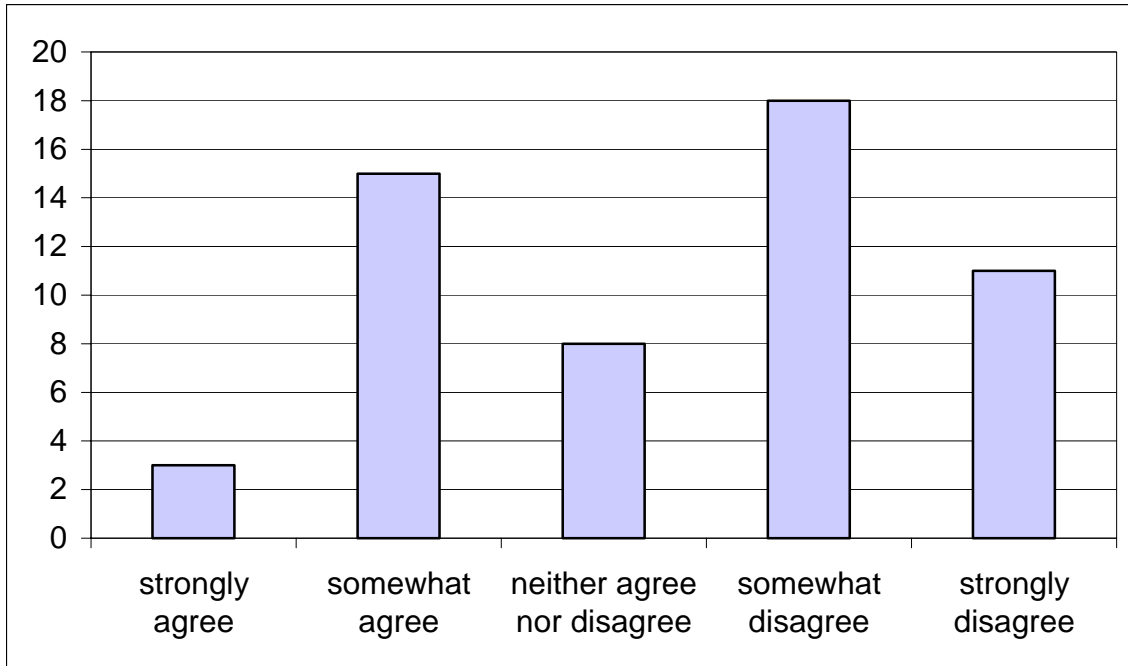
According to the Director of Human Resources, the EAs coming through the hiring process frequently speak about too much paperwork required as they are initially hired. This could be improved by electronically processing EA information and, because some EAs and adjuncts work at other community colleges, coordinating and standardizing the information in the System. This would eliminate redundancy and would reduce the amount of necessary record keeping.

The faculty adhere to the affirmative action and non-discrimination policies of the College. Promotion, sabbatical leave and professional development, and tenure processes are governed by collective bargaining agreements and are applied equally to all community college faculty members. In addition, faculty rights, responsibilities, governance, and evaluation are guaranteed in the collective bargaining agreements.

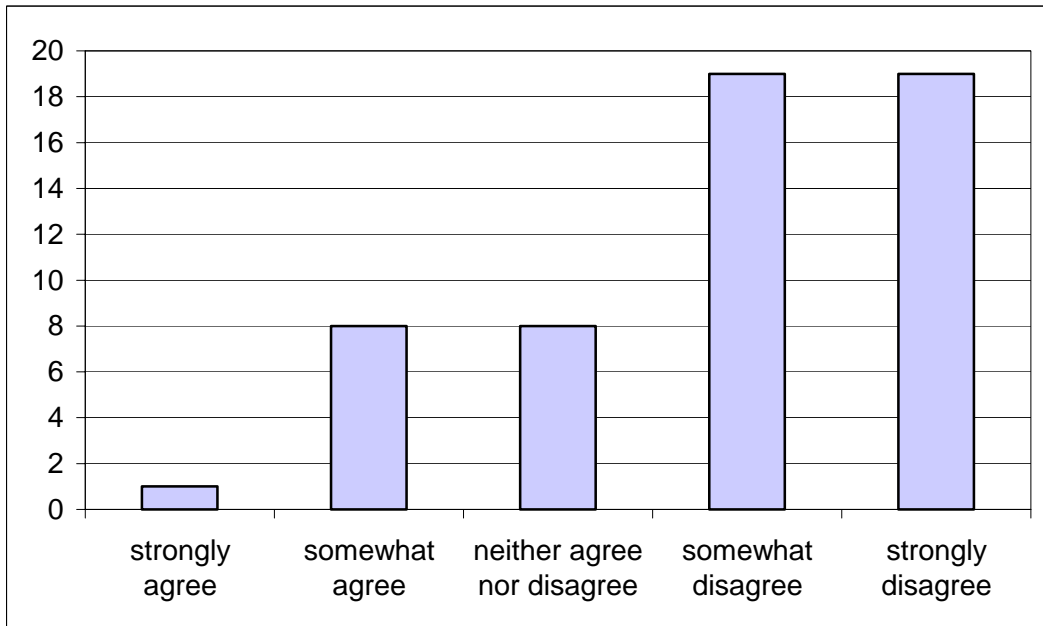
Over half the survey respondents agreed "the tenure process and criteria are of appropriate rigor for the College." While this statistic is positive, anecdotal comments indicate varying consistency in how criteria are met.

Two survey questions referred to the College's promotion policies. The first was designed to measure faculty opinions regarding the quality of influence on professional development of promotion policies and procedures.

Question #1: Promotion policies and procedures have a positive influence on professional development.



Question #2: Promotion policies and procedures have a positive influence on morale.



The effect of promotion policies and procedures on morale was viewed as negative by an overwhelming 68% of respondents.

Salaries and benefits were seen as effective in retaining faculty by 58% of survey respondents. With increasing disparity in salaries in technology and medical professions outside higher education, even the relatively high levels of salaries and benefits earned by State employees may no longer be competitive.

There are two areas where individual program policies differ. First, nursing, computer information systems and engineering technology full-time faculty have been hired at the assistant professor rank, whereas other newly hired full-time faculty members may begin at the instructor rank. Qualified faculty in these disciplines would be difficult to attract at the lower rank and salary.

Second, workload is calculated differently for clinical laboratories in allied health, food service, nursing and studio art. Based on an arbitration ruling that sought to equalize faculty workload between two different unions, all lab courses are now calculated at a 1:1 ratio. In the four areas noted above the workload ratio is 1:0.826; one contact hour is credited at only 0.826 hours for clinical and lab. Prior to the arbitration ruling, workload was calculated at 1:0.667. The current ratio was determined by an arbitrator because the Congress of Connecticut Community Colleges Union underestimated the amount of money required to equalize the workload among all faculty and requested insufficient funds from the Legislature. The majority of faculty indicated agreement with the survey statement "teaching assignments are equitable and reasonably determined". It should be noted that AFT faculty were reduced from 15 to 12 contact hours per semester.

Faculty Evaluation

All full-time faculty members are subject to periodic review of their performance through standard evaluation processes. All adjunct faculty are evaluated by department chairs and program coordinators in their first semester, and on a regular basis thereafter as determined by the supervisor. New and updated evaluation instruments have been added recently which include required student evaluations and the implementation of the Faculty Development and Review Plan (FDRP).

American Federation of Teachers (AFT) and the Connecticut Congress of Community Colleges (4C's) Collective Bargaining Agreements, Article XI in both contracts, guide the evaluation process of faculty at NVCC. A revised evaluation process, the FDRP, was implemented in Spring 2000 and addresses instructional excellence and the professional obligations of teaching faculty. The guidelines for Performance Standards and Indicators included within the plan provide a framework for conducting the review and analyzing data collected during the evaluation process. An outline of notification of and cycles for reviews is found within the FDRP.

The periodic evaluation process includes self-evaluation, a professional development plan, student evaluations, and instructional observation and overall evaluation by the academic division director. Faculty members then meet with the division director to discuss the information gathered during the review and the faculty member's plan for professional development. The instructional observation and evaluation occurs in each of the first three appointment periods, and then once every three years thereafter for those on tenured appointment. Overall the implementation of processes has been well received by most faculty members. The data yielded from the student evaluation of faculty are not organized or presented as aggregate data by instructor, multiple section courses, by division or

College-wide. Survey results indicate that the majority of faculty are familiar with the evaluation process, and agree that the evaluation criteria are acceptable.

The Director of Academic Assessment and Professional Development facilitates the process. The majority of respondents when surveyed indicated agreement that criteria used to evaluate faculty performance are acceptable to both the evaluating officials and the faculty. Most evaluators agree philosophically with the intent of the evaluation in terms of promoting improved learner outcomes, but the process of carrying out the evaluation is a time-consuming venture and is further complicated by time constraints imposed by promotion cycles.

The completion of “additional responsibilities” is also a component of the faculty review process. Additional responsibilities are specified by the Collective Bargaining Agreement {Section 2(B)} and are required of each full-time faculty member in addition to teaching and related duties. Objectives related to additional responsibilities are developed annually by individual faculty members, reviewed by the administrator of each academic unit, and approved by the Dean of Learning and Student Development. Activities related to additional responsibilities are intended to contribute to the institution’s mission, goals, and priorities of the College and the System, while enhancing personal and professional growth. These activities are also a criterion for assessment of faculty in the areas of student, College, and community service, as well as scholarship and research. In 1999, a peer committee was established to assist faculty in developing additional responsibilities. Priorities include faculty advising, participation in student activities, grants and special research projects, divisional committees, and community activities. Attainment of objectives is assessed at specified times throughout the year.

Among faculty and staff of the 4C’s Union, it is strongly held that professional development funds are unsatisfactory and that the method of reimbursement is confusing and inequitable. Nearly *nine of ten* of those surveyed thought there were insufficient funds; almost *eight of ten* felt the process used for reimbursement of professional development funds covered by the collective bargaining agreements is unfair and unclear. Written comments and anecdotal survey results indicate that many do not apply for such funds because the amount of individual reimbursement is unknown until some months after the program is completed, or for fear that their activity may not be adequately reimbursed. Though the Sabbatical/Professional Development Committee determines the procedure, the amount is determined by a joint agreement between CBAs and management. The current formula, addressed as problematic in the last accreditation report, has become far more challenging to improve, with the recent implementation of the FDRP (faculty evaluation). Part of the process requires that faculty detail a professional development plan to include activities, timelines and necessary resources, implying that these activities are no longer merely voluntary or encouraged for the improvement of the institution and its staff, but are to serve as a basis for administrative performance review. The AFT Union reports no difficulties with its Professional Development committee processes, with most of its members receiving ample notification and reimbursement of activities.

At NVCC, academic freedom is highly valued. Certain observations were made during the self-study period, which consisted of a random sampling of instructors across program areas. No instances of denial or overt suppression of academic freedom were reported. The most notable complaint was expressed by some adjuncts, who feel that having an assigned text is somewhat of an

infringement. Division directors, department chairs, and program coordinators reply that assigned texts are essential in order to maintain a uniform curriculum, but that instructors are free to teach whatever and however they wish within that framework. Some instructors note limitations regarding development of course content and syllabi. In sum, no substantial problems appear to exist in the area of academic freedom.

Projection

Our faculty is committed to meeting the mission and goals of the College and the System in the execution of their teaching and other responsibilities. As a continuation of the trend in the past few years, it is projected that changes in instructional methodology such as the incorporation of 21st Century Skills and online learning will continue to change the traditional role of College faculty. Faculty will continue to improve their technology skills, meet and surpass BOT standards for qualifications, and strive for the high standards that ensure students achieve learning outcomes.

The System is currently writing policies and procedures for electronic communication standards. As a result, increased use of electronic information exchange and online forms will create more efficient systems for faculty interaction with other College departments. Full-time staff including a webmaster and other technical support would be a great benefit to the College as it positions itself as a leader in technology-based instruction.

Existing faculty will continue to participate in the search and selection process for faculty hiring. The Affirmative Action Officer will continue to improve affirmative action goal achievement through increased outreach efforts.

Although the percents of course credits taught by full-time faculty in the past three years has been stable, it is projected that these percents will decrease for budgetary reasons. The College's ability to replace retiring faculty, that could be as many as 11 in the next academic year based on eligibility, will continue to be affected by hiring freezes and budget cuts imposed by the State legislature. Adjunct faculty hiring and evaluation has been agreed to and a new permanent adjunct pool system is anticipated for July 1, 2002. An improved adjunct faculty evaluation process as well as increased opportunities for faculty development will ensure better integration of part-time faculty.

The workload for clinical laboratories of all faculty will be equalized in years two and three of the 4C's arbitrator's award. In year two of the contract beginning 2002-03, all clinical courses will move to a 1:1 lecture/clinical workload ratio. In the third year, all studio and culinary lab courses will move to a 1:1 lecture/lab workload ratio, however, NVCC preceded the System in doing this.

Summary data from student evaluations of full- and part-time faculty will be analyzed to determine teaching effectiveness. Faculty will receive formal training to ensure that the process is valid.

Projections regarding distribution and reimbursement of professional development funds point to a need to examine the formula currently used, research other college's policies and methods and create a new model that can be introduced on a trial basis and resurveyed.

There is a need for a centralized institutional research office that collects and maintains statistics on faculty development activities, which are currently documented only in personnel files. It is anticipated that the College's administration will continue to support the classroom innovations that result from faculty development opportunities.

Sources of Information and Assessment

Adjunct Faculty Orientation and Information Handbook, 2000-01 and 2001-02

Collective Bargaining Agreement of the Congress of Connecticut Community Colleges

Collective Bargaining Agreement of the Federation of Technical College Teachers, American Federation of Teachers

Connecticut Community Colleges Faculty Development and Review Plan (FDRP)

Employees' Policies and Procedures Manual

NVCC Fact Book

NVCC Instructor/Trainer Handbook

Standard V-Faculty Survey Results

System Strategic Goals



Standard Six Student Services

"The best thing in life is doing things people say you can't do."

*Jennifer Moore, Boston University Senior and
Navy ROTC midshipman captain,
the nation's highest-ranking woman member,
as quoted in The Chronicle of Higher Education (April 21, 1993).*

STANDARD SIX STUDENT SERVICES

Description

Learner Services Mission and Philosophy

NVCC's Mission Statement includes a number of goals specifically related to student support services:

- Providing support services to help learners explore their learning goals and reach their maximum potential
- Providing co-curricular activities which complement their learning experience
- Reaching out to both traditional and non-traditional college populations and encouraging them to use the College's resources and opportunities
- Expanding student interests in all aspects of student life
- Encouraging and supporting learners to become active and contributing citizens

The Learner Services Division, overseen by the Dean of Learning and Student Development, is responsible for most student services. The exceptions are the Financial Aid Office, Bookstore, Cafeteria, Public Safety, and services provided by the Information Technology Department, all of which are overseen by the Dean of Administration. Learner Services envisions all students achieving their personal, academic and career goals and assists students by providing the following supportive services, programs and activities:

- Programs that complement and enhance academic programs
- Services that guide students toward a positive sense of self and toward compassion for others
- Services to encourage participation in activities that will lead to the development of leadership ability, embracing diversity, commitment to citizenship and successful achievement of career goals
- Support to students making the transition after Naugatuck Valley Community College in pursuit of career and life goals

Counseling and Academic Advising

The College offers counseling services including career planning, academic placement and planning, academic advising and personal development as it relates to success in a learning environment. These services are developed and coordinated by the Counseling Center staff, with additional support and follow-through by full-time College faculty members who work directly with students within their degree programs. Full-time faculty also assist students pursuing a Liberal Arts and Sciences or General Studies degree.

Career and Academic Support Services include the following:

- Accessing and interpreting Accuplacer placement test results, Myers Briggs Type Indicator and Strong Interest Inventory
- Offering academic planning strategies aimed at meeting student career goals including course selection and transfer to four-year colleges and universities
- Providing a campuswide academic advising program including advising by email

- Providing a "College Transfer Guide" to students and newsletters to faculty advisors
- Conducting Career Exploration Seminars

Personal Support Services include:

- Short-term and crisis intervention for personal issues
- Leadership training
- Co-facilitation of a peer mentoring program
- Seminars on critical-thinking and study skills
- Seminars on health and wellness issues
- Functioning as a liaison with community referral services

Additional Counseling Support Services include:

- Campuswide accommodations for students with learning disabilities
- Faculty advisors skilled with specific career information
- Tracking academic progress of students with disabilities
- Annual Transfer Fair
- Development opportunities for Academic Advisors

Cooperative Education and Employment Services

The Cooperative Education and Employment Services Division provides eligible students with career-related learning experience while they earn academic credit. A portfolio assessment option allows students to earn college credit by substantiating prior learning. Employment Services connects all NVCC students with full-time, part-time and temporary employment opportunities, as well as providing lifetime job referral services to all registered alumni.

Cooperative Education provides the following services:

- Professional development workshops every semester
- Individual interview coaching and resume preparation
- Assistance in securing appropriate career-related positions
- Conducting weekly Co-op seminars that provide a forum to discuss employment issues
- Ongoing monitoring of Co-op positions and placement statistics
- Continuous development of new partnerships with Co-op employers through extensive marketing efforts

Employment Services provided to current students and alumni includes:

- Working individually on resume writing, interviewing skills, and job search strategies
- Maintaining the Career Resource Library
- Providing resume writing workshops in the classroom when requested by instructors
- Working with the graduating nursing class: maintaining their recommendation files and forwarding confidential letters of recommendation to employers on request
- Maintaining job boards throughout campus

Shared services between Cooperative Education and Employment Services include:

- Facilitation of on-campus interviews with students and employers
- Hosting yearly Career Fair for students and graduates

- Partnering with the Tech-Prep program on various career-related projects
- Participating in the Campus Orientation Program
- Representing the College at local employment events
- Creating, producing and distributing informational materials to students and employers
- Networking with the employment community through local and regional associations

Special Programs and Services

Services for Minority Students

The College's Strategic Plan supports the recruitment and retention of all under-represented groups. Since the Fifth Year Interim Report, the responsibility for the implementation of this portion of the College's mission has changed several times. At present, minority student services at NVCC are coordinated by the Director of Enrollment Services and supported by a grant funded by the Connecticut College Access and Success Program (ConnCAS). A part-time (19.5 hours/week) Multi-Cultural Liaison position has been funded by the ConnCAS grant. Since 1997 five individuals have held this position. Though there have been sporadic periods when the liaison position was not filled, the administration and faculty support the goals of the grant and a wide variety of services and activities are provided on campus and in the community for minority students. These include, but are not limited to, the following:

- Active recruitment in middle schools, high schools and agencies in the urban areas that have the highest density of minority students
- Hosting of specific on-campus recruitment events for students in the Waterbury and Danbury Public Schools
- Hosting of the ConnCAS Bridge-to-College Summer Program serving 50 students from disadvantaged and/or underrepresented minority groups
- Extensive tutoring services at no cost to the student
- A wide variety of extracurricular and social activities such as the Gospel Singers Group, Diversity in Comic Books (a presentation and panel discussion), and Multi-Cultural Day Food Fests
- Student interest clubs such as the Black Student Union, the Hispanic Student Union and the International Club
- Asian, Hispanic, African-American and Native American and International (AHANA&I) ad hoc committee comprised of faculty and staff
- Diversity training for all new faculty and staff
- Health and financial aid information available in Spanish
- Credit-free courses at the satellite Danbury campus

English as a Second Language Program

The College has an extensive ESL program composed of a series of courses geared toward moving ESL students into the main course curriculum. The ESL program is included in the Arts and Humanities Division and is administered by a full-time faculty department chairperson. Placement testing ensures that ESL students can bypass unneeded remedial courses as placement scores warrant and can also be placed in credit-free ESL courses in order to build skills and abilities for future placement into the credit ESL program. Credit-free ESL courses are also offered as a bridge to the credit program.

Health and Disability Services

The Office of Health Education and Disability Services provides appropriate, relevant health education and access to professional health care for students, including psychological health care. In addition, this Office provides 175-250 student weight assessments per academic year required to utilize the weight training facilities, and monitors all areas of medical compliancy for students admitted to the Allied Health Programs. The Coordinator of Health Education and Disability Services is a Registered Nurse with a Masters of Science in Nursing and current Connecticut licensure that satisfies the job requirements. The staff is currently comprised of one full-time person, the Coordinator, and one part-time (15 hours) person. This Office also offers the following services:

- Maintains a separate and confidential file on each student
- Coordinates free on-campus physical assessments to be conducted by a physician
- Supervises and monitors compliance with measles/rubella immunizations (Public Law 89-90) for the general student population
- Provides medical compliancy packets of information to program coordinators and other admission personnel to be distributed to newly accepted students
- Distributes health insurance plans to students and evaluates documentation related to injuries
- Evaluates documentation required to validate physical and psychological disabilities
- Provides information to faculty and produces a Guide for Students with Disabilities to increase awareness and responsibilities of Americans with Disabilities Act of 1990 (ADA)
- Provides first aid services and individual health counseling with referrals to community agencies and College support services
- Conducts wellness programs and assists in coordinating State Transition Conferences with presentations
- Provides referrals to appropriate community agencies as needed
- Arranges accommodations for students with physical disabilities or special health needs
- Provides educational programs on health-related issues throughout the academic year
- Works with the Counseling Center and the Office of Learning Disabilities in providing a disability orientation program to increase academic success and retention
- Provides information about additional 24-hour accident and illness insurance

NVCC provides equal educational opportunity and full participation for qualified students with disabilities in accordance with the ADA and Section 504 of the Rehabilitation Act of 1973. To provide equality of access, the College provides accommodations, auxiliary aids, and services determined to be appropriate to address the functional limitations of the particular disability. The information required to validate a learning disability is comprehensive and reviewed by a qualified professional to avoid a delay in obtaining appropriate accommodations. Areas include attention disorders, physical disabilities, psychological disabilities, and cognitive disabilities. Students with learning disabilities are provided with the following services:

- Academic Skills Development courses
- Necessary accommodations
- One-to-one tutors
- Untimed and/or isolated testing by proctor
- Readers and/or scribes, signers

Facilities

With a few exceptions, College facilities are wheelchair accessible via automatic doors, ramps, and elevators. Restroom facilities have been renovated to meet ADA requirements. For commuter students, access via established bus lines is convenient, and parking is adequate. A multi-level garage serviced by elevator accommodates physically disabled commuters.

Tutoring

NVCC does not have a centralized tutoring center. All tutoring services are organized and arranged at the divisional level, but not all divisions offer tutoring. Educational Assistant funds for tutoring must be budgeted individually by each division. The College offers free tutoring services, some of which include the following:

Writing Center: The Writing Center, located in Ekstrom Hall (E502) is open to students and the public. Tutors aid students in exploring communications difficulties in writing. On the average, 46 students per week visit the Center and spend approximately one hour per visit. Students who use the Center are enrolled in classes across the disciplines. A faculty committee from the Arts and Humanities Division supervises the Center. The Center is open throughout the week including two evenings to accommodate evening students.

Pronovost Mathematics Lab: The Mathematics Lab provides walk-in tutoring. It is located in Ekstrom Hall (E401) and is supervised by the Math/Science Division Director. Educational Assistants and Student Assistants staff the Lab. The Mathematics Lab is open while classes are in session during the Fall, Spring and Summer semesters. The operating hours vary in order to accommodate day and evening students.

Science Exploration Center: The Science Exploration Center is located in E422. Tutoring is available for students enrolled in anatomy and physiology, biology, and chemistry.

Student Activities

The Office of Student Activities is the responsibility of the Coordinator of Student Activities/Recreational Sports and Job Developer. The Student Activities Coordinator provides administrative support to student organizations, clubs, and student life. Opportunities for participation in campus organizations and student leadership and governance are provided through the 44 student clubs, honor societies, professional organizations, and volunteer service groups, as well as through student memberships on ad hoc and standing College committees. Faculty from those particular disciplines advises clubs that revolve around a specific interest such as fine arts, accounting, or engineering.

All clubs and organizations have permission to use the facilities of the College, provided they follow the facility reservation process established by the College. Often, these are classrooms or lounge areas where students and advisors can meet, plan events and activities, and socialize. Those events that take place outside the College are arranged by each specific club/organization.

Student Governance

The Student Senate, the student-governing body renamed Student Government Association in April 2002 (effective Fall 2002), is comprised of representatives from each club and other interested students. The student body elects Senate officers annually. The Senate administers an annual budget

of approximately \$65,000.00. Funding for activities is provided through the use of the Student Activity Fee, currently \$10.00 per semester for full-time students and \$5.00 per semester for part-time students. The Student Senate approves and monitors the use of funds for all student clubs and organizations and is responsible for planning, implementing, and evaluating several major campus events. In addition, organizations can raise funds for their programs and activities. Unused organizational funds during one fiscal year can be carried forward to the upcoming year provided the Senate grants approval. The Senate is a means for disseminating information to the student body and communicating student concerns to the administration. Student representatives to the Senate also serve on the College Advisory System Committees.

Student representation on the Board of Trustees of the Connecticut Community-Technical College System is mandated by the Legislature. Two members must be students (one from a technical discipline and one non-technical). Elections are conducted at each college and then a Systemwide election is held to elect the two student representatives. During 1999-2000, 2000-2001 and 2001-2002 one of the elected student representatives to the Board of Trustees was an NVCC student.

Student Orientation

In the past student orientation was held annually at the beginning of every academic year but was attended by only 10% of invited students. In order to reach more new students, beginning in the 2001-2002 Academic Year, orientation took on a different form:

- New student newsletters are sent out four times per year, the first issued in August 2001
- New student information posters are displayed around campus, giving students information about College services
- Information sessions offered during new student registration include tours and presentations by faculty, staff and students, and information booths about clubs and services
- Enhancements to current orientation include multimedia presentations played during registration

The Student Handbook was improved in Fall 2001 and now includes a planner to encourage new students to keep all information pertaining to the College activities and services in one place.

Alumni Activities

The Alumni Development Coordinator located in the Office of Resource Development oversees alumni fundraising activities. NVCC information is sent out periodically to alumni, friends and businesses. Alumni are invited to campus events and may use many College facilities, including the Employment Services Office. The Alumni Council's Mission Statement is, "The mission of the Naugatuck Valley Community College Alumni Association is to provide a lifelong connection between NVCC and its friends and graduates. As ambassadors for the College, we strive to stimulate community interest in NVCC's tradition of excellence."

Students' Rights and Responsibilities

The Board of Trustees promulgates the Policy on Student Rights and the Policy on Student Discipline. These policies establish student rights, proscribed conduct, and grievance/complaint procedures and are published in the Student Handbook. Updated yearly, the Student Handbook and College Catalog include a clear description of all NVCC student rights and responsibilities. The Student Handbook and the College Catalog are distributed to all new students, can be viewed on the College's Website, and are available through the Office of Learner Services. The Board of

Academic Appeals handles academic complaints. The Board is comprised of faculty and student representatives. They adjudicate all complaints involving students that are not resolved at an earlier stage in the complaint process. Student grievance/complaints about faculty or staff are handled through the Office of the Dean of Learning and Student Development. In addition, student discipline problems are handled through the Dean's office. Periodically the Dean refers these complaints to the Director of Learner Services.

Recreational Sports and Athletics

Prior to 2001, intercollegiate sports at Naugatuck Valley Community College included men's basketball and baseball, and occasionally women's basketball. The college attempted to base its offering on student interest and involvement. This was a challenge because the campus does not include an athletic field house, gym, or outdoor athletic facility. In order to accommodate this need, facilities were rented off-campus. The College employed qualified coaches who met NJCAA standards. The budget for the 2000-2001 season was approximately \$60,000, which covered all operating expenses: staffing, equipment, facilities, and travel needs.

Intercollegiate sports were originally not scheduled for 2001-2002, but because student recruitment had begun, attempts were made to field an NJCAA men and women's basketball season. These attempts were not successful. Intercollegiate sports were carefully re-examined by the College. By vote, it was recommended from the Professional Staff and Student Senate that this intercollegiate sports program be discontinued for 2002-2003 and replaced with recreational sports programming. That is in the process of implementation.

Records

The Registrar's Office has established the following Mission Statement: "The mission of the Registrar's Office at Naugatuck Valley Community College is to set the College-wide standard for customer services. The Registrar's Office staff will put customers first (students, families, alumni, colleagues) by listening to their questions, showing compassion for their concerns, taking ownership of service issues, and attempting to exceed customer expectations in the delivery of student record services." The Registrar, Associate Registrar, Unit Supervisor, and a Processing Technician staff the Records/Registrar's Office. The Office is guided by the standards and policies of various professional and governmental organizations, such as the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Family Educational Rights and Privacy Act (FERPA), and the State of Connecticut's Records Management Manual. Policies regarding students' rights with respect to their educational records are published in the College Catalog and Student Handbook.

Permanent academic records consist of student's name, ID number, address, telephone number and a listing of courses taken, grades earned and student's GPA. All other records are not considered permanent and are purged after 5 years. Policies for retention, safety and security, and the disposal of records are also governed by the standards from the State of Connecticut, FERPA, and professional organizations. Other services include registration, transcript interpretation, graduation audits, change of status for students, information dissemination, archiving of documents, grading procedures, and educational verification. Below is a brief description of each:

- Registration - offered to new, continuing, matriculated and non-matriculated students and credit-free students. Hours are available in the evening to provide services for walk-in registration

during Fall, Summer, and Spring semesters. Services include walk-in, mail-in, and web registration.

- Transcript interpretation - transcripts are interpreted for students from other institutions.
- Graduation audits - applications for graduation are accepted on a yearly basis. Applications are due April 1st of each year and are reviewed by the Registrar's Office. Notices go out to those students who did not meet their graduation requirements.
- Change of status for students – student information that needs to be updated, whether it is demographic or educational in nature, must be processed through the Registrar's Office.
- Information dissemination - official transcripts are sent to other educational institutions as well as places of employment as requested by the student.
- Archiving of documents - scans and indexes all records and student information pre-1984 are archived. Post-1984 records and student information is collected in the Banner Information System. The Registrar's Office follows the guidelines set by AACRAO and FERPA.
- Grading procedures – includes collecting, recording, and changing grades based on instructor approval.
- Educational verification – includes verification of a student's status at NVCC to a their potential or current place of employment and to health insurance companies.

Students may access schedules, financial aid records, academic history, semester grades, and account information online via the Banner online system using their Banner ID and PIN number.

Financial Aid

The Financial Aid Office provides information, applications and financial counseling to all students in need of financial assistance. NVCC is a member of National Association of Student Financial Aid Administrators and the Connecticut Association of Professional Financial Aid Administrators. In addition to the assistance cited below, the Financial Aid website offers informational links to financial aid resources on the Internet.

Grants and scholarships offered:

- The Connecticut Aid for Public Students (CAPS) to Connecticut residents based on their financial need
- The Federal Pell Grant is awarded to eligible students based on need and serves as the foundation of the financial aid package
- Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to a limited number of eligible students based on their financial need
- The NVCC Grant is College grant money awarded to eligible students based on need

Loans:

- Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Federal Plus Loans
- Federal Perkins Loans

Other:

- Federal Work Study Program

Banner is utilized throughout the financial aid process. This system automatically generates a financial aid package for students, some of who may not have yet registered for the current semester. Some unregistered students, once notified of their financial aid package, complete course registration.

Veterans Affairs

The State of Connecticut Department of Education Veterans Education Division approves NVCC for the education and training of veterans. The Veterans Affairs office is staffed by a part-time Veterans Benefits Officer and is located in the Financial Aid Office. A pamphlet entitled *Veterans Tuition Waivers* published by the Connecticut Department of Higher Education is available.

Other Student Services

Bookstore

The College houses the George D. Yonan Memorial Bookstore, which is centrally located on the Plaza Level of the Cistulli Student Center. Hours of operation are clearly posted in course schedules and on the Website. The bookstore, under the direction of the Dean of Administration, offers extended hours at the beginning of each semester.

Cafeteria

Since Summer 2001, the Alliance Food Management Corporation has had the exclusive contract for food services on campus. Their services include a full cafeteria, located in the Cistulli Student Center, and vending machines throughout the campus.

Computer Resources/Information Technology

A total of 38 student computer labs use PCs with the Windows 2000 operating system for security and reliability and allow students to run a variety of software. Three of the labs contain Macintosh workstations (G3, G4 and iMac models). A complete list of software for student use is available on the Information Technology (IT) website. The IT Department provides a website that provides IT information exclusively for students. Students can view the location of computer labs and software, read policies for computer use, and links to their distance learning and web-enhanced classroom courses.

The Systemwide Academic Information Technology Advisory Committee (AITAC) conducted a survey and found that approximately 80% of Connecticut community college students who responded would not use college email accounts. (AITAC provides advice on issues related to the use of academic information technology, suggests appropriate academic computing and instructional technology policies and reviews policy and procedure proposals.) NVCC is not providing email for students during the 2000-2001 academic year, but may have student email accounts in place by Fall 2002, dependent upon decisions made for all 12 community colleges in the System by the AITAC.

Public Safety

The Public Safety Department is responsible for the safety of students, faculty, staff and visitors while on the campus 24 hours a day, seven days a week. All staff are certified EMTs. The Public Safety Department patrols Naugatuck Valley Community College and its surrounding property and the Automotive Technician Center located at 2200 Thomaston Avenue. The Public Safety Department provides escort services for students, faculty, staff and visitors requesting such

assistance. The Department also provides crime prevention, security, and investigation services and emergency response. The Department maintains and distributes data regarding crime, campus safety and security. The Department also coordinates parking decals, first aid, and acts as a liaison with other criminal justice agencies.

Administrative Structure

Naugatuck Valley Community College is the third largest community college in the State of Connecticut based on credit enrollment. It is organized with an administrative structure that has one dean responsible for learner services and instruction. This model was adopted in 1997 following a large number of retirements including the vacating of the former dean of students position.

Appraisal

Much of this Standard's Appraisal relies on the *Survey of 2000 Graduates General Results* published by the Office of Resource Development on September 17, 2001. The response rate was 36% (184 respondents out of 510 graduates surveyed). The student satisfaction percentages cited throughout this Appraisal reflect only those graduates who indicated a level of satisfaction with a particular question and exclude blank, invalid and not applicable responses.

Counseling and Academic Advising

The counselors at NVCC are considerate, compassionate, and sensitive to students' needs. Every member of the current counseling staff is a State of Connecticut Licensed Professional Counselor. As the services have developed and expanded, the Counseling Center staff has also grown, doubling the professional counseling staff from two to four career counselors since the Fifth Year Interim Report.

Advising has become the major function of the Counseling Center. The counselors have been able to accomplish other responsibilities, such as personal counseling, by better managing the advising process. Since 1995, a new Systemwide Developmental Counseling Model has been put in place that offers academic, responsive (personal) and referrals, and career counseling services to all students. This Model provides a clearer definition of counseling functions allowing for unifying efforts within the Community College System.

The NVCC assessment survey used 10 years ago noted transfer information as the number one student need in the area of counseling and career services. In 1999, a new Transfer Guide was created and is now in its second edition. A program of study planning sheet that features recommended courses for transfer has been developed. This planning sheet has greatly facilitated transfer advising implemented by faculty advisors. Advising worksheets have also been developed for General Education Articulation for the Liberal Arts Curriculum. A survey of the Academic Advising Program was developed in December 2001. Its goal is to survey both NVCC students and the College's Academic Advisors. It is near completion and will be used in February 2002.

| Survey of 2000 Graduates General Results | |
|---|---|
| Satisfaction Level | <i>Satisfied or Very Satisfied</i> |
| Academic advising by faculty | 90% |
| Transfer counseling | 87% |
| Availability of personal counseling referrals | 87% |
| Academic advising by counselors | 83% |
| Availability of academic counselors | 82% |
| Career counseling and placement | 82% |

In addition to the counseling staff, 84 faculty members provide academic advising. The survey indicates that academic advising by faculty is successful and well received by students. The counseling staff realizes the survey indicates success, but would nevertheless like to improve the satisfaction rate regarding advising.

The Center has been challenged to maintain the current total of four full-time counselors. These staffing adjustments have impacted the delivery and continuity of counseling services, and resulted in additional time and energy devoted to the orientation of new personnel. Overall goals and objectives for the Counseling Center may not be completely met due to numerous staffing changes. However, the staff is committed and has focused its time and energy to improve the system and increase its effectiveness.

Cooperative Education and Employment Services

Cooperative Education & Employment Services effectively participates in the comprehensive mission of the Learner Services Division. In 1997 the Placement Office joined Cooperative Education and its goals and objectives reflected the resulting expansion in student, employer and graduates' services.

Cooperative Education

The Cooperative Education program evaluates its outcomes and effectiveness using student surveys, faculty evaluations, site visits, and employers' evaluations.

Employment Services

The Employment Services staff was reduced in Fall 2001 eliminating some services to students, graduates and the employment community. The staff no longer send alumni employment leads, work individually with graduates on resume writing and job search strategies or enter jobs in the databank to be referenced by students.

Shared Cooperative Education and Employment Services Activities

The Cooperative Education and Employment Services staff is committed to providing career-related activities and continues to work with the Coordinator of the Tech Prep program on various career programs. The annual Career Fair has proven to be an effective opportunity for both students and employers. It is designed to be the culmination of a process which begins months earlier and involves an outreach to faculty by encouraging them to engage their students in all aspects of career exploration. The goal was to feature the Career Fair as an "all College event" to prepare students for employment. This groundbreaking approach has provided an opportunity for the Co-op &

Employment Services staff to share activities. Budget cuts have inhibited the ability to meet Career Fair expenses, which is now almost totally subsidized by Tech Prep funding. In the past five years the department has had six different acting or official directors. In 2000 it was placed under the Learner Services Division providing stability but losing its traditional autonomy. The constant change in directorship has been a strain on the department's continuity and focus.

Special Programs and Services

Services for Minority Students

Enrollment and retention of underrepresented minority groups have increased in the last year as shown in the Connecticut College Access and Success Program Report. There has been an increase in the student body of .5% for Hispanic/Latino students and .3% increase for African American students between the Fall 2000 and Fall 2001 semesters. The College is committed to its goals of ensuring racial and ethnic diversity and providing services for underrepresented minority students. This is demonstrated in its list of recruitment visits and other activities. However, understaffing in this area is a concern. Until 1996, a full-time Director of Minority Affairs was available to provide full services to minority students in the areas of outreach, retention, campus services and collaboration with community agencies. Since 1996, the position has evolved into a Multi-Cultural Liaison, funded by the ConnCAS grant, at 19.5 hours per week. The Director of Enrollment Services, however, used existing Educational Assistant (EA) funds to cover some expenses for the position. Remaining ConnCAS monies were then used for a seven-hour per week position for outreach activities. The ConnCAS grant will end in 2002 and may not be renewable. Commitment in the form of adequate funding and qualified full-time staffing for outreach activities should be increased so that the College can continue to develop and implement its plans for recruitment and retention of underrepresented minority students.

English as a Second Language

The English as a Second Language (ESL) program was restructured during 1993-1994 and 1996-1997. Since the last restructuring, enrollment has more than doubled to 201 students in Fall 2000. The credit ESL program has a chairperson trained in ESL who also teaches classes in ESL. The credit-free ESL program has a trained ESL coordinator who works with the ESL chair. In addition to the ESL courses offered at the main campus, credit and credit-free ESL classes were offered in Danbury in Spring 2001. Credit-free ESL courses, serving the beginning levels, continue to be offered there. The enrollment rates for ESL classes taught in Danbury are considered good and the retention rates are considered excellent.

Students in the ESL program undergo comprehensive testing and assessment of their abilities and require considerable commitment of staff to provide necessary services for retention, advisement, tutoring, assessment and retention. It is difficult for the program coordinator, who also teaches full-time (with a release time of two courses per year), to administer all facets of the program. When the ESL program was initiated, a part-time ESL advisor helped acclimate, inform and advise students. Since the grant that funded this position was refocused, there has been no dedicated liaison; therefore the Counseling Center has assumed this responsibility. Non-native speakers of English, particularly those new to the College, need extensive orientation and follow-up. A dedicated liaison, perhaps within the Counseling Department, is imperative.

Although there appears to be a need for ESL programs in the Danbury area, the College no longer offers credit classes there. However, Continuing Education credit-free entry-level courses are still being offered. The costs of providing services at the Danbury site proved too burdensome for the College.

Health Education and Disability Services

The Office of Health Education and Disability Services, with the Office of Learning Disabilities, has done a commendable job in ensuring that this institution meets the guidelines as mandated by the Americans with Disabilities Act (ADA) by providing academic accommodations for students with physical, medical, cognitive, and psychological disabilities. The Learning Disabilities Coordinator is a skilled professional trained in Learning Disabilities. The offices work in conjunction to successfully accommodate eligible students based on their documentation. One of the reasons for this success is the "Accommodation Agreement" that both the faculty member and the disclosed student sign to prevent misunderstandings. The staff has not administered a survey to provide feedback, but the Survey of 2000 Graduates indicated that 96% of the students were satisfied with their ADA accommodations.

Although the overall EA budgets for the last four years have remained the same or increased, there may be a reduction in FY 2003. These reduced staff hours come at a time when an increasing number of documented students with disabilities requiring more complex accommodations are attending this College. The staff needed for properly tracking over 300 students is insufficient. In addition, the Transition to College program has been cut from a full day to half-day program and is in danger being cut altogether.

Due to budget cuts in 2001 reducing staff time by 19 hours, all clinics for measles and rubella immunizations were cancelled.

Tutoring

While tutoring is available in many divisions, not all divisions provide these services nor are they needed. Before 2001, the counselors maintained a master list of available tutoring. Although some tutoring activities are listed on departmental websites, no central listing of tutoring services is available. This makes it difficult to refer students across disciplines. A centralized tutoring or academic support center would benefit the students enormously.

Writing Center: Funding for the Writing Center, taken from the Arts and Humanities budget, has decreased annually. Evening hours are available only twice a week and no hours are available on Friday. Tutors often must work with three or four students at a time to assure that all students receive the help they need.

Pronovost Mathematics Lab: Until recently, the services and staffing of the lab for walk-in tutoring were sufficient. The open lab hours and the number of tutors have decreased significantly due to recent budget cuts. In Spring 2002, the lab was open for 30.5 hours per week with only one available tutor at any given time. This represents a 24% decrease in open lab hours from Spring 2001. The lab has extended hours to serve the needs of the evening students, but informal surveys indicate that more staff and open lab hours are needed.

Science Exploration Center (SEC): The state-of-the-art computers and the availability of software are the strengths of the SEC. The overall trend of open lab hours and availability of staff has been decreasing while student usage of the SEC has been increasing since its inception in 1995. A larger room or area is needed to better serve students.

As reported in the Survey of 2000 Graduates General Results report, of the students who used tutoring services, 93% were satisfied with the knowledge and helpfulness of the tutors. It is important to note that in some cases faculty used additional responsibilities hours to staff labs.

In an open-admissions College, a firm budgetary commitment needs to be made toward tutoring to ensure the student success. The reduction in budget has resulted in a reduction of hours and available tutors, which has been a trend over the last several years, particularly in the last academic year. Online tutoring for Distance Learning students is now coordinated through the Connecticut Distance Learning Consortium.

Student Activities

Student activities are an active, vibrant part of campus life. It is a significant strength of the College to have 44 clubs and organizations for students to participate in and contribute to. However, the Office of Student Activities faces many challenges. Until Fall 2001, a full-time Director of Student Activities with full-time secretarial support staffed the department. The present coordinator is responsible for Student Activities, Recreational Sports and Job Development within Cooperative Education. The Intercollegiate Athletic Program closed in Spring 2002 and work in Cooperative Education requires seven hours per week. Student Senate representatives have voiced concern about the sharing of responsibilities and the workload of the new coordinator. The Banner system while meant to streamline and save time, has been cumbersome and has made club access to funds much more difficult and time consuming.

Student Governance

The Student Senate meets regularly and provides a forum for discussion of campus issues. These Senate representatives are recognized by the administration as a valuable asset, actively participate in the College Advisory System Committees, address student concerns, and have earned the respect of the faculty and administration for their seriousness of purpose. Over 94% of graduates responding to items concerning clubs, organizations, and student governance on the Survey of 2000 Graduates General Results and who also designated that the items were applicable, stated they were satisfied with these student activities. The former Student Activities Director and Student Senate representatives have voiced concern that the student activities fee of 10 dollars per semester, determined by the BOT, has remained the same since the 1970's and is not adequate to meet the needs of the student population.

Student Orientation

Orientation has recently changed to better meet the needs of the College's large commuting student population. Though there was positive feedback concerning orientation programs held at NVCC in past years, few students took advantage of the planned activities. In order to raise awareness, extended-year orientation now includes seminars, new student newsletters, and "Did You Know" posters, presented in various media. Success was attained in providing students with an introduction to College services and their locations. The new Student Handbook/Planner has met with a positive

response by the students, faculty and staff. There are plans for continued support for new students throughout the academic year.

Alumni Activities

NVCC hired a part-time Alumni Development Coordinator in Spring 2002. This has proved to be an asset in engaging alumni in the community. A mission statement has been written and fund-raising activities have been coordinated. Approximately 2% of NVCC alumni support fundraising efforts (average for the Community-Technical College System). At present, four scholarships are now coordinated through alumni activities.

Students' Rights and Responsibilities

The overall system of due process for the students is centralized, well-documented at every stage and extremely effective. The policy of grade appeals allows a student to challenge a grade the student feels is improper or unsupported. When academic or other proceedings are initiated, they are handled with speed and certainty, affording all involved with a fair and impartial hearing process.

Recreational Sports and Athletics

Given the recent vote by the Professional Staff, any appraisal of recreational sports would be premature. Past services generated the following feedback from graduates:

| Survey of 2000 Graduates General Results | |
|---|---|
| Satisfaction Level | <i>Satisfied or Very Satisfied</i> |
| Recreational activities | 87% |
| Sports activities | 83% |

Records

NVCC has led the Connecticut Community-Technical College System in Banner implementation. A major achievement made possible by the Banner System has been that of student access to their records and grades on the web as well as the availability of online registration. This allows the Records Office staff more time to spend with students. It is important to note that there are still some challenges with regard to online student registration. In essence, our advising policy which requires that students meet with an advisor before they register, is somewhat undermined by online student registration. At the present time, students may register online without having received academic advising. The Records Office and Counseling Center staffs are looking at ways to rectify this.

The Records Office adheres to its Mission Statement by establishing a set of Goals and Objectives on a yearly basis. The evaluation process for the Goals and Objectives for the 2000- 2001 academic year indicates that five of the six goals were met. The following is a summary of the survey results as related to registration:

| Survey of 2000 Graduates General Results | |
|--|---|
| Satisfaction Level | <i>Satisfied or Very Satisfied</i> |
| Knowledge and availability of staff | 98% |
| Registration process | 97% |
| Helpfulness of staff and timeliness of receiving semester grades | 96% |
| Timeliness of transcript requests | 95% |

Various accreditation agencies verify that the Records Office staff is adhering to guidelines and regulations. In addition, State auditors confirm that the number of students registered with the Records Office and the payments made to the Cashier's Office match. The Records Office has never been cited for any deficiencies.

The challenge for the Records Office is the imaging of old hard copy academic records. The Records Office had to purchase special equipment in order to complete this task. There are between 10,000 and 15,000 hard copy records that still need to be imaged. Due to a reduction in the overtime budget, the timeline for completion is at least one and one-half years.

Financial Aid

The Financial Aid Department serves approximately 1300 students each year. For the 2000-2001 academic year, nearly \$3.2 million in financial aid was awarded to NVCC students. The total financial aid award in the 1999-2000 academic year was \$2,608,555. The maximum financial aid package for eligible full-time students is approximately \$4,000 annually. In awarding Federal funds, Naugatuck Valley complies with all Federal laws, including the use of the Free Application for Federal Student Aid (FAFSA) and Federal Methodology. The State of Connecticut Auditors of Public Accountants audits the Financial Aid Office annually. The overall results have been excellent over the past 10 years. The following is a summary of the survey results as related to Financial Aid:

| Survey of 2000 Graduates General Results | |
|---|---|
| Satisfaction Level | <i>Satisfied or Very Satisfied</i> |
| Timeliness of financial aid information | 94% |
| Knowledge and availability of staff and availability of financial aid information | 92% |
| Financial aid process | 90% |
| Helpfulness of staff | 89% |

The Financial Aid module of the Banner System was implemented in the 2000-2001 academic year. Financial Aid records are kept and accessed on Banner and 95% of the Financial Aid packaging is now accomplished using Banner. Banner has worked very well by interfacing all components of the College into a master process, thereby relieving the Financial Aid staff of manually determining student eligibility. The System searches the students' academic status throughout the semester and qualifies that student for continual assistance. Since the implementation of Banner, the Financial Aid staff has more time to conduct individual counseling and to work one-on-one with students and their families to help them through the process of Financial Aid applications. Communication

among departments has also improved with the use of Banner. It reduces the time needed to meet with other departments to ensure that all students' processes are complete.

Veterans Affairs

Although no surveys are issued to students, the Veterans Administration and the Connecticut Department of Higher Education audit the Veterans Affairs Office annually. The audit history indicates compliance with all required audit criteria. The part-time coverage of the Veterans Affairs Office needs to be addressed, as it is not always convenient for eligible students seeking the help they need.

Bookstore

The College operates its own bookstore and therefore has a continuity and consistency of personnel. The bookstore recently established a textbook-ordering system for distance learning students. The bookstore will surface mail the texts to the student. The order form is available on the College Website. Bookstore operations do not meet 100% of the needs of credit-free course offerings necessitating program departments to purchase and distribute textbooks on and off campus. Extended hours of operation are limited to the start of the standard semester therefore limiting access to students whose classes start throughout the semester.

No independent surveys of students or other customers have been conducted by the bookstore. The Survey of 2000 Graduates General Results indicated that the majority of graduates were satisfied with the bookstore. This survey and past surveys indicated that students were not satisfied with the price of textbooks.

| Survey of 2000 Graduates General Results | |
|---|---|
| Satisfaction Level | <i>Satisfied or Very Satisfied</i> |
| Helpfulness of bookstore staff | 96% |
| Availability of textbooks | 89% |
| Hours of operation | 89% |
| Price of textbooks | 31% |

Cafeteria

A full-service cafeteria has been in operation for several years. Services have not been well received in the past few years as indicated by the survey results. The College has a new food service provider in the 2001-2002 academic year and there have already been some issues. Several flaws in the design of the cafeteria serving and clean-up area have presented problems to the past and present vendor. The new vendor is addressing the problems. Formal communications with faculty, staff and students have begun through a Student Affairs Committee subcommittee.

| Survey of 2000 Graduates General Results | |
|---|---|
| Satisfaction Level | <i>Satisfied or Very Satisfied</i> |
| Prices of food | 86% |
| Helpfulness of staff | 85% |
| Variety of food | 78% |
| Quality of food | 77% |
| Hours of operation | 63% |

Computer Resources/Information Technology

A sub-committee for the CCTC System is studying ways to provide email accounts to all CCTC students in the form of Campus Pipeline, Microsoft Exchange, or other software, but no decision has been made yet. Email for CCTC students should be resolved by mid-Spring and implemented by Fall 2002.

Administrative Structure

Through this Self-Study process and informal input from faculty, staff and students indicate that the current organizational structure with regard to the Dean of Learning and Student Development needs to be assessed. It is the opinion of some that the current staffing of what is currently known as Learner Services is inadequate considering the number of students the College serves and the breadth and scope of services the Division provides. Although no formal surveys have been conducted, the Student Senate endorses the reinstatement of a Dean of Students.

Projection

The Student Satisfaction Survey for Connecticut Community Colleges is currently in process on this campus and will be implemented by the end of Spring 2002 or in Fall 2002. The results will be disseminated to the College at-large for planning purposes.

Counseling and Academic Advising

The Counseling Center staff intends to develop and write a procedures manual that would promote a consistent approach to career, personal, and transfer-counseling services. Strategies will be identified to improve means of assessing success in reaching and assisting students, as well as supporting and guiding faculty advisement of students based upon the results of the Student Academic Advising Survey (administered in February 2002). The Counseling Center plans to make career counseling more accessible to the College's students by including implementation of a self-paced/distance learning career planning module. This module will be available for motivated students who feel comfortable working independently on their career development.

Banner Web for Faculty, which would allow advisors to release an advising "hold" for each student is currently being considered. Currently, multiple semester advising is acceptable at the College. That model could make the combination of prior advising and online registration an effective system. Email advising and guidelines to support the process are currently being used. Plans are in place to have all Counseling Center staff trained in crisis counseling.

Cooperative Education and Employment Services

It is projected that Cooperative Education and Employment Services will do the following:

- Collaborate with faculty to integrate elective co-ops into the students' plan of study
- Expand the Counseling and Career Resource Library
- Establish relationships with alumni to draw them into employment activities such as business forums, co-op placements and graduate placement
- Provide at least one staff member with a twelve-month contract to ensure that students receive continuous services

Special Programs and Services

- Continued focus on improving access, retention, and graduation of minority group students is projected. Identifying liaisons with other minority groups within the community and College is essential. Input from these groups as well as students will help to fine-tune needed services and activities that will meet the changing needs of the minority student body. Given the difficulty in retaining a person in a part-time, grant-funded position, and limited College funds, it seems unlikely that the College will be able to continue to fill the Multi-Cultural Liaison staff position on a permanent part-time basis.
- The English as a Second Language (ESL) program projects continued growth in enrollment due to the area's growing immigrant population. Support and services to students in ESL will be continued and new ways to offer credit courses to students in the Danbury area will be explored. ESL credit-free classes are being expanded in Danbury due to the growing immigrant population and the requests for increased programs by area agencies and companies. An ESL Academy is in the planning stages to meet these needs.
- Due to the continuing increase in mandated compliance services, the number of students and staff using general health services, and the type of health services provided should be tracked. Based on this information, the staffing, types of services and funds to provide these services will then be reviewed.
- The current methods of providing services to students with disabilities will be reviewed to determine if the present system is adequate in meeting their needs. Students with disabilities should be tracked in order to determine services and staff needs. Increasing funds for additional personnel to handle both health and disabilities responsibilities of the Office of Health Education and Disability Services would be a positive response by the College.
- Faculty compliance with learning disability issues is expected to be positive.
- The Writing Center is investigating alternatives to extend funding (see Writing Center Fall 2000-Spring 2001 Report) including application for increased funding and increased use of work-study students. A student survey for the Writing Center is being developed for distribution during the Spring 2002 semester to further assess student satisfaction and needs. With the present trend of decreasing resources, the Writing Center, Mathematics Lab and Science Exploration Center will be able to offer only limited hours and services.

Student Activities

The Office of Student Activities will be unable to meet the needs of diverse student populations without an increase in the Student Activities Fee which requires Board of Trustees approval. It will be difficult to expand the scope of activities without further funding. Continued assessment of student needs will be undertaken. Recommendations from the Student Senate for the refilling of a full-time director and consistent secretarial support will be considered by management. Due to budgetary constraints, alternative solutions will be considered as well.

Student Governance

The Student Senate will continue to be an integral part of campus life. The refilling of the position that takes on some of the responsibilities that the former Director of Student Activities had will prove crucial to the organization and functioning of the Senate as it fulfills its role in governance. It is an ongoing challenge to assist the Senate in being self-directed and to learn leadership skills in the process.

Student Orientation

Alternate methods of providing orientation will be explored to increase the dissemination of information to new students and improve campus inclusiveness. Various approaches to orientation will be considered, including orientation for new students and student tours. Workshops and seminars will be open to all, incorporating topics in areas of interest identified by students.

Alumni Activities

It is anticipated that the Office of Resource Development will continue to engage alumni in the community and support present students through alumni fundraising activities.

Students' Rights and Responsibilities

When academic or other proceedings are initiated, they will continue to be handled with speed and certainty, affording all involved with a fair and impartial hearing process. The Student Handbook, and the College Catalog detailing student's rights and responsibilities, will be reviewed and revised over the next two years. A student Code of Conduct is being developed with input from the Student Senate, Student Affairs Committee and the Learner Services Division.

Recreational Sports and Athletics

The College staff voted to have recreational sports funded and planned for the 2002-2003 academic year. The Learner Services Division will survey students in Fall 2002 to determine which recreational sport(s) should be offered. Forty students have already shown interest in intramural sports. Walking and bike trails will be laid out on the pavement around campus in the near future.

Records

The Records Office will continue to image the old hard copy academic records. The next phase of the Banner program (2002-2003 academic year) is the implementation of Web for Faculty. Faculty will have immediate access to all student records and be able to submit final grades via the web. The Records Office is looking forward to the automated degree audit that will show students, via the web, where they are in relation to their degree completion.

Financial Aid

Currently the 12 community colleges in Connecticut each have their own standards for financial aid. A project is currently underway for a universal common grading system, which determines eligibility of financial aid students. Over the next two years financial aid will be able to process award letters via the web where students will obtain their acceptance information. The next upgrade to the Banner system will include better statistical reporting to make it easier to apply for grants and to retrieve information.

Veterans Affairs

The Veterans Affairs Office will need to address hours of operation and availability of staff. Funding for travel to the VA Regional Office in Buffalo, NY to discuss and implement measures will ease the burdensome and lengthy process of VA paperwork for approval of veterans' benefits. Including a question on a student survey may yield valuable data concerning the services of the Veterans Affairs Office.

Bookstore

The Bookstore will address the issue of lowering the cost of textbooks by seeking out all methods to discount the textbooks that are sold to NVCC students. Measures that may be considered include reducing the standard industry markup, and providing information sessions concerning cost-saving measures at faculty professional meetings. These actions address the dissatisfaction of the graduates as indicated in the "Survey of 2000 Graduates General Results." The Bookstore will continue to assess student satisfaction in the future by use and review of student surveys.

Cafeteria

The Student Affairs Committee will continue to review the issues of food quality and cleanliness of the cafeteria. The Director of Learner Services will be tracking comments from students, faculty and staff. The assessment of cafeteria services will be included in the Student Satisfaction Inventory.

Administrative Structure

With regard to the position of Dean of Learning and Student Development, it is anticipated that some structure involving one individual whose primary responsibilities include instruction and learning and another who will have responsibility for student services will be considered. The current structure will be continually analyzed and monitored and an assessment of function will lead to changes as necessary.

Sources of Information and Assessment

ConnCAS report concerning the minority affairs office
Connecticut College Access and Success Program (ConnCAS) at NVCC
Co-op and Employment Services Brochure
Counseling Center Brochure
Mission Statement for Alumni Affairs
NVCC Academic Appeal Form
NVCC College Catalog
NVCC Commitment to Underrepresented Minority Students, October 2001
NVCC Developmental Counseling Model
NVCC Financial Aid and Veterans Affairs Handbook
NVCC Guide for Students with Disabilities
NVCC Outreach Efforts for Underrepresented Minority Students, September 2001
NVCC Student Handbook
Self-Study of Registrar's Office
Strategic Plan to Promote College Access and Success of Underrepresented Minority Groups,
Progress Report for NVCC, July 1, 2001-June 30, 2002
Student Profile, Fall 2001
Student Satisfaction Inventory, Noel-Levitz (see Barbara Williams for a hardcopy)
Survey of 2000 Graduates General Results, Office of Resource Development, NVCC,
September 17, 2001
Swift, Mike, "A Worldly Place," The Hartford Courant. 13 January 2002.
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Transfer Guide

Writing Center Fall 2000-Spring 2001 Report

Writing Center Pamphlets

www.nv2.commmnet.edu/CSV2000/studentinfo.htm

www.nv3.commmnet.edu/bookstore/

www.nvcc.commmnet.edu/academic/co-op_education.shtml

www.nvcc.commmnet.edu/admissions/

www.nvcc.commmnet.edu/financial/

www.nvcc.commmnet.edu/registrar/

www.nvcc.commmnet.edu/resources/

www.nvcc.commmnet.edu/resources/disabilities.shtml

www.nvcc.commmnet.edu/resources/StudentHandbook01.pdf



Standard Seven Library and Information Services

"Readers are plentiful; thinkers are rare."

Harriet Martineau

STANDARD SEVEN LIBRARY AND INFORMATION RESOURCES

Description

The Max R. Traurig Learning Resources Center (LRC) and the Department of Information Technology provide an integral support system for the delivery of instruction and information resources. These departments are focused on providing faculty and students with the broadest possible resources to enhance academic development.

Max R. Traurig Learning Resources Center

The Max R. Traurig Learning Resources Center (LRC) is the College's hub for information resources and services. The Center includes the Roy T. D'Arcy Arts and Science Library, Helen M. Hahlo Technical Library, Electronic Classroom, group study rooms and Media Department. Though the Library can be accessed using the fifth floor walkways from Kinney or Ekstrom Hall, the main entrance is located on the fourth floor. The Electronic Classroom is accessed from the fifth floor. The Library's collections include over 47,000 items and subscriptions to over 450 periodicals. These resources can be accessed from the Library's main entrance. The book collection is accessible to physically challenged individuals through the Library staff or can be accessed by searching on OPAC (Online Patron Access Catalog) in bookshelf order.

Collections and Services

The Library and its facilities are available to students, faculty, staff and the general public. Public borrowers may use the facilities and, after registering for a Library card, can borrow materials from the LRC. When classes are in session, the Library is open 56.5 hours a week from 8:30 a.m. to 7:45 p.m. Monday through Thursday, and from 8:30 a.m. to 4:00 p.m. on Friday. Saturday hours are from 10:00 a.m. to 2:00 p.m. Hours are adjusted when classes are not in session. Full borrowing privileges are extended to all full- and part-time NVCC students, faculty and staff. Offerings include a comprehensive collection of books, periodicals, maps, videos, music compact discs and reference resources reflecting the current College curriculum. The Library's collection includes 43,651 volumes, 457 current serial subscriptions, 2,023 videocassettes, and 1,353 miscellaneous items, for a total of 47,484 items. NVCC students also have full borrowing privileges at the University of Connecticut at Waterbury and Teikyo Post University (Waterbury) under a reciprocal agreement with these libraries.

The LRC supports a diverse customer base of faculty and students with collections in a variety of formats and levels of comprehension. The collection serves an even greater community by borrowing from and providing materials to other libraries through interlibrary loan. Those materials that support specific faculty research may be purchased for the collection or borrowed from other collections.

The LRC website allows around the clock access to the OPAC (Online Patron Access Catalog) that lists all Library holdings, policies and instructional information handouts, and selected sites on the Internet for general or specific study. Access to citations and full text materials via the Internet supplements the in-house collections. Full text databases allow remote access to materials 24 hours

a day, 7 days a week, expanding the use of materials beyond the hours the Library is open (Appendix G, p. 169). The Library barcode authenticates the user to the system.

Students are informed of services during a Library orientation session where they are given a tour of the Library and provided information on how to activate their Library card. An overview is also provided on where to go to sign out materials, access reserves and references, and on using the services offered in the Electronic Classroom. This information is also available from the website. Information sheets called Pathfinders are available to help student's research specific subjects or databases.

The LRC participates in a number of programs that facilitate the exchange of resources and services with other institutions to support and supplement its educational programs. Some of these programs include the following:

- Libris – Library Resource Information System for Connecticut Community Colleges
- Request – A Statewide database
- OCLC – An international database
- WCLC – A regional library network
- Connecticut Library Network

The LRC provides specific instructions and handouts on how to borrow books and other materials from other libraries through interlibrary loans as well as electronically. A number of hands-on exercises are available to help with completing the process. An Interlibrary Loan Request form and the Guidelines for Interlibrary Loans are available for all customers.

The LRC staff offers workshops for faculty that include a general orientation, an overview of new services, a virtual tour of the LRC website, and a workshop on plagiarism on the Internet. Faculty may also request specific workshops. Often a workshop is conducted for each academic division highlighting the LRC materials that support that division. Faculty can order books to add to the collection via the LRC website.

Staff

The reference staff assists customers with research, selecting and refining topics, search techniques, critical thinking skills, and documentation of sources. The staff consists of a Director of the Learning Resources Center, Public Services Librarian, Reference/Library Instruction Librarian, Serials/Reference Librarian, Technical Services Librarian, Circulation Supervisor, Serials/Interlibrary Loan Assistant, Technical Services Library Assistant and a Divisional Secretary. A part-time Reference Librarian provides reference services in the evenings and on Saturdays. A Production Director supervises the Media Department. A Distance Learning Coordinator provides services to faculty and students participating in web-enhanced and distance learning courses. Part-time Educational Assistants provide services in the Electronic Classroom and in the Circulation Department in the evenings and on Saturdays as well as in the distance learning area.

A Library Advisory Committee includes Library staff and representatives from the academic divisions. The Committee keeps the faculty in the academic divisions informed of Library functions, and brings the concerns of the faculty to the Library staff.

Funding

Over the past 7 years the LRC budget allocation has ranged from \$200,000 to \$350,000.

| LRC Budget | | | |
|------------|--|-------|--|
| 1995-1996 | Operating expenses Educational Assistants Student Assistants | | \$268,123 \$ 20,000 \$ 1,341 |
| | | Total | \$289,464 |
| 1996-1997 | Operating expenses Educational Assistants | | \$250,000 |
| | | Total | \$250,000 |
| 1997-1998 | Operating Expenses Educational/Student Asst. | | \$323,000 \$ 30,000 |
| | | Total | \$353,000 |
| 1998-1999 | Operating Expenses Educational/Student Asst. | | \$200,000 \$ 40,000 |
| | | Total | \$240,000 |
| 1999-2000 | Operating expenses Educational Assistants | | \$180,000 \$30,000 |
| | | Total | \$210,000 |
| 2000-2001 | Library Operating Expenses Educational/Student Asst. Media Educational/Student Asst. Distance Learning Operating Expenses Educational/Student Asst. | | \$190,000 \$ 28,000 \$ 7,350 \$ 12,000 \$ 19,950 |
| | | Total | \$257,300 |

Electronic Classroom and Group Study Area

The Electronic Classroom, located in L523 is equipped with approximately 20 personal computers for student use. It is available for hands-on library instruction and for researching, writing, and producing assignments. An assistant is available to help customers with their work. In addition to Internet access, computer applications that support the College's course offerings are available. The Library has a general study area that is accessible from the fifth floor walkway. Four smaller group study rooms accommodate quiet study.

Media Department

The Media Department supports the academic divisions through a variety of services designed to support classroom instruction. These include providing video, projection, and audio equipment for everyday class meetings. Video and audio tape recording and duplication, general photographic services (e.g., creating slides, copy work), and coordinating off-air satellite broadcast recordings on numerous topics are all part of the Media Department's efforts. Direct student support is also a fundamental part of the Media Department's mission. Media personnel assist students from various disciplines in developing materials for a variety of course-related projects. An operating budget is provided for repair and replacement of equipment and for other services vital to the department's operation. First and foremost is the effort to equip each classroom with a permanent inventory of media equipment to meet on-demand use. Secondly, new acquisitions are constantly being sought to meet the challenge of a rapidly changing technological world. Thirdly, based on available funds, the Production Director hires qualified assistants to provide basic day-to-day coverage and services when necessary. The Media Department may also provide information requested by area schools, social agencies, or municipalities, provide advice on media equipment acquisition or usage, and respond to a variety of other requests.

Distance Learning Support Services

The Distance Learning Coordinator reports directly to the Director of the Learning Resources Center. Responsibilities include providing support to faculty and students involved in web-enhanced and distance learning courses and development of media content for use in these courses.

The Natural History Museum

A natural history museum is located in the Science Department in Ekstrom Hall room E417. It is open to all interested individuals in the College and the community. This collection consists of approximately 1,000 specimens of local plants, invertebrates of all major phyla including several thousand insects, and representative species of vertebrates. A biology faculty member, who has assembled most of the specimens over a 30-year period, maintains it.

Information Resources

The Information Technology Department provides academic and administrative computer support, including hardware/software installations for offices and computer labs, training for faculty and staff, LAN/WAN network services including file/print and Internet services, and application support for SCT Banner. The Director of Information Technology reports to the Dean of Administration.

Software/Hardware Resources

NVCC participates in Microsoft's Campuswide License Agreement (version 2.0) with the other community colleges in the System. This allows favorable pricing for the Microsoft product line, which is the software used in many courses across campus. These products include Office 2000, Visual Studio (Basic, C++, etc), Windows 2K OS, FrontPage, Publisher, CALs (client access licenses), etc. Additional software licenses include Adobe products, AutoCAD software, Macromedia products, and others. McAfee's virus software is installed on all campus computers and servers and has proved invaluable in times of virus outbreaks. Each division makes requests for software and proper educational licensing practices are enforced through periodic audits on PCs by IT Department staff. Only College-owned software is permitted on State-owned computer systems.

Email is provided for faculty and staff through MS Exchange Server. Our Community College System adopted the Exchange email system and began deployment of Exchange servers in Summer 2001. NVCC faculty and staff were accustomed to using Exchange Server and Outlook software for email and quickly adapted to the new implementation of a Systemwide global address book with over 3,000 names. Email is fundamental to the day-to-day business of the College and currently 400 users are configured for NVCC's Exchange email system.

Helpdesk services are available through a web browser. Faculty and staff can submit a Helpdesk request through campus computers to ask for help with software or hardware issues. This utility allows IT staff to prioritize computer issues. Turnaround time is approximately 24 to 48 hours, depending on the complexity of the problem.

All faculty and staff have desktop PCs. Students have access to 38 computer labs on campus and one mobile laptop lab. In addition, three computer labs are located off-campus: Automotive Technician Center in Waterbury, OWL Center in Watertown and at the Training Center in Danbury. (See Appendix H, p. 171)

Administrative System – SCT Banner

The SCT Banner product is used for NVCC's administrative system software. Banner includes various modules to support academic systems for admissions, student registration, cashier functions, financial aid, human resources, purchasing and vendor information. The Banner Oracle database is housed at the Data Center in Hartford and supports the Community College System. All students enrolled in the Community College System are entered into the central Banner database. Staff and faculty have ready access to student information from the Banner software installed on their desktop PCs through WAN connectivity to Hartford.

Student Online Information System

NVCC students can access their grades, view their schedules, register online for courses, pay fees, and review financial aid information through a web browser. To access their information, students enter their Banner ID number and PIN.

IT Staffing/Funding

The Information Technology Department (IT) supports campus computer hardware/software installations and the network infrastructure. The Department is located in Ekstrom Hall and has a staff of six full-time employees, including a Director of Information Technology, Administrative Computing Manager, Network Manager, IT Technicians, and User Support Personnel. The Department also employs Student Assistants and Educational Assistants.

To stay current with the IT field, staff are each assigned licenses to participate in Element K online training for Computer Professionals. In addition, staff are encouraged to participate in training classes for Microsoft Certified System Engineer certification offered by Continuing Education. IT staff attend Nercomp meetings and workshops, Microsoft training seminars, Syllabus conferences, and Banner workshops, both regionally and nationally. Also members of the IT staff have served on Systemwide Committees, including the Network Standards Sub-committee, Email Sub-committee, IT Directors Council, and Banner Trainers Committee.

IT funding comes from the College's annual operating budget. For large projects, such as the Network Infrastructure Project, the System Office provides equitable bond funding to each of the 12 colleges. Capital equipment bond funding is available each year for upgrading server equipment, desktop PCs in offices and computer labs, as well as printers.

Faculty/Staff Training

Training is offered to faculty and staff in various modes:

- On-campus training is available in the IT training room, located in Ekstrom Hall E604, for small groups on various Microsoft products, email, and Banner. Training schedules are announced on the IT Department website
- Systemwide training is available at other community colleges and published through the System Website and published and made available through Human Resources
- Online training is available to faculty and staff through Element K licenses. Approximately 64 licenses are available to NVCC and are monitored by the IT Department.

Website Services

NVCC's Website, newly designed in October of 2001, includes the College's homepage, links to Banner Online, access to WebCT, division homepages, information for new and returning students, catalogs and schedules, Student Handbook, and many other resources. The Office of College Marketing (OCM) manages the homepage and landing pages as well as the major pages within Admissions, Records, and Placement that support services to new students. The IT Department and OCM work closely to manage the technical aspects of the server. IT is the contact for faculty and staff who need assistance with making changes to their web pages and provides training to those interested in creating web pages to support their particular department or service.

To support distance learning courses, WebCT software (with unlimited license) is available to faculty for designing courses and supporting distance learning students. The WebCT server is housed in the IT Department. WebCT software has been in use since Fall 1999. Faculty also uses WebCT for web-enhanced courses. The IT Department manages a website that provides links for faculty and staff including training, helpdesk, newsletters, and application for accounts, email policies, and virus information. A link for students is also available for Computer Lab policies,

WebCT information, computer lab locations/software and more as necessary and identified by the IT Department.

Appraisal

Learning Resources Center

Collections

In its Standards for Community, Junior and Technical College Learning Resource Programs, the Association of College and Research Libraries (ACRL) stipulates minimum standards for a library collection in a college of Naugatuck Valley Community College's size (measured by FTE) as follows: a minimum collection of 40,000 volumes, 300 current serials subscriptions, 400 video and films, and 5,100 other items, for a total of 45,800 items. NVCC's collection of 47,484 items meets this minimum standard. The College's collection is also enhanced by the broad availability of online databases for research purposes and of interlibrary loans for print and other materials.

Changing technology and the introduction of the Internet have had and will continue to have a dramatic impact on the Learning Resource Center (LRC). Issues of concern to the staff include allocating funds for print, electronic, multimedia, shared and full-text collections. Using electronic media may seem appropriate due to the current trend toward technology; however, the format does not have the life expectancy of print and microforms. Remote access to all services must be considered as distance education courses and programs grow. Advances in networking technology, from hard-wired to wireless, means that LRC facility space needs to be evaluated and possibly reconfigured.

Services

Most students who use the Library are satisfied with its accessibility. An overwhelming majority of students surveyed report that they are satisfied with the Library's hours of operation. A small percentage desire more evening and weekend operating hours. In the past, some students expressed dissatisfaction with the remote location of the 4th floor Library entrance, but the opening of the 5th floor entranceway may have solved this problem. Many students access the Library's collections through the LRC website. Off-campus access to the LRC's electronic databases is available for students by using a barcode identification number. Some students have expressed frustration with the barcode system, but when they ask the librarians for assistance, the difficulty is usually as a result of user error. The electronic databases also facilitate access to collections for physically challenged students; however, wheelchair bound students are unable to access the Library's physical holdings without assistance.

In an LRC Satisfaction Survey, a stand-alone customer survey (resulted in 72 responses in which 88% of the respondents were students) was handed out during April 23-28, 2001. Some of the results follow:

| Satisfaction Level | % Satisfied/Very Satisfied |
|----------------------|----------------------------|
| Library Hours | 86% |
| Librarian Assistance | 87% |
| Library Resources | 69% |

The Touch Screen Survey administered during March 13-19, 2000 resulted in 225 responses of which 178 (79%) were students. Some of the results include:

| Satisfaction Level | % Satisfied/Very Satisfied |
|---------------------------|-----------------------------------|
| Guides and Catalogs | 80% |
| Library Hours | 81% |
| Computer Equipment | 81% |
| Microform | 54% |
| Use the Library this Year | 87% |

There were 184 graduates who responded to The Survey of 2000 Graduates General Results, September 17, 2001. The following satisfaction levels for Library services were recorded:

| Satisfaction Level | % Satisfied/Very Satisfied |
|-----------------------------------|-----------------------------------|
| Knowledge of Library | 83% |
| Staff Availability and Assistance | 80% |
| Library Resources | 83% |
| Currency of Technology | 82% |
| Learning Atmosphere | 82% |

The LRC staff has published an impressive quantity of guides (30) to assist patrons in finding information. There are also subject specific pathfinders prepared for each Library Instruction Course or current event, numbering about 30 per semester. Most of the LRC policies are clearly stated in the various available handouts.

The LRC participates in a variety of resource sharing activities. Membership in various bibliographic networks facilitates interlibrary loan activity among libraries. The LRC is a net lender of materials, meaning that they lend more materials to other libraries through interlibrary loan than they borrow. This is a desirable goal since it indicates that the resources available at the LRC are sufficient for customer needs. In addition the facilities at the LRC are used for outside workshops for professional librarians.

Funding

According to the ACRL Standards for Community, Junior, and Technical College Learning Resource Programs by the Association of College and Research Libraries, the minimum and excellent dollar expenditure by percentile per FTE student for learning resources are shown below with 2000 LRC expenditures.

| Category | Minimum \$ Per FTE | Excellent \$ Per FTE | LRC 2000 \$ Per FTE | LRC Total \$ In 2000 |
|------------------|-------------------------------|---------------------------------|--------------------------------|---------------------------------|
| Salaries | 92.97 | 177.74 | 204.45 | 505,810 |
| Print Materials | 14.69 | 37.47 | 11.51 | 31,619 |
| Serials | 8.70 | 22.20 | 18.20 | 49,991 |
| Microforms | 2.11 | 6.91 | 0.00 | N/A |
| Machine Readable | 1.25 | 6.24 | 6.70 | 18,395 |

| | | | | |
|---------------------|--------|--------|--------|---------|
| AV Materials | 3.12 | 10.04 | 3.10 | 8,509 |
| Other Material | 1.43 | 6.33 | | - |
| Preservation | 0.34 | 2.07 | | - |
| Furniture/Equipment | 5.41 | 24.00 | 0.83 | 2,283 |
| Contract Computer | 3.21 | 11.08 | 12.11 | 33,253 |
| Telecommunications | 0.67 | 3.39 | 0.00 | N/A |
| Computer Hardware | 4.27 | 15.30 | 0.60 | 1,645 |
| All Other Expenses | 10.30 | 38.99 | 3.96 | 10,884 |
| Total | 148.47 | 361.76 | 261.46 | 662,389 |

Notes:

- The Learning Resource Center’s expenditure per FTE student is computed from 2000 FTE.
- A further \$26,000 of the Library budget was allocated to the Media Department.
- The variances of Print Materials and Microforms are due to the Library’s shift toward electronic media.
- Telecommunication and hardware expenditure are funded from the Information Technology Department budget.

Staff

The ACRL Standards for the Community, Junior and Technical College Learning Resource Programs, June 1994, recommends that for an FTE of 1,000-3,000 students the minimum staffing requirements should be one Administrator, three Professionals, 3 Paraprofessionals and three Clerical staff. NVCC’s Library staffing pattern currently just meets these minimum requirements, with a Fall 2001 FTE reported at 2,822. Though the job classifications are different from those recommended, they reflect the changes created by technology in library services to customers.

The Media and Distance Learning Departments are staffed with one person each. This does not provide enough service to the growing demand of these areas. Also, another shared support person for the LRC could provide additional services in Technical Services and in Circulation. Student help is sometimes used to provide circulation services. Students need extensive training on the circulation system to become proficient. This is a very time-consuming process and students are not long-term employees.

Facilities

ACRL Standards 7.5 states: “Space assigned to learning resources should be restricted to the functions for which it was designed”. Space designed for learning resources use should not be used for other College activities. There have been two office spaces reassigned for instructional use to accommodate the Multimedia Department classroom and faculty office. The LRC could have used the office space, and also used another area, L303, as an additional Electronic Classroom. The designated quiet study space in L501 is sometimes used as a meeting room for other institutional activities. This does not accommodate customers who want to use the space for its intended purpose. Some other area needs to be identified as a group meeting space for the institution.

Electronic Classroom

When asked what services they liked best, students ranked the Electronic Classroom highly. In addition to research and leisure reading, many students use the Library at least once a week

specifically to access the computers. The Library staff recommends that, because of the increased usage of the Electronic Classroom, a second Electronic Classroom be added.

An impressive number of Library instruction courses are offered each year. The Electronic Classroom enhances the program tremendously. The series of workshops developed specifically for the faculty is an impressive addition to the instructional program. Of those students surveyed in March 2000, more than half stated that they thought the instructional course was very useful. Seventy-four percent stated that more funding should be allocated to Library instruction. When asked if they would like to take the instructional course for credit, one third stated they would; however, this number is considered insufficient to design a course. There has also been an interest in more small group Internet instructional courses.

Group Study Rooms

Of the four group study rooms available for use, two were created in response to the 1999-2000 ACRL evaluation committee's final report. The number of students using these rooms has been increasing over the past year, as their presence becomes more widely broadcast. Initially Library staff made the rooms available to groups of three or more students. Lately, the rooms have been made available to smaller groups and for quiet study. Usage statistics reflect that these four rooms adequately fill the needs of students.

Media Department

Another qualified part-time educational assistant is recommended to support the needs of the Media Department. A solution to the shortage of staff would be to hire a full-time educational assistant to work in both the Media and Distance Learning Departments. This individual would provide additional support services to the instructional areas.

Support For Distance Learning

This support service is extensively used to provide web-enhanced and distance learning courses. Approximately 29 courses have been developed using WebCT. Approximately twenty distance learning courses run each semester using this software. One hundred courses currently use web-enhanced instruction methods. The content of these courses is primarily text based; however, in order to make course work more interactive a centralized project development department is needed. An additional Educational Assistant is needed to facilitate work on multiple projects.

The Natural History Museum

Although the collection lacks aesthetic appeal, the facility needs no changes because the Museum is meant to be a repository rather than a display museum. The Museum is used by a small number of biology students each semester. New signage in the LRC and in the glass display case on the fourth level of Ekstrom Hall is intended to call more attention to the Museum.

Modes Of Assessment

Formal self-assessment processes generate quantitative data and informal processes generate qualitative information the LRC's staff uses to assess services. This assessment process effectively guides decision-making regarding allocation of resources and improvements to the teaching and learning environment that the Library provides for the College's students and faculty.

During 1999-2000 the staff of the LRC participated in a program evaluation. In their final report, the Evaluation Committee noted that the LRC was found to excel in its use of assessment and evaluation tools. As noted by the Evaluation Committee, the LRC has utilized several creative and innovative self-assessment tools designed to measure the success and satisfaction of their services. These have included a customer/student questionnaire; a written evaluation of staff workshops; a computer touch screen survey; and a pilot pre/post test following Library orientation. The Evaluation Committee identified this pilot program as being a “particularly valuable assessment tool”.

Information Technology

Software/Hardware Resources

The Information Technology department supports the hardware and software requirements of approximately 1,100 PCs in classrooms, labs, and faculty/staff offices. The four-year cycle for replacing computer hardware is adequate to meet the needs of the College. The allocation and assignment of computing equipment is carefully planned and coordinated by the IT staff, in conjunction with faculty, staff and administrators. A College-wide needs assessment is completed before the allocation and reassignment of computing equipment is implemented.

The Systemwide Microsoft site license allows the College to stay up-to-date with Microsoft software packages (e.g. Windows OS, Microsoft Office Suite, Visual Basic language). Faculty and academic division directors to maintain currency in specific content areas such as CAD and multimedia initiate additional academic software purchases.

During the 2001 calendar year, IT staff responded to more than 3,500 Helpdesk requests, with most problems resolved within 24 to 48 hours. Use of the online Help Desk feature has helped IT staff to track, prioritize, and respond to hardware and software problems in a timely manner.

Administrative System/SCT Banner

While Banner continues to be perceived by some as a rather cumbersome, difficult to navigate database, its use throughout the Community College System provides for consistent collection and distribution of data. IT staff members provide technical support to Banner users and training for faculty and staff to help overcome some of the perceived obstacles. Banner Web for Faculty was made available in April 2002, and greatly improved faculty access to student information for advising, course schedules, etc. Banner Web for Student, commonly referred to as Banner Online, has proven to be an easy-to-use interface for students to use for accessing registration online, transcripts, etc.

Staffing/Funding

The IT department staff of six full-time members support the computing needs of approximately 400 full- and part-time staff and approximately 5,300 (Fall 2001) full- and part-time students. With 1,100 PCs on campus, network servers, and the infrastructure to support this equipment, Information Technology staffing is not adequate for NVCC's current needs.

IT staffing at other Connecticut community colleges of a similar size, such as Manchester Community College, include a Dean of Information Resources, Assistant Director and one

additional IT technician and additional personnel to support users. Adding talented IT staff at NVCC will be necessary to remain competitive and continue to offer the best services to our students and staff.

Six to eight student assistants augment the full-time staff each semester. Although these student assistants are essential to maintaining an appropriate level of service, the fact that they serve on a semester-to-semester basis can be problematic. Full-time IT staff members must devote a significant amount of time each semester to providing training and orientation for the student assistants. This training and experience, however, are extremely valuable to the students as preparation for permanent positions within our IT department and elsewhere. Several former student assistants have become permanent full-time employees in the IT Department.

At this time, funding for Information Technology appears to be adequate only because of the availability of legislative bonding funds for expensive technology purchases. Without this funding, the operating budget would not support needed technology purchases. In the past two years, the System Office through bonding funds has provided approximately \$780,000 for needed network infrastructure improvements, including the following:

- New Category 6 cabling in Kinney Hall, Ekstrom Hall, and Library
- Switched network devices to include security and connectivity
- Improved WAN bandwidth to access Banner records at the System Office

Besides bonding funds for network infrastructure, capital equipment bond funds in the past two years have allowed the purchasing of new PCs, servers and printers to bring the current computer equipment into a 4-year replacement cycle. Approximately \$300,000 in capital equipment bond funds has been spent in the past two years for technology purchases. However, this unpredictable method of funding can interfere with local long-term planning for new technology purchases and upgrades. Yearly operating budgets (not including salaries) for IT are approximately \$105,000, which must cover expenses as listed below:

- MS campuswide annual licensing fees
- Printer cartridge recycling for 80+ campus printers
- Repairs and parts for PCs, servers, network equipment
- Data-processing supplies such as paper, labels, stationary, CD media, tapes, etc.

Faculty/Staff Training

The training needs of faculty and staff are professionally met through classes offered by the IT Department. Classes in Managing Exchange Email, Banner for Faculty and Staff, Access 2000, and PowerPoint 2000 are representative of the offerings. The total number of courses offered from January through December 2001, was 157, with 485 faculty and staff registrations. Faculty and staff are satisfied with the customized training environment and are encouraged to respond with new training requests when the need arises.

The new “Element K” online training programs should provide opportunities for more intensive training in some areas and will help to meet the needs of faculty and staff who are unable to attend IT Department training sessions. Element K online training is available from home computers, or any computer with Internet access.

Projection

Learning Resources Center

Although the Learning Resource Center's (LRC) collection will continue to be important, the Library will emphasize the expansion of access to information through technology. The Library will continue to be networked, offering information remotely either through wired or wireless means. However, the speed with which technology is changing makes it difficult to predict what the Library will look like in five years. Upgrades to Library classrooms are expected to follow the trend set by the Information Technology Department throughout the College.

The Library staff are in the process of exploring the use of online information-literacy tutorials to teach students how to find and use information efficiently and effectively. The LRC will continue to network with local, Statewide, regional, National and international organizations. Consortia provide discounts on conferences, databases, services and supplies. They share the most current information and trends, offer support and provide services quickly and efficiently.

Staff members are reviewing plans for upgrading the Circulation and Reference Desk. The project is expected to be completed by Fall 2002 and will make the Circulation and Reference Desk more aesthetically pleasing. The Library staff is committed to professional development. They will continue to advance their skills through workshops, conferences, courses, and professional literature.

Media Department

In addition to upgrading classrooms to meet current equipment standards, plans are in place to move the Media Department into the digital world by acquiring digital printing equipment, including wide-format capabilities, which will bring cost savings to the department and increased service to the College community. Although there will still be a need for traditional audio-visual services and equipment, much of the new technology is digital, e.g., non-linear video editing, streaming media, and digital imaging, and will require classroom equipment upgrades. As technology costs decrease and equipment capabilities improve, the department will take advantage of these new economies to improve teaching and learning environments.

Distance Learning

As more data are accumulated on distance learning in education, new standards and expectations for courses delivered online will be developed. Providing necessary services and resources will demand collaboration and sharing by institutions Statewide. The Connecticut Distance Learning Consortium (CTDLC) initiatives in online tutoring and assessment of outcomes for online courses will provide essential information so the College can continue to meet accreditation requirements and improve educational standards.

NVCC's web-based courses, both fully online and web-enhanced will be hosted on the CTDLC server beginning Fall 2002. The Banner database shared by all 12 colleges will be linked to an integrator making it possible for instant registration and adding and withdrawing from courses in real time. As the CTDLC assumes more of the distance learning administrative responsibilities, the focus will turn to improving the courses that are offered online. As more research and results are available, we will be able to create better media to support course content, and enhanced

interactivity and educational modules specific to course needs. The new Digital Arts Center, with its new degree offerings and state of the art equipment and instruction will provide a perfect environment for creating these needed media projects.

Information Resources

The use of technology has become integral to teaching and learning. NVCC has become a leader in this effort. To continue in our leadership role, the following issues will present significant challenges for the College in the years to come including the following:

- The increased use of technology in the classroom and computer labs will require additional IT staffing
- Given the fierce competition for qualified and talented computer professionals, and the fact that salaries for IT professionals outside the academic setting are typically higher – proper staffing to meet the IT needs on campus will be challenging
- The cost of continuing software license purchases will rise, especially with the Microsoft Campuswide License agreement and WebCT license/helpdesk costs at CTDLC
- Training for faculty and staff will be a continuous process as new software upgrades become available and information resources change
- Security and virus issues will be ever present. IT staff will need to meet the demands required to provide confidential, secure, and safe computing facilities

New technology in information resources will also present exciting and interesting experiences. Advances in technology that are anticipated include the following:

- Improvements in Banner will present an easier and friendlier interface for all users
- Campus Pipeline software will provide a portal for students to access college email accounts, view grades, print transcripts, and interface with WebCT courses, all available from a single login
- Improvements resulting from the Network Infrastructure Projects (Phases I and II) will introduce wireless access points for student laptops, allowing Internet access for online activities
- Additions to classrooms, including electronic whiteboards and LCD projectors will lead to the creation of “smart” classrooms with the advanced technology that students expect. Video-conferencing classrooms will also be developed to support programs that serve students at remote locations
- Planning for the *Connecticut Education Network* was begun in July 2000 and deployment is well underway. Through the leadership of the Governor’s office and the Connecticut General Assembly, the Connecticut Department of Information Technology has been charged with developing a new state-of-the-art communications network to interconnect all public K-12, public and private higher education and library locations throughout the State. The College will benefit from available high-speed network access that will provide bandwidth growth, prioritization, and the capability to “shape” network traffic

Twenty-first Century learning requires that the technology and services are available for students and faculty to accommodate all learning styles and methodologies. NVCC will continue to advance its information technology capabilities.

Sources of Information and Assessment

ACRL Handbook

Assessment surveys conducted by the LRC

Brochures published by the LRC for its customers

Guidelines for Interlibrary Loans

Learning Resources Center/Library Annual Reports 1999-2000, 2000-01

Library Director's campuswide email on Library updates

LRC Program Assessment

The Magazine of American Library Association

www.nv2.comnet.edu/training/



Standard Eight Physical Resources

Fact: Data cabling for networking NVCC's computers reaches over 70 miles!

STANDARD EIGHT PHYSICAL RESOURCES

Description

Grounds

The grounds of NVCC comprise approximately 110 acres of roadways, parking lots, lawns, trails, and an arboretum. The Agro-Bio Club established the Tamarack Arboretum in 1986. This student organization volunteers their labor and funds in developing and maintaining the campus landscaping. In 2000, the College opened the Glacier Ridge Trail that was originally blazed as an Eagle Scout project in 1997. This trail spans one and one-half miles through 100 acres of the College's wooded land. A campus map is included as Appendix I, p. 172.

Buildings

The four major buildings on campus were renamed in 1994. The building that housed Waterbury State Technical College became Founders Hall, UConn Hall became Ekstrom Hall, and Mattatuck Hall was renamed Kinney Hall. Kinney Hall houses administrative offices, student services offices and faculty and staff offices for the Division of Arts & Humanities, Division of Behavioral and Social Science and the CECED Unit. Ekstrom Hall includes faculty and staff offices for the Divisions of Math/Science (with an astronomical observatory and a new biotechnology lab), Business, and Nursing/Allied Health/Physical Education. Founders Hall houses faculty and staff offices for the Engineering Technologies Division. The Centers (A-S-L), the large connector building between Kinney and Ekstrom houses the Fine Arts Center (A), Cistulli Student Center (S) and the Traurig Learning Resources Center/Library (L) and the CORE joins Kinney and Ekstrom. All four buildings contain numerous classrooms and computer labs. An indoor pedestrian walkway, referred to as 5th Avenue, runs the length of the connector building. Levels are numbered such that those in Kinney match those in Ekstrom. In addition the College uses seven modular buildings (Terrace Buildings) that house a number of programs and laboratory settings including Hospitality Management/Food Services Lab and the Propagation Lab. Off-campus sites include the Automotive Technician Center in Waterbury, the OWL Center in Watertown and a computer training center named NVCC @ Danbury.

Computer Technology Resources

The purpose of this section is to detail the specifics of NVCC's network infrastructure, servers and workstation hardware, licensed software, web services, and administrative information systems.

Network Infrastructure

NVCC's network infrastructure addresses both Internet and intranet connectivity. With approximately 1,100 computers on campus, and two-thirds of these located in 38 student labs, it is important to provide fast and reliable access to web services and information systems.

The System Office in Hartford provides NVCC's Internet gateway. All workstations and servers are routed to the DNS Server (Domain Name Services) located in the Data Center in Hartford. Wide Area Network (WAN) connectivity is supported by a partial OC3 connection (presently 5MB) between NVCC's router and the Data Center in Hartford.

With the implementation of the Network Infrastructure Projects (Phase I and Phase II), sponsored by the System Office for all Connecticut Community Colleges, NVCC has successfully upgraded data cabling to Category 6 levels. In the past two years (FY01 and FY02), 70% of the campus has been upgraded to CAT 6 cabling. Category 5 cabling currently in use in the remaining areas of campus will be converted to Category 6 during Phase III of the Network Infrastructure Project scheduled in FY03. New fiber optic cabling has been installed in Kinney Hall, Ekstrom Hall, the Fine Arts Center and the Library as a result of the Network Infrastructure Project. Within the College intranet, network connectivity between desktop workstations and network switches is 100 MB, with gigabyte connectivity between floors in each building on campus. Network equipment in data closets on each floor allow for a “switched environment” within the campus intranet, creating virtual LANS (VLANS) that allow administrative and student network traffic to be segregated. This configuration maintains secured access for administrative use of computing systems, while separating student traffic from important organizational uses of bandwidth.

Computer Hardware

Computing resources for staff, faculty and student use are provided by appropriate hardware configuration for servers and desktop workstations. Currently, the Information Technology Department maintains 27 servers to provide file and print services, web services, and computer lab software. As in any local area network, servers may function as primary domain controllers (PDCs), backup domain controllers (BCDs), and DHCP servers for assigning IP addresses to workstations. Server operating system software includes NT Server, Windows 2000 Server, and Linux. Staff and faculty are permitted personal shares on file servers. Likewise each department or division on campus is assigned document and software shares for departmental use.

Desktop PCs in faculty and staff offices allow access to email, internet access, network software and shared files, and network printers. Minimum hardware configuration is 300 MHz Pentium III, with 128 MB RAM; however, most workstations surpass these requirements. Windows 2000 Professional operating system software provides security and reliability.

Computer lab workstations likewise have similar minimum hardware configurations, 300 MHz Pentium III, with 128 MB RAM. NVCC’s computer labs use the Win2K operating system. Three computer labs contain Macintosh workstations (G3, G4 and iMac models). The IT Department staff developed a plan for a 4-year cycle of computer replacement across campus and at the College’s off-campus locations. The Information Technology Department, located in Ekstrom Hall, supports campus computer installations and network infrastructure.

Maintenance and Operation of Physical Resources

The maintenance, management, and operation of the College’s physical facilities and resources are under the supervision of the Dean of Administration. The staff is comprised of a Director of Campus Support Services, a Building Maintenance Supervisor, 13 custodial workers, six boiler tenders, six quality craft workers (one HVAC technician, two carpenters, one plumber and electrician and one electrical technician). The building maintenance staff is responsible for all repairs and preventative maintenance to all aspects of the physical plant. Outside vendors are called in only when the size and complexity of the task exceeds the staff’s capacity. Such vendors provide

continuous grounds maintenance with support from the custodial staff for such tasks as outside trash, snow, and ice removal, and parking lot maintenance.

Public Safety

The Public Safety Department, under the supervision of the Director of Campus Support Services, consists of a police lieutenant, a sergeant, four police officers, one lead building and grounds officers, two buildings and grounds officers, and one full-time and one part-time dispatcher. All police officers have been trained at the Police Officers Standards and Training Academy, are Medical Response Technicians (MRTs) and are certified in the use of automated external defibrillation (AED). They provide 24 hour 7 days a week building access and surveillance. Emergency telephones are located at strategic locations both inside and outside of the buildings with a direct link to the Public Safety Office. The Public Safety Office publishes a summary of campus crime activity annually in compliance with the Federal Department of Education Campus Crime Reporting Act. This report is also available on the College's Website. Public Safety publishes emergency notices through email and voice mail notification.

Environmental Safety and Health

A campus Chemical Hygiene Plan is in place and reviewed annually. In 1998, a part-time Chemical Hygiene Officer was hired. A Blood-Borne Pathogen Plan was put in place in 2000. Targeted faculty and staff attend training and are offered the Hepatitis B vaccine series at no cost. In compliance with federal regulations, the College has initiated an asbestos and lead operations maintenance program funded by the Department of Public Works. The State Fire Marshall annually inspects the campus and unannounced fire drills are scheduled through the Public Safety Department. The fire alarms are broadcast in English and Spanish. The College has an Emergency Operation Manual that outlines instructions for faculty, staff, and students in the event of an emergency. This manual is also available on the College's Website.

Americans with Disabilities Act (ADA) Compliance

The College commissioned Quinn Associates to perform an analytical survey of ADA compliance. Since the completion of this 1993 report, NVCC has improved access and signage for persons with disabilities. Recently, the College has commissioned Oakpark Architects to further address fire code and ADA compliance issues to which \$550,000 in bond funds have been allocated. The campus ADA Committee works with the College's administration in determining ADA improvement priorities.

Physical Resource Planning

NVCC's most recent physical resources strategic plan was developed during the 1996-97 academic year. A component of this plan relating to campus facilities was to develop a Campus Master Plan focusing on the razing of the Terrace Buildings, the re-location of the Automotive Technician Center to campus, and either the refurbishing of Founders Hall or the construction of a new technology building. The S/L/A/M Collaborative Architect Firm was commissioned in the Fall of 1997 to assist the College in the development of a Facility Master Plan with emphasis on space and physical plant needs for technical education. This report was completed in September, 2000.

Deferred Maintenance and Capital Projects

In addition to College funds allocated to building maintenance, NVCC receives deferred maintenance funding distributed by the Chancellor's Office from bond funds allocated to it by the State Bond Commission. The funds allow for repairs and small projects. Deferred Maintenance is reserved for projects in excess of \$3,000 and is administered by the College. The annual allocation has been \$30,000 for several years. The amount was increased to \$50,000 for FY02. The process for identification and planned resolution of deferred maintenance is dependent on funding from the State. Larger projects are planned and funded with the assistance of the Chancellor's Office. These projects are separately funded. Projects are prioritized based on need and availability of funding.

Examples of projects initiated and completed since 1998 include the following:

- Site improvements (1998) including general conditions, concrete bridge (Ekstrom Hall) and exterior signage (\$133,251)
- ADA Project CTC 354 (1998) including improvements and signage in Ekstrom Hall, Kinney Hall, Founders Hall, Student Center and Fine Arts Center (\$372,420)
- Founders Hall Internet Training Center (2000) (\$172,000)
- Improvements to Ekstrom Hall (2000) including roof replacement, lab ventilation, ground fault interrupters in laboratories, and A/C in Computer Services (\$772,371)
- Improvements to the CORE (2000) including backflow preventors, telecom room electrical upgrade, and emergency lighting (\$38,341)
- Door holders in Library stacks (2000) (\$6,687)
- Expansion of the theater lobby creating the new Ruth Ann Leever Atrium in the Fine Arts Center (\$1,600,000)

Projects currently taking place or planned for completion within two years include the following:

- Roof, exterior panel and brick replacement for Fine Arts Center, Student Center and Learning Resources Center (\$4,000,000)
- Americans with Disabilities Act compliance – parking lot between Founders and Ekstrom Halls, additional automatic doors, and additional accessible bathrooms (\$500,000)
- Exterior emergency lighting throughout the campus (\$60,000)
- Designing of the new technology building (\$1,970,000)

Space Planning

Shared Spaces

Priority for shared spaces is given to NVCC, Uconn-Waterbury, and the Waterbury Symphony Orchestra – NVCC's Resident Orchestra. Facilities include Mainstage and its Atrium, Playbox, Art Galleries, 5th Avenue walkway, Cafeteria East and West, Multipurpose Room/Dance Studio and the Plaza. Requests for shared space are negotiated through a process initiated by the Office of Facility Management (OFM) each November for the use of these facilities during the next fiscal year. Space is requested, prioritized, negotiated, and approved through this process. First priority is given to sponsored and co-sponsored events for each of the involved organizations. The final outcome of the process is the creation of a complete shared space calendar. On July 1st of each fiscal year, the OFM begins accepting requests for use of these facilities by the general public.

Instructional Facilities (Classrooms and Laboratories)

Classrooms and laboratories are scheduled on a semester-by-semester basis through the OFM with priority given to credit courses and then credit-free courses. Remaining rooms (if any) are available for scheduling through the OFM on a first come, first served basis. Some classrooms are used between semesters for special programs. Requests for classroom space for general activities by College staff and community-based requests are considered only after each of the respective course schedules have been completed.

Inventory Control

The College employs a full-time storekeeper who maintains records of College equipment. New equipment costing over \$1,000 is tagged upon delivery. Once-a-year equipment valued in excess of \$1,000 is inventoried via a bar code reader and is correlated with its location. The State implemented a new Community College Statewide tagging system in 2001. State auditors make periodic visits to the College to evaluate inventory and purchase order authenticity.

Appraisal

Grounds and Parking

The College is situated on a spacious naturalized setting comprising 110 acres, of which 45 acres are used for buildings, roadways and parking. The ongoing development of an arboretum/park in the center of the campus has created a beautiful, pedestrian-friendly setting. The Agro-Bio Club has remained instrumental in the development and maintenance of this landscape. The Glacier Ridge Trail provides hiking and nature exploration opportunities for students, staff, and faculty. Adequate undeveloped space exists for expansion. The College has adequate parking; however, a commuter student body has resulted in considerable vehicular traffic with only two entrances/exits to the campus and parking lots.

Buildings

Kinney Hall

The outside bricks were replaced 10 years ago and a new roof installed four years ago. The classrooms have been painted recently. The heating and air conditioning are not centralized. Individual units operate in each room. This can make temperature regulation sometimes difficult and noisy. There are no new projects planned for Kinney Hall at the present time.

Fine Arts Center/Theatres

The transformation of the College's outdoor plaza into an enclosed atrium, the Ruth Ann Leever Atrium, has created a beautiful new lobby to the Mainstage. The expanded lobby and box office provides an open area for receptions as well as gallery space for student artwork. This project was made possible by a \$1,000,000 donation from Mrs. Leever and a \$600,000 State match. The Mainstage is an impressive resource for College performances and the community, hosting national conferences, and the Waterbury Symphony Orchestra.

Appropriate ventilation and temperature control are areas of concern in the Mainstage and Playbox. Because the air handler for the Playbox is located within the theatre itself the noise it creates is

disruptive to rehearsals and performances. Soundproofing between classrooms and studio spaces is needed. The dance floor in room A404 is not a sprung floor and therefore can be an injury risk to the dancers. There is limited space for preserving sets and staging units.

Student Center

The central location of the newly named Joseph V. Cistulli Student Center is ideal. The Prism Lounge is beautifully lit with large skylights that add an element of style to this area. Unfortunately, the areas designated for student activities in the Student Center, primarily the Game Room and Prism Lounge are too small to meet the needs of the student body. The Game Room and Prism Lounge together can accommodate fewer than 50 people. The College has approximately 5,000 students on campus in any given semester. The Student Senate has 44 active clubs that require space to meet, socialize, and hold events and fundraisers. Ample space in the Student Center does not exist for them. Although the Cafeteria is large it lacks aesthetics and is in general outdated. The Student Senate, faculty, and staff have been very vocal in their dissatisfaction with the previous vendors and are working with the present vendor to foster improvements.

Learning Resources Center

The Learning Resources Center (LRC) provides library materials and services in support of the academic mission of the College and the needs of the community. At NVCC, the physical layout of the Library comprises 4 levels of space within the LRC where a congenial, plant-filled atmosphere of both quiet study and active inquiry is presided over by the professional staff. Stacks, study areas, and most office spaces are open to the flow of traffic so consistent temperature control is sometimes difficult. In the Library's 5th floor Electronic Classroom, which houses 21 computers and often as many or more users, appropriate ventilation is a concern. Due to the design problems inherent to the building, the core stack areas are inaccessible to wheelchairs, but online shelf browsing is possible and Library staff is available for assistance. Restrooms on the main level (4th) are about to undergo renovation so that they meet ADA accessibility standards. Past ceiling leakage problems are under control. A major concern is maintenance. Housekeeping is not staffed to the appropriate degree to maintain consistent cleanliness throughout the LRC. Walls and doors in the stairways and corridors are a particular problem.

CORE

The mechanical equipment in the CORE is adequate to meet the needs of the College. The boiler has adequate capacity although the absorption chiller has exceeded its life expectancy and is in need of replacement. The oil storage tanks have been replaced. Currently, natural gas is the primary fuel used due to a more economical price and lower air emissions. Storage space for shipping and receiving is a concern. Various divisions have been using space in the CORE for storage leaving limited space for the storage needs of shipping and receiving.

Ekstrom Hall

Ekstrom Hall houses an observatory with a research-grade 14" reflecting Celestron telescope that was donated by Southern New England Telephone in 1985. The Mattatuck Astronomical Society provides public viewing sessions.

The new roof completed in the summer of 2000 appears to have solved the leaking roof problems in Ekstrom Hall although moldy tiles and air vents remain a concern as well as the overall air quality.

Indoor air quality was cited as a problem in the 1992 accreditation report. An environmental compliance and industrial hygiene service company, EnviroMed Services, Inc. from Meriden, Connecticut, was contacted by the College to meet with faculty and address the air quality issues. The project was cancelled due to the expense of the assessment that was to be performed by EnviroMed Services. The College requested a preliminary assessment by Conn-OSHA, which was performed in Fall 2001. While OSHA was sampling the air in Ekstrom Hall abnormally high fresh airflow was noted throughout the building. The results of the air sampling performed by OSHA were reported in the President's *Weekly Bulletin* and made available for viewing by the College community. The ongoing issue of air quality in Ekstrom Hall needs to be resolved. Another ongoing concern in Ekstrom Hall includes poorly operating elevators.

A new laboratory ventilation system was installed in the science laboratories during the summer of 2000. Fans were replaced on the fume hoods in the chemistry laboratories with an integrated fresh air system. The new fans have "proximity sensors" which decrease exhaust flow when no one is in proximity to the hoods. This in turn decreases fresh air into the lab. Unfortunately, much of the work in the chemistry lab is not done under the hoods, due to a limited number (4). This in turn has resulted in a decreased airflow for the most part in the chemistry labs. Air sampling performed by the chemical hygiene officer has demonstrated fume levels do not exceed OSHA standards.

The presence of the Waterbury branch of the University of Connecticut on the 3rd floor of Ekstrom hall results in underutilization of this space; however, the College has recently housed a biotechnology laboratory in this area.

Founders Hall

The College, using outside consultants, evaluated the possible renovation of Founders Hall versus the construction of a new technology building (Facility Master Plan, 2000). The recommendation from the evaluation team was to construct a new technology building although much renovation has been occurring in Founders Hall. Some of the computer furniture in Founders Hall needs to be replaced. Housekeeping for Founders Hall is contracted through an outside agency (Easter Seals). The general impression of maintenance and housekeeping staff is that this is an area of much needed improvement.

Terrace Buildings

The Terrace Buildings were constructed in 1971 as temporary facilities. The structures continue to house programs such as hospitality management and physical education in spite of their poor condition. These structures are unsuitable for continued use and inappropriate candidates for renovation. The inadequate lighting, low ceilings, and drafty windows provide poor quality instructional space. These buildings are scheduled to be demolished in Summer 2003 when construction of the new technology building commences.

Deferred Maintenance

The age of the facilities necessitates that more money be invested in the facilities to maintain the status quo. Funding from the State has not been adequate to properly maintain the College's facilities. Funds for needed repairs come out of the College's budget and therefore compete with other campus needs. Inadequate maintenance has cost the College more in capital spending for major repairs. Deterioration has been evident in such areas as leaking ceilings, interior water

damage, falling pieces of concrete from the ceiling in the parking garage, missing ceiling tiles, broken elevators and dirty air vents.

Public Safety

The Public Safety Department has evolved from a security department to a police department over the past six years. Compared to other community colleges of the same size, the College's Public Safety Department has as many or more officers than others. The rate of reported crimes at the College does not exceed the norm for non-residential colleges of our size, and is, in fact, below that of other similar colleges. Inadequate telecommunications operator (dispatcher) coverage remains an area of concern.

Americans with Disabilities Act (ADA) and Fire Code Compliance

The College has engaged in an ongoing process of improving the facilities in accordance with ADA and Fire Code regulations. Numerous modifications have been made during the last several years in order to bring our facilities in line with ADA requirements. Restrooms have been renovated, electric doors installed, and Braille signage placed throughout the campus. These projects usually have been directed by the Chancellor's Office using bond money specifically designed for this purpose.

Instructional Space

Space planning at the College has typically been reactive and has not always involved the Office of Facility Management. Long-term space planning needs to be improved. The S/L/A/M Collaborative was commissioned in Fall 1997 to assist the College in the development of a facility master plan with emphasis on space and physical plant needs for technology education. Data were provided by the Chancellor's office and compared to averages for the Connecticut system. Utilization of existing instructional space was studied to help establish the capacity of the existing facilities. A comparison of assignable area per student with other colleges in the System ranks NVCC 4th highest in space availability. The effective utilization of this space was further evaluated in the Facilities Master Plan. Although there appears to be enough classroom area, it is in the form of fewer larger spaces. There are not enough individual rooms to accommodate credit and credit-free course offerings. In addition, there are three classrooms in the Terrace Buildings deemed unacceptable and in need of being replaced. General meeting facilities to support business/industry programs are virtually non-existent. There remains an excess of certain kinds of space resulting from the duplication that existed when there were two colleges. This contributes to the need to replace, reconfigure, and/or relocate space in the College. In order to do this a sharing of space will need to continue to be increased.

Laboratories and Equipment

The College strives to equip its laboratories adequately; however, differences exist among the academic divisions with regard to updating equipment. Certain divisions, because of the nature of their programs and symbiotic relationships with business and industry, are able to support laboratories with state-of-the-art equipment. Other divisions must rely on line items in the College budget. There is a need for planning in this area to ensure that students in every division will have adequate instructional laboratory equipment.

Shared Space Utilization

The process for reserving shared spaces is well defined. Conflicts with particular shared space in the College have arisen due to the growth of credit programs requiring more time in shared space facilities. Faculty has expressed concern that the continued use of their labs as shared space has negatively impacted their programs. For example, in 1994 an elective dance program with two courses to be taught in the dance studio (shared space) was begun. The program accommodated approximately 35 students. With the approval of a Fine Arts Degree with a Dance Option as of Spring 2002, five dance courses are offered with over 100 students participating. Most of the dance courses require lab hours and rehearsal time adding to the demands on the dance studio space. This space also accommodates some Physical Education courses. The increased use of this space by all internal groups creates less opportunities for student practice time.

Maintenance of Physical Resources

The appraisals of the College's faculty and staff have overwhelmingly included concern for the poor levels of maintenance in the classrooms, bathrooms, stairways, and hallways. Individual efforts in various areas have resulted in improved housekeeping in such areas, although cleaning of the College remains inconsistent and generally unacceptable. Scheduled maintenance of air filters and vents is not always maintained in a consistent manner.

Environmental Safety and Health

The College has been conscientious with its Chemical Hygiene Plan, Bloodborne Pathogens Plan, and the publishing of the Emergency Operations Manual. Police officer training is excellent, as all officers are certified Medical Response Technicians (MRTs) and in the use of Automated External Defibrillation (AED).

The College is in the process of developing asbestos and lead operations and maintenance plans. Staff exposure to asbestos while working in Founders Hall prompted this action. The College notified appropriate officials and provided information sessions to any individuals whose work in Founders Hall may have caused them to be exposed. The plan will identify the quantity and location of all asbestos containing material to prevent such incidents from occurring in the future. The ongoing issue of air quality in Ekstrom Hall needs to be rectified. Other areas of concern include:

- The Chemical Hygiene Plan is limited to academic laboratories and art studios, and does not extend throughout operations of the entire campus.
- Ergonomics is not consistently addressed throughout the campus.

Computer Technology Resources

Network Infrastructure

The College's Internet/intranet connectivity is adequate at this time to support Banner database applications and student online activities. There is minimal disruption of Internet access provided by the Data Center in Hartford through their ISP provider. However, as video streaming and other multimedia applications are introduced, the demand for additional network services and bandwidth will continue to spiral upward.

The Network Infrastructure Projects, both Phase I and Phase II, have been very important sources of funding for upgrades to switches, cabling, and network ports for offices and classrooms. Approximately \$800,000 in improvements has been made in the last two years. One concern is

timing of these projects. Phase II was completed 18 months after Phase I because bond funds were not released quickly. In terms of technology, an 18-month span of time between models of switches, for example, can mean an existing model is no longer available. Inconsistencies in equipment models can create a network environment that may be difficult to manage and maintain. Phase III will likely be completed 18 to 24 months after Phase II. It is important to keep momentum for completion dates on these projects.

Networking equipment must be stored in adequate network closets, secured from students and staff. It has been very difficult locating space for network equipment. In some instances, network storage areas are compromised, and network equipment ends up being in shared space that does not meet the CTCC Network Standard guidelines.

Computer Hardware

The IT Department maintains the servers for the College and manages backups. Presently file and print servers are sufficient for the business of the College. The network operating system on these servers is current with service and security updates. As users demand more network space for files, then additional file space will be added. There is room for growth in the existing equipment.

Presently desktop PCs are adequate for staff and faculty needs. The IT Department staff routinely survey the PC hardware inventory and make improvements as required. With a four-year cycle of replacement PCs on campus, faculty and staff computing needs are sufficiently met at this time.

With thirty-eight student computer labs available on campus, the task of maintenance is never-ending. In addition, three computer labs at off-site locations demand periodic maintenance. Hardware configurations for all the computer labs are adequate for student computing needs, except in one instance. At the Automotive Technician Center in Waterbury, PCs and software are outdated. IT staff are continuously working to resolve issues and keep the old equipment running. Clearly, inadequate IT staffing adds to the burden of timely maintenance of computer labs. One vacant IT Technician position needs to be staffed.

Physical accommodations for staff and equipment, E604 and E605, are not adequate spaces for the IT Department. These offices are located on the top floor of Ekstrom Hall and are isolated from the central core areas of the campus. IT services need to be located in more spacious environs, with generous work and storage areas and additional security. An access door requiring ID for admittance to the IT Department office would provide improved security.

Projection

Grounds and Parking

- The College will lose some parking spaces with the construction of the new technology building. This is not projected to have a significant impact and no plans are in place to add additional parking areas.
- The Agro-Bio Club will remain instrumental in developing and maintaining the campus landscape.

Buildings

Since the completion of the Facilities Master Plan (August 2000), the Department of Public Work (DPW) on behalf of the Board of Trustees of Community-Technical Colleges, received bonding approval to design a new technology building. Amenta/Emma Architects P.C. was hired by the DPW and has begun the design phase of this project. Both the Governor and the State General Assembly have approved a long-range capital development plan that includes \$30 million for the new building.

- In January 2002 the Board of Trustees endorsed Amenta/Emma's recommendation that the site for the new building be adjacent to the east side of Ekstrom Hall.
- It is expected that Amenta/Emma will proceed with the design of the new building and that the construction will start in approximately one year (2003).
- It is anticipated that bonding approval will be received and construction will begin.
- The new building is expected be ready for occupancy by Fall 2005.
- The construction will require the evacuation of the Terrace Buildings and relocation of the Propagation Lab before site preparation begins. Programs currently housed in the Terrace Buildings will be relocated into Founders Hall or other locations until construction is complete.
- The future of Founders Hall will be determined when the new technology building is ready for occupancy taking into account program development and enrollment trends that occur in the interim.

In view of the fact that the University of Connecticut – Waterbury is building a new downtown campus, it is expected that they will vacate the space that they occupy on level three of Ekstrom Hall. Once that speculation is confirmed and construction plans for the new technology building for NVCC are finalized, the NVCC president will initiate discussions and planning for the use of level three of Ekstrom Hall. There is in place a Waterbury Higher Education agreement that provides for all constituent units of higher education with an interest as well as DHE to be involved in deciding what happens to space if one university/college should vacate it. The president will call for a meeting of representatives as a starting point. As part of the ongoing speculation unsolicited planning about level three has begun by some departments and divisions of NVCC.

Maintenance and Operation of Physical Resources

The Connecticut Department of Higher Education has contracted the services of Vanderweil Facilities Advisors (VFA) from Boston, Massachusetts to conduct a facilities condition survey of public higher education institutions in Connecticut. They will produce a report on the infrastructure of the College buildings as well as projected maintenance costs for the next 5 to 10 years. Long-range planning for deferred maintenance will remain difficult as long as funding remains unpredictable. The maintenance staff has a ratio one person to 70,000 square feet. The industry standard is one person to 20,000 feet. There are no projected changes for this workload.

Americans with Disabilities Act (ADA) and Fire Code Compliance

In Fall 2001, the State Bond Commission approved bonding for facilities improvements in order to comply with ADA requirements and Fire/Safety codes. This project will include the following:

- Installation of exterior emergency lights at forty-one exits
- Conversions of restrooms on the 4th floor of the Learning Resources Center to be handicap accessible

- Concrete walks and stairs at the east emergency exits of the 4th and 5th floors of Ekstrom Hall
- Handrails on the east and west sides of the Mainstage
- New door hardware and smoke detectors in all Founders Hall stairwells
- Lever door handles throughout the campus

An additional ADA project has been designed and bonded with the intent of improving access from the parking lots located between Ekstrom Hall and Founders Hall. This project is on hold pending the construction of the new technology building. The College will continue to be inspected annually by the State Fire Marshall. If code issues are identified, they will be resolved through repair and continuing maintenance. Should resolution require large expenditures, the Chancellor's Office will provide funding and architectural assistance.

Instructional Space

The completion of the new technology building will provide much needed instructional space. In the interim the College will continue to replace, reconfigure, and/or relocate space within the current facilities to accommodate program and instructional needs.

Instructional Equipment

Allocations to replace aging non-computer science laboratory equipment will be re-examined upon the appointment of a new Dean of Learning and Student Development.

Space Planning/Shared Space

There are no plans to change the process for reserving shared spaces at the College. It is projected, however, that the shared space policy will evolve in response to on-campus user needs and those of approved priority groups.

Environmental Safety and Health

EnviroMed Services from New Haven, Connecticut has been contracted to develop a lead and asbestos operations and maintenance plan for the College. The survey reports regarding locations of all lead and asbestos at the College are complete. The operations and maintenance plan will incorporate these surveys. OSHA safety training for faculty and staff will occur once the plan is complete. The College has received the results of the air quality evaluation performed by OSHA in Ekstrom Hall in Fall 2001. A campuswide ergonomics study will be conducted to address the needs of offices that still lack ergonomically sound equipment.

Information Technology

The following is a list of projections that indicate the direction of information technology infrastructure in the next few years:

- Bond funding has permitted the purchase of new PCs, servers, and network infrastructure improvements in the past two years. A 4-year replacement cycle of workstations in offices and labs has been developed, but may be difficult to continue unless bond funds continue to be forthcoming.
- The development of the new technology building with computer labs, classrooms and offices will demand the attention of current IT staff in the planning and construction phases of the project. Additional IT staffing will be necessary to maintain the new facility.

- “Smart classrooms” are in demand across the campus. Ceiling-mounted LCD projectors and electronic whiteboards, all controlled from a single source of input, will be added to computer labs and classrooms.
- Phase III of the CTCC Network Infrastructure Project will be started in 2003. This project will continue the upgrade of older Category 5 data cabling, out-dated switches, and fiber cabling to the Core, Student Center and other areas that have not been upgraded in previous projects. Wireless technology will be incorporated into the infrastructure to permit mobile computing.
- The Connecticut Education Network will expand to the CTCC System allowing higher bandwidth for video and multimedia applications.
- Video conferencing is available in one classroom as of this writing. The College can expect this technology to be replicated in other classrooms as demand requires.

Sources of Information and Assessment

Academic Plan (2001-2005)

ADA Survey (Quinn Associates)

Connecticut Department of Labor, Division of Occupational Safety and Health Report of
Air Quality Study of Ekstrom Hall

Facility Master Plan

Inventory Projects (1992-2000)

Operation & Maintenance Plans (project no. Bi-ctc-392 (asb))

Strategic Plan (September 1997-August 2002)



Standard Nine Financial Resources

"The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards."

Excerpt from the Auditor's of Public Accounts Report (1999).

STANDARD NINE FINANCIAL RESOURCES

Description

Financial Stability

The financial stability of the institution is dependent on the following four sources of revenue:

General Fund: The College receives an annual budget from the Board of Trustees of Community-Technical Colleges who has the authority to review and approve the community colleges' funds (as mandated in section 10a-72 of the Connecticut General Statutes.) The College then allocates these funds via the budgetary process described under the section referred to as The Budget Process.

Operating Fund: The Operating Fund is comprised of tuition from credit courses and auxiliary funds from other sources such as continuing education courses, bookstore and cafeteria revenue, Summer Session and contract services.

Grants, Donations and Other Outside Sources: The College receives numerous grants from public and private sources as later described under Grants and Office of Resource Development.

Bond Funds: The Legislature appropriates money to the College for capital expenditures such as buildings, equipment, special projects, or information technologies.

Considering the available resources, the College develops its own strategy for financial planning and allocation of funds to specific budgetary categories. These critical factors are in place to ensure the College's ability to graduate all students without interruption or the postponement of conferring academic degrees.

Contingency Planning

The College does not have direct authority to raise tuition or fees for credit instruction, since such action is reserved for the Board of Trustees. The College does have the authority to establish fees for credit-free instruction and services.

The Board of Trustees Operating Fund Policy states that Connecticut Community Colleges must maintain reserve funds. For NVCC, the reserve fund should be approximately 1.5 million dollars. Fund balances exist to cover outstanding orders and purchases that overlap fiscal years, bookstore operating capital, projects not funded by another source, and a contingency reserve for unanticipated cash flow needs, including unexpected budget reductions.

In recent years, the Chancellor's Office has been paying particular attention to growing fund balances as a result of directives from the Office of Policy and Management. As a result, the College has been reducing its fund balance. At the present time, the College is under the Board of Trustees' directive to re-establish the fund to its previous operating levels. The Reserve Fund for FY01 stands at \$243,040. The College must increase its Reserve Fund \$500,000 – \$600,000 for

each of the next three years. The College has taken the following steps to re-establish the Reserve Fund:

- Vacant full-time positions have been frozen
- Budgets for Educational Assistants & other expenses (supplies, equipment) have been reduced
- Budgets, including monies for part-time lecturers, are being more closely monitored to ensure that all areas stay within established amounts
- A moratorium on overtime with the exceptions of safety and health areas has been imposed

The Board of Trustees maintains its own contingency fund to aid with possible Systemwide cash flow problems. This fund amounts to 4% of the total System prior year's unrestricted expenditures, or a minimum of \$2.5 million, whichever is greater.

Insurance Coverage (Appendix J, p. 173)

Equipment

The State Insurance and Risk Management Board provides property and boiler/machinery loss insurance (\$250,000 deductible) for all State facilities.

Accident Insurance

The College purchases accident insurance entitled "Health Insurance Program for Students of Connecticut Community-Technical Colleges" for all enrolled students through the State Insurance and Risk Management Board. The College also provides athletics injury insurance for student athletes.

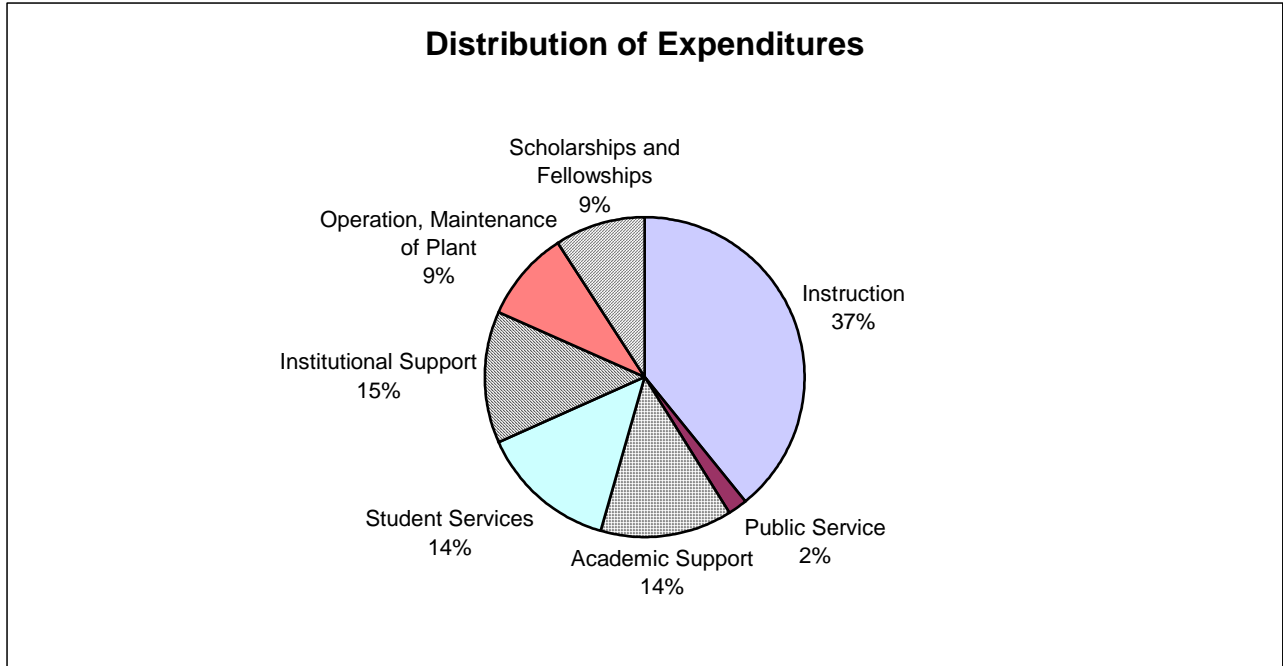
Malpractice Insurance

Student malpractice insurance is purchased for students in the Nursing and Allied Health programs. The College also purchases accidental death and dismemberment insurance for Early Childhood Education faculty, students, and children enrolled in the program.

The State is self-insured for all other losses. The State does not purchase liability insurance, since such protection is provided through State statute (governmental immunity).

Allocation

The expenditures of the College reflect its mission "to promote student success...by providing appropriate and adequate resources." Overall, 51 percent of expenditures are allocated for instructional and academic support. These support expenditures include instruction (37%) and academic support (14%). Additional student support in the categories of student services (14%) and scholarships & fellowships (9%) increase the total allocation of academic related expenditures to 74 percent. From FY98 to FY02, funds for instructional and academic support have increased nineteen and a half percent. With the inclusion of student services and scholarships & fellowships, the increase for these fiscal years is 24 percent. The pie graph below reflects the distribution of expenditures, based on CIHE Data Form I for FY02.



Fiscal Policies, Procedures and Controls

The College adheres to regulations, policies, and statutes as prescribed by the State Comptroller, State Treasurer, BOT, and State Legislature. All investments of cash are made by the State of Connecticut, not by NVCC. Investments must be deposited in the State Treasurer’s Investment Fund and adhere to the policies and procedures of the State Treasurer’s Office.

The College has in place internal mechanisms to evaluate and ensure the integrity of its financial management and organization. For example, the College follows an annual budget process, and has fiscal controls as well as timely financial reporting which provide a basis for financial decision-making. Internal mechanisms include the following:

- The Banner computer system, an integrated administrative software package, implemented in March 1997, with modules for student accounts, financial aid, human resources and finance, has allowed the College to monitor expenditures, produce reports, and establish central control of the budget
- The College financial records follow generally accepted accounting principles and funds are accounted for by fund, cost center, and program
- The College records are audited every two years by Connecticut State Auditors who work under the jurisdiction of the State Department of Revenue Services (Appendix K, pp. 174-195)
- The internal control structure of the College is reflected in the Organizational Charts (Appendix C, pp. 155-158)

Audits

The College's financial records reflect its educational activities through the use of a coding scheme that follows National higher education categories: Instruction, Public Service, Library, Academic Support, Student Services, Institutional Support, Physical Plant Operations, Scholarships. All College expenditures are coded to one of those categories. By law, the College is audited biennially by the Auditors of Public Accounts (Appendix K, pp. 174-195). The reports are sent to the President and a timely response to any recommendation is required. Compliance with the recommendations is checked during the next audit. The Office of the State Comptroller for the purpose of retaining the College's paperless processing privilege, reviews checks and balances periodically. The only funds not subject to governmental audit are those held by the Naugatuck Valley Community College Foundation. These are audited annually as required by the Foundation by-laws and copies of the reports are sent to the President, Board of Trustees, and State Auditors.

The Budget Process (External and Internal)

Overall budgetary responsibility for the public college and university system is vested in the Board of Governors for Higher Education. The participants in the process include the following: the Legislature, the Governor, OPM (Office of Policy and Management), BOG (Board of Governors for Higher Education), BOT (Board of Trustees), and NVCC (Naugatuck Valley Community College). As an agency of the State of Connecticut, NVCC maintains its accounts and financial reporting system under procedures established by

- The Federal government
- State of Connecticut
- Procedures, policies, and fiscal memoranda promulgated by the BOT

Fiscal reports and operating statements are prepared on monthly, quarterly, and annual bases, depending on the type of report, and submitted to the BOT. In addition, the State Comptroller's Office prepares financial documents with which NVCC reconciles its accounts. The BOT requests fiscal information from the College prior to the distribution of the annual budget. Tuition collected by the College and other Connecticut Community Colleges is redistributed by the BOT to individual colleges based on a formula. On the basis of these considerations and other information, the BOT allocates a budget to the College. The internal and external components of the budget and expenditure process are described in a simplified format below.

External Budget Process

BOT - September

- Submits current services General Fund budget to OPM and BOG

OPM - October through January

- Develops its own current services general fund budget for each agency
- Compares BOT budget to OPM budget
- Consults with BOT regarding discrepancies
- Submits current services General Fund budget to the Legislature, BOT and BOG

BOT - February through May

- Defends budget before various committees of the Legislature
- Requests Operating Fund revenue (non-General Fund) and expenditure projections from NVCC

Legislature and Governor - May

- Legislature passes a General Fund budget and submits it to the Governor
- Governor approves and signs the budget

BOT - June

- Distributes final General Fund and Operating Fund budgets to NVCC

Internal Budget Process

Preparation of the College budget, which is decentralized, is the responsibility of each of the Deans. While the unit procedures vary to some degree, in simplified format, the steps involved are as follows:

Directors - February

- Prepare budget requests using best practices for their divisions/departments in conjunction with their goals and objectives and input from faculty and staff
- Forward budget proposals to the respective deans/supervisors

Dean of Learning and Student Development, Dean of Continuing Education, Community and Economic Development, Associate Dean of Resource Development - March

- Consider requests as related to the College's strategic goals and the need for funding new programs, courses, and other initiatives
- Prepare budget requests for submittal to the Dean of Administration

The Dean of Administration - April through June

- Compares budget requests to expected revenue
- Consolidates the budgets for review by the President
- Distributes budget allocations and authorizations to the deans based on the approved College budget for the fiscal year
- Is responsible for the accounting and operation of the budget

Office of Resource Development/Fundraising

The Office of Resource Development (ORD) secures and distributes funding from public and private sources (See Appendix L, pp. 196-197). Included as segments of this office are the NVCC Foundation, grants and grant writing, alumni, scholarships, and endowment funds. The ORD provides leadership and coordination for the NVCC Foundation activities and oversees the proper allocation and distribution of these monies. Independent audits of Foundation funds are performed annually.

The NVCC Foundation engages in fund raising activities, which include scholarships, new program initiatives, supporting excellence in faculty and staff, and promoting positive relationships with the community. It also manages the student scholarship account. Endowment funds, which include

designated and undesignated funds, are created through gifts to the Naugatuck Valley Community College Foundation, Inc. The State of Connecticut may match endowment gifts by up to 50 percent. The Foundation allocates only the interest or earnings generated by endowment funds.

The Alumni Association raises funds primarily through sale of items at graduation. The ORD conducts periodic targeted mailings to solicit donations, some of which include NVCC alumni. Funds support NVCC's goals, including but not limited to scholarships, faculty excellence, improved instruction, and innovative projects.

Grants

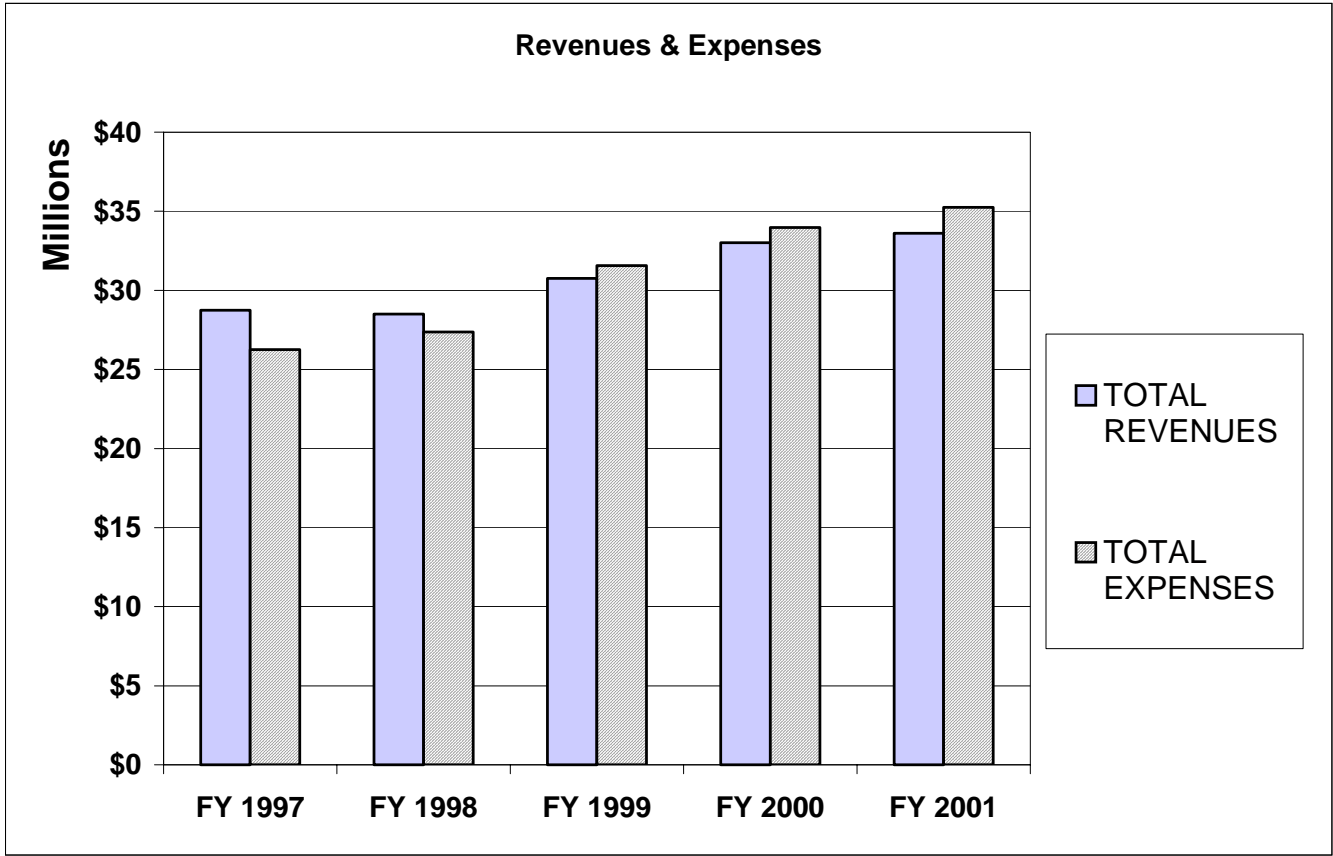
NVCC faculty and staff write and apply for grants and scholarships with the aid of the ORD. Grant proposals are reviewed by the Dean of Administration to ensure College policies and procedures are followed. The President is the signature authority for grant applications. The ORD coordinates the efforts of faculty and staff who apply for grants. Grant writing activity generally supports College strategic planning initiatives and BOT goals. The College has received grants from a variety of public and private sources, especially since 1996.

Appraisal

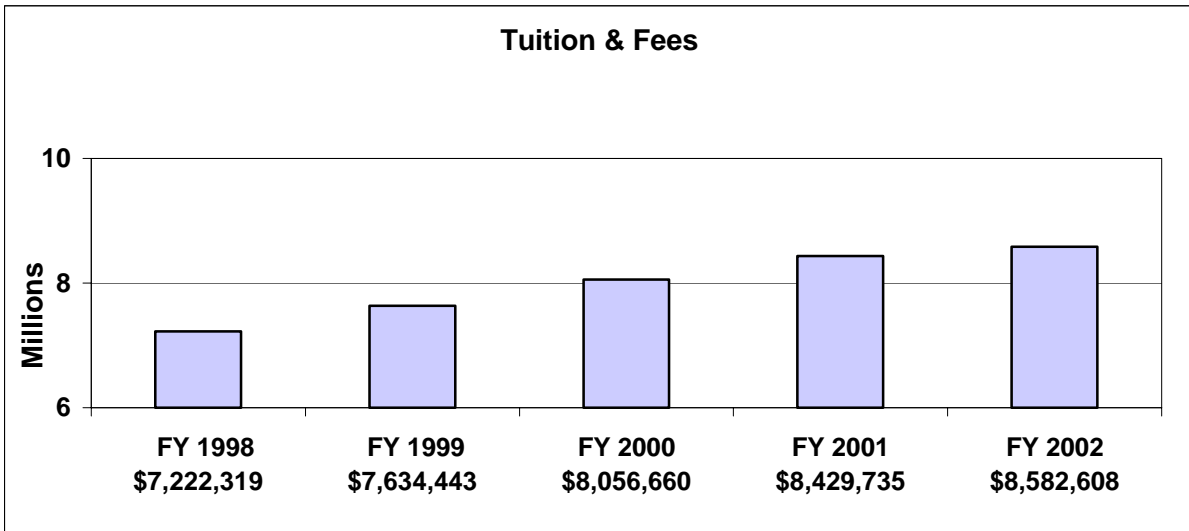
Financial Stability

While the College is certainly financially stable, as the following bar graph illustrates, increasing revenues are not keeping pace with increasing expenditures. Expenditures for FY1998 – FY2002 increased 28% while revenues for the same period increased 25%. This increase does not take into account the 10% reduction in two line items (Educational Assistants and Other Expenses) resulting from a budget rescission mandated by the Governor for FY2002. The Governor has also announced a systemwide reduction of 3.7% in the General Fund appropriation for FY 2003.

Regardless of the ratio of revenue to expenditures, the College has been able to fulfill its mission to "Provide and apply financial and human resources to support programs of the College" in an efficient, timely manner. Its academic programs and related equipment, student services/support, and physical facilities have been consistently and completely operational. These instructional components have ensured the College's ability to graduate its incoming freshman class without interruption or postponement of conferring academic degrees and without adversely affecting students by raising tuition and fees. In fact, the average annual increase in student tuition and fees has been only 6.7% over 10 years (FY 92 through FY02) and a mere 4% over the last five years (FY98 through FY02). The College's tuition and fees are below average compared to peer institutions throughout New England and the percentage increase is well below that of the Connecticut four-year public university system.



Revenue from tuition and fees has kept well ahead of the cumulative inflation of 13%. As shown in the following graph, the total increase in this revenue line item was 19% for FY98 through FY02. This increase occurred as a result of an increase in the number of students and resulting full-time equivalent (FTE) and growth in Continuing Education programs whose revenues are collected as fees. The enrollment in credit courses in Fall 2000 was 5,116 with a corresponding FTE of 2,747 and the enrollment in Fall 2001 was 5,223 with a corresponding FTE of 2,822.



Contingency Planning

In order to make up a difference between revenues and expenditures, the College has been using reserve funds, which has substantially reduced the balance. The decision to access reserve funds was made in response to a mandate originating from the Office of Policy and Management to the Chancellor's Office – and subsequently to the College. Now the College has been directed to replenish reserve funds. This has negatively impacted faculty, staff, and students. Although 676 credit course sections were conducted in Fall 2000, and 678 in Fall 2001, due to the imposed restraints on hiring full-time and part-time faculty, some of the divisions of the College were forced to make reductions in course offerings for both semesters of 2001 – 2002. Had stopgap solutions not been implemented, some students' short and long term graduation timelines would have been affected. The effect on faculty was one of split-shift schedules and unexpected changes in course preparation. The divisions' professional and clerical staff experienced a reduction in Educational Assistants' hours, and supplies previously acquired via a centralized budget area were shifted to a charge against the divisions' budgets.

Fiscal Policies, Procedures and Controls

Banner, an extensive, fully integrated administrative software package, replaces a plethora of independent systems. There is a hierarchy of controls, with staff members in certain departments having limited access. For example, student charges are calculated when students are registered by the Records Office, and cannot be altered by the Cashiers Office. Information is entered into a database once, preventing duplicative data by Admissions, Financial Aid, Records, Cashiers, etc. This sharing of information across departments, alleviating redundant databases, is a vast improvement over the previous systems. The Finance Module of Banner provides an example of this improvement. When the Purchasing Office accesses a requisition, there is no need to repeat background information that is already kept on file (there is a file and accompanying vendor ID on each company who does business with NVCC). The appropriate information now is transmitted electronically to Accounts Payable, eliminating the need to retype an invoice. The system is procedurally effective and accurate.

Banner has also allowed the College to establish a tuition installment payment plan and to monitor the default rate. The system has also facilitated more timely roster purging, which now occurs on a daily basis. This clearing of unpaid registrations assures the integrity of the seat count in course sections.

A weakness does exist, however, in the area of reports. Information gathering often seems to be limited to individual employee initiative and knowledge base. Because the Banner system platform hasn't remained static, the learning curve for this module has been long and steep. Some reports that were previously easy to produce are now accessed using multiple steps and require the use of compatible software such as Excel or Access.

Because the College has not implemented the Banner Payroll Module, and is instead using the Connecticut State MSA payroll package that is used by most State agencies, approximately 80% of expenditures are not directly entered into the system. Information has to be transferred from the MSA system to Banner.

Audits

The Auditors of Public Accounts regularly audit the College's financial transactions and financial reports. Through established procedures and the Banner system, reporting information is easily collected in a format that readily compares with other higher education institutions. There are a few minor audit recommendations in each report, and ensuing reports indicate that the recommendations are followed.

The Budget Process

Many at the College are dissatisfied with the timing of the current budget process. Due to the State process of not allocating the budget until July (or August), directors and faculty find it difficult to plan. With division goals and the College missions and purposes in mind, they do an enormous amount of preparation, and hopes are raised. Directors and faculty do not learn until the budget is distributed whether or not their requests have been approved, and it then is often too late to plan. The fact that there is too much lag time between the submission of the budget and the actual budget distribution is a frustrating but natural weakness in the budget process.

In Fall 2001, a budget survey was emailed to 399 faculty, adjuncts, administrators, counselors, and staff. Responses from eighty-eight people were received. Based on this survey, there are some concerns regarding internal budget policies and procedures of the College. Many respondents felt that procedures were not clear and uniform. While the College does have clearly delineated procedures and timelines for budget requests, many people do not seem to be aware of them. Also, there appears to be room for improvement regarding clear procedures for the distribution of budgets, particularly to the academic divisions of the College. Many College staff believes that there is not enough communication among all parties involved (faculty, directors, deans) in this step of the budgeting process.

Suggestions for improvement include having formal criteria for budget allocations to the divisions, and making the process more transparent. Budgets might be entered in software available College-wide so that division directors and others can access their budgets at any time. Also in times of limited or reduced resources, division directors and others deserve the opportunity to give input and to try to think of alternative budget saving strategies, so that course offerings are not severely impacted.

Grants/Office of Resource Development/Fundraising

NVCC has experienced a dramatic increase in donations and scholarships over the past five years from \$647,364 to approximately \$1,863,431. This sharp increase can be attributed to the Foundation, the Office of Resource Development (ORD), and NVCC faculty and staff. The new Leever Atrium for the Fine Arts Center is a prime example of how the increase in contributions has benefited the College.

Historically, the staffing for the ORD office has been in flux. Recently, the ORD hired an associate dean, a position that had been vacant for a year. This office will become more stable with continuity of leadership. As there has been confusion among faculty and staff regarding the multiple functions and resulting responsibilities of this office, explanatory literature, and descriptive flow charts, would be helpful.

Procedural difficulties have been noted when administering the wide array of scholarships. There should be a comprehensive listing of the various policies and procedures for these scholarships distributed to the entire College community. As the NVCC Foundation's role is strictly financial, that is, to disburse scholarship funds, then responsibility for College-wide compilation and administration of the scholarships needs to be determined. The Office of Financial Aid is responsible for this function at most community colleges in Connecticut. Finally, while there are procedures in place to disseminate money from a non-replenishing fund for faculty-initiated projects, the number of dollars available from this fund needs to be clarified.

Projection

Financial Stability

As stated in the Appraisal section, the College has been able to fulfill its mission in an efficient, timely manner even though revenues have not kept up with expenditures. Projections for the near future are made in light of two projected external variables – enrollment trends and budget trends. The following data is excerpted from two reports issued by the Connecticut Board of Governors of Higher Education: Fall 2001 College and Universities Enrollment in Connecticut and Financing Trends 2001.

The number of high school graduates increased 13% from 1997 to 2001 and is expected to increase another 19% from 2001 to 2008, the last year of the baby boomlet. This pattern suggests a corresponding increase in community college enrollments. As NVCC's enrollment has followed Statewide trends, it is expected that enrollment will increase at this College as well.

The State budget trends for higher education over the last 10 years are not as encouraging as the enrollment trends. The governor's recommended State budgets for FY2002 and FY2003 includes only a 4.4% increase in funding for higher education (excluding fringe benefits costs and certain items funded by a 2001 surplus). The Community-Technical College System will receive 21.2% (\$120 million) of the total higher education budget for FY2002 although the System serves 50% of the students enrolled in Connecticut public higher education institutions. Unless there is an extraordinary turnaround in priorities on the part of the Legislature and the Governor, budget allocations for our System are projected to remain flat for the foreseeable future.

In summary, the trend of expenditures outpacing revenues, a projected rise in enrollment, and State fiscal constraints will likely force the College to exercise added caution in its expenditures for years to come.

Contingency Planning

In order to comply with the Board of Trustees-mandated contingency fund of a minimum of 1.5 million dollars, the College must produce a surplus of \$450,000 to \$600,000 per year for FY2002, FY2003 and FY2004.

Budget Process

The College plans to include the steps and timelines for input into the budget process in the Employees' Policies & Procedures Manual. Procedures and timelines for budget allocation and disbursal to the units will be developed and included in the Manual.

Financial Statements and Audit

Beginning in the 2001 fiscal year, Connecticut Community Colleges will prepare financial statements in compliance with the Governmental Accounting Standards Board (GASB) requirements for public colleges and universities. Statements will be presented in a simpler reporting format similar to corporate financial statements. Presently the College reports financial information according to state accounting practices and is audited by the Auditors of Public Accounts. The System office has retained Price Waterhouse Coopers to assist in the conversion to GASB reporting and to serve as the independent auditors of the College's financial statements.

Grants/Office of Resource Development/Fundraising

The Office of Resource Development intends to make more frequent informational visits to the relevant Units of the College in order to clarify the multiple functions and resources.

Sources of Information and Assessment

Chancellor's Memo – BOTCTC re: Governor's Budget Recommendations, FY 2002 – 2003

Fall 2001 College and Universities Enrollment in Connecticut, Board of Governors,

(www.ctdhe.org and included as an exhibit).

Financial Trends 2001, Board of Governors, (www.ctdhe.org and included as an exhibit)

NVCC College Catalog – 1999 – 2001

NVCC Foundation – Board Manual, 1999

NVCC Foundation – Endowment brochure

NVCC Strategic Plan – 1997 – 2002

Presidents *Weekly Bulletin* – 2/7/01 & 3/8/01



Standard Ten Public Disclosure

"Smart, aggressive, well-administered institutions don't leave their image to chance. They look at their image as their most significant asset, and they manage that asset carefully. They prioritize audiences. They conduct market research. They establish adequate resources. They do this because they have learned that perhaps image is everything!"

Dr. Robert A. Sevier, Stamats Inc.

STANDARD TEN PUBLIC DISCLOSURE

Description

The Office of College Marketing (OCM) coordinates most of the major publications and information disseminated to the public including credit and credit-free catalogs and schedules, advertising, press releases, direct mail, Website, billboards, and contact with newspaper and media representatives. Publications and marketing materials embrace the concepts of “branding” and “positioning”, thereby enabling a consistent message across all materials. The branding and positioning statements used by NVCC include *Educational Choices* (credit) and *Learning Choices* (credit-free) with a common brand statement *It’s Your Choice!* A move to one brand for all products is underway with consistent positioning statements used to present College products that include:

- Quality Programs
- Affordable Tuition
- Convenient Location
- Lifelong Learning
- Transferable Credits

OCM staff work closely with Enrollment Services and with key individuals across the campus to ensure that all information provided to customers is accurate, and that NVCC’s image is portrayed consistently.

Publications and College Website

The College Catalog and Website serve as the foundation for all information related to institutional description including obligations and responsibilities to students and the community. NVCC’s Website, newly designed in October 2001, includes the College’s homepage, links to Banner Online, access to WebCT, division homepages, information for new and returning students, catalogs and schedules, Student Handbook, and many other resources. The OCM manages the homepage and landing pages as well as the major pages within Admissions, Records, and Placement that support services to new students. The IT Department and OCM work closely to manage the technical aspects of the site. IT is the contact for faculty and staff who need assistance with making changes to their web pages and provides training to those interested in creating web pages to support their particular department or service.

Publications include an overview of academic offerings, student services, College Mission Statement, admission policies, academic requirements, as well as policies, procedures, and regulations related to student conduct. Credit schedules and credit-free catalogs provide information for admission, registration, tuition, fees, and financial aid. Most student services are offered year-round and office hours are indicated in course schedules as appropriate. Publications are designed for new and current students. Utilizing Catalog content, program brochures are designed and produced for each of the associate degree and certificate programs.

The College Catalog, Fact Book, Student Handbook and Website provide a description of the College campus, learning and physical resources, and the full range of co-curricular and non-academic opportunities available to students. The Catalog also provides a listing of learning outcomes for each of the degree and certificate offerings. In addition, the graduate survey provides information about the achievements of graduates. Student and faculty achievements are highlighted in the President's *Weekly Bulletin* and are publicized by the OCM on the covers and inside pages of publications. NVCC was part of a Statewide initiative to highlight community college success stories from all Connecticut Community Colleges. Publicity highlighting cultural and educational events encourages area residents to visit the campus. Publications are kept accurate and timely and are available electronically and in hard copy. All publications and important faculty and staff documents are available on the College Website. Reference to the College Website is stated in all materials for easy access to all customers.

Publications are reviewed on a continual basis using a team approach. Credit schedules are developed by a team that include the OCM in cooperation with the Office of Facilities Management (OFM) and the Learning Team under the direction of the Dean of Learning and Student Development. Credit-free catalogs are developed in cooperation with OFM, Nursing and Allied Health Continuing Education, Learning Enterprises, and Business and Industry Training. Ongoing planning sessions occur with program coordinators to support new programs and certificates. Cross-referencing information about credit and credit-free programs is included in each publication.

Program brochures are single-sheet marketing tools maintained by Enrollment Services and designed by OCM with input from the academic divisions. They supplement the College Catalog and include admissions and program requirements, tuition information, and College-related facts. The viewbook is a recruiting piece sent to area employers, high school guidance counselors and others as identified. It provides the public with a quick snapshot and general information about academic programs, transfer possibilities, learning facilities, the admission process, and the convenient location and affordability. With a tear-off return postcard, this tool provides Enrollment Services with the necessary information for entry into the automated communication plan to ensure follow-up. There are a number of specialized publications for conferences and special programs, for example, the annual Writers' Conference, Kids-on-Campus, and Nursing and Allied Health Continuing Education catalogs.

Various brochures and supplementary materials are produced to support internal communications with students and staff. Announcements are sent to the OFM for input into a video display computerized system. The messages are then displayed on video monitors placed throughout the 5th floor walkway. Pertinent information is also available in the Student Handbook, Faculty Handbook, and Employee Manual. For example, the Student Handbook is designed for students and is utilized as a reference guide. Student rights and responsibilities and the locations of key offices are identified to answer student questions. *The Happening* is a single two-sided sheet listing events for students for the upcoming week. It is placed for pick-up near the elevators on all building levels. The *Tamarack* is the student-written College newspaper. The paper covers major issues, special events and noteworthy campus news. Students are encouraged to submit letters to the editor. The newspaper is funded through advertising dollars and money from the Student Senate. *Fresh Ink*, an annual literary magazine, features student writing complemented by student artwork. It contains

poetry and prose written during the academic year. A panel of student editors selects the works to be included.

Disclosure

As described in the College Catalog, disclosure of recent audited financial statements is made available upon request to the Dean of Administration. Accreditation status is listed in the Catalog, on the Website and within each of the program listings as required. The Catalog is reviewed to be sure it does not list as current any courses not offered for two consecutive years that will not be taught during the third consecutive year in compliance with Board of Trustees policy. Course schedules provide a listing of program coordinators, department chairs, and division directors, and make note of the fact that they may not be available during summer months in which case an alternative contact person is provided. Contact information and listings of faculty and staff are available in the Catalog, in course schedules, and on the Website. Current faculty and staff are listed in the Catalog showing degrees held and institutions granting them. Administrative officers and governing board members are also listed in the Catalog.

The President's *Weekly Bulletin* is an official communication from the Office of the President. It contains informational and presidential decision making items of a College-wide or inter-unit nature. Wherever possible, it avoids duplicating decision-making steps provided for elsewhere by the policies of Boards, contractual agreements, State procedures or laws. The *Weekly Bulletin* often signals decisions that are being considered and their eventual resolution. Much of the information it provides reflects presidential decision-making, a three-step process as follows: (1) receipt of a recommendation, (2) statement of intent, and (3) action. In the fall each year, the process is published for the benefit of newly hired faculty and staff and to refresh current faculty and staff.

During the month of May 2002, and as required by Federal regulations implementing the Higher Education Act of 1992, an invitation for third-party comments during NVCC's comprehensive evaluation was publicized to the public in newspaper advertising (Appendix M, p. 198). In addition, the College Website listed the invitation in the press release section. The President also invited the NVCC Foundation Board members to review the report.

The following table lists major publications and handbooks provided by the College. Responsible offices coordinate a College-wide effort for complete and accurate information. Examples of these documents are available in the workroom.

| Publication | Responsible Office (s) | Distribution | Updated |
|--|--|---|---|
| College Catalog | OCM/ College-wide | All new students, all inquiries, Website | Every two years with exceptions where necessary |
| Viewbook | OCM/ Enrollment Services | All inquiries, targeted mailings | Every two years in sequence with Catalog |
| Program Brochures | Enrollment Services/ Division Directors/ Marketing | All inquiries, targeted mailings | As changes occur |
| Credit Course Schedules | OCM/ Learning Team | Residentially, direct/ target mailings, Website | Every semester (3x/yr) |
| Credit-free Course Catalogs | OCM/ Continuing Education | Residentially, direct/ target mailings, Website | Every semester (3x/yr) |
| Website | OCM/ Information Technology | web-based | Regularly |
| College Fact Book | Office of Resource Development | Printed and Website | Yearly |
| Student Handbook | Learner Services | All students, student services, Website | Yearly |
| Employees' Policies and Procedures Manual | Human Resources | All full and part-time employees, Website | Yearly or as changes occur |
| The Happening | Learner Services | On Display | Bi-weekly |
| Tamarack | Student Activities/ Arts & Humanities | On Display | Every 4-6 weeks |
| Fresh Ink | Student Activities/ Arts & Humanities | On Display | Yearly |
| Weekly Bulletin | Office of the President | All Faculty/ Staff - past and present | Weekly |
| Emergency Operations Manual | Campus Support Services | Key staff, Website | As changes occur |
| Guide for Students with Disabilities | Health Education and Disabilities Services & Office of Learning Disabilities | Students as needed, faculty and staff, Website | As changes occur |
| Faculty Guide for Students with Disabilities | Health Education and Disabilities Services & Office of Learning Disabilities | Faculty and staff | As changes occur |
| Graduate Survey | System Office | Systemwide | Yearly |

Appraisal

NVCC provides accurate and clear information to students, staff, and the community through a variety of publications and other media. With such a diverse student and community mix, design and content are geared towards meeting as many needs as possible while keeping materials simple and accurate. The major publications provide sufficient information allowing students to make an informed choice. Using the College Catalog as the foundation for developing program brochures ensures accuracy and consistency among publications. The Office of College Marketing (OCM) was recently recognized for excellence in billboard concepts, publication content and design, and marketing expertise with national and regional awards including the National Merit Award from Admissions Marketing Report in 2000, and a Bronze Medallion and Communicator of the Year awards from the National Council of Marketing and Public Relations in 2001.

Survey and Assessment Strategies

The following studies and focus groups were conducted over the past four years to evaluate how well the College is presenting itself to our constituents. Results and feedback from these studies, interviews, and research are incorporated into the strengths and concerns listed below.

- This past summer a student assistant conducted a series of interviews of fellow students during the Fall semester registration period.
- The Public Disclosure Standard Committee members conducted interviews of each of the primary departments on campus.
- The Connecticut Economic Resource Center conducted independent research to survey the perceptions of the business community.
- Working in concert with the Chancellor's Office and an outside marketing consultant, focus groups were conducted on-campus with area community members and business leaders.
- An outside marketing consultant conducted a customer service survey in order to review the College's ability to respond to inquiries.

The Public Disclosure Standard Committee has identified the following strengths:

- Thoughtful, consistent, accurate, and timely information is provided to students, staff, and the community.
- Course schedules and catalogs are updated continually utilizing a team of key individuals on campus. Information is clear, and one-stop shopping within each publication is available.
- A 'course schedule at a glance' table of contents was added to the credit schedules for easy reference.
- A complete listing of email addresses and phone numbers for program coordinators and department chairs was added to course schedules and catalogs.
- A new College Website responds to the need for easy access to all College materials. The College Website address is placed in all publications, advertising and press materials.
- In addition to the radio and TV communications plan for College closings, the information is also presented on the Website and distributed via the voice mail system.
- Program outcomes are provided with each associate degree and credit certificate program within the College Catalog.

- As a result of a reorganization of key offices in July of 1998, the Office of College Marketing was created resulting in a central location for coordination of most of the major publications and information to the public.
- There is a consistent look and feel to publications focusing on specific strengths of the institution. Materials are attractive and generally professional.
- The College makes available and is responsive to requests for information via phone, email, web, and mail in a satisfactory and timely manner.
- Accessibility for students with disabilities is addressed through the use of web-based access following a set of Statewide criteria as well as materials specifically designed for this population.
- The Student Handbook has a new format making it more informative and useful as a planning calendar tool.

Areas needing improvement include the following:

- The College Catalog would benefit from an overall review including modifications to content where lengthy text would benefit from a more graphical presentation. In addition, the College should consider producing catalogs on mini-CDs.
- Learning outcomes listed in the College Catalog are sometimes lengthy and need ongoing review.
- There are inconsistencies in course numbers, prerequisites, course titles and program titles among the student registration system (Banner), credit schedules, and the College Catalog.
- More use of photos of campus activity in promotional materials should be considered.
- Some College department/divisional web pages either have not been created or have not been placed into the new templates that were designed as a result of the site redesign.
- An inconsistent presentation of the College logo and name is a concern. Although there has been an effort made to correct the inconsistencies, there continues to be incorrect information on promotional materials created throughout the campus and on websites managed by individuals and departments.

Attention to improving the content of the College Catalog and creating systems for website development are at the forefront of concern for effective public disclosure. In an effort to develop systems to maintain the accuracy of the Website, the OCM and IT manage a number of activities in order to keep the Website current. A part-time web manager within OCM, creates periodic reports that provide information on where there are broken links in the site. In addition, web pages are scanned in order to alert individuals who are responsible for updating the pages that the data is out of date. If links are not fixed and data is not updated, OCM creates a new landing page replacing the outdated pages until such time that the owner can update them. Though this process is in its early stages, IT and OCM work very closely to meet the needs of collegewide requests for updating.

Projection

The overall sense from internal and external surveys is that NVCC is doing a much better job of delivering complete, accurate and clear information to students, staff, and the community as compared to the findings of the 1992 Self-Study. Publications are consistent in presentation and systematically organized through the new Office of College Marketing. The College provides

accurate, clear and visually appealing information to students, staff, and the community. Our team approach to developing schedules, catalogs, publications, and other communication tools guarantees a natural continuous improvement process that supports creativity, clarity and accuracy. It is projected that NVCC will continue to build on these strengths. However, as presented in the Appraisal section, there are a number of concerns that need to be addressed.

A representative committee identified by the President and his Cabinet will review the College Catalog. A review of best practices, along with student feedback, will result in a more user-friendly and learner-centered document. Learning outcomes, prerequisites, titles and any possible inconsistencies will be addressed. To supplement the Catalog, the Office of College Marketing will investigate the use of mini-CDs for distribution to targeted groups and/or the development of a virtual tour accessed on the College Website.

Working with members of the College community, the Office of College Marketing will add to its photo library to showcase campus activity. One way of making this a reality will be to publish photographs from NVCC photography classes. This will reinforce student learning, add to their portfolios, and bring the campus to life in publications.

A continued effort to position the College logo and name more consistently will be pursued. Use of the Website and President's *Weekly Bulletin* to inform faculty and staff will help to communicate this effort. One obvious challenge is roadside signage at the entrances of the College campus. When funding permits, the signage will be adjusted in order to present a coordinated and consistent presentation to the community.

Although the Website was recently redesigned and reorganized to make it more user-friendly, there is still much work to be done in order for the College community to benefit from its full potential. To address this concern, NVCC should hire a full-time Web Master. Due to temporary budgetary constraints, this may not be attainable in the near future. In the interim, the use of multiple part-time staff may be a temporary solution. With the existing part-time staff person, it is a reasonable projection that the Website will continue to be fine-tuned specifically to address the following:

- Build a scholarship availability database
- Continue to develop the Programs of Study pages for easy access to program information
- Following the template guidelines, continue to transition the department/division pages into the new web design
- Continue to add new functions to the site through feedback from faculty, staff and consumers-at-large

Sources of Information and Assessment

College Catalog & Viewbook, Fact Book, Website, Student Handbook, Program Brochures

Credit Course Schedules & Credit-free Course Catalogs

Emergency Operations Manual

Employees' Policies and Procedures Manual

Faculty Guide for Students with Disabilities

Graduate Survey

Guide for Students with Disabilities

President's *Weekly Bulletins*



Standard Eleven Integrity

"I was recently asked whether universities should teach values. My response was that universities, whether implicitly or otherwise, always teach values. They teach values in the way they hire and treat employees; they teach values in the way they admit students; they teach values in the way they set curricula and requirements. Thus, universities teach values even when they do not set out to do so."

Excerpt from an address by Ruth J. Simmons to faculty, students and staff of Brown University on November 9, 2000 following the public announcement of her election as the University's 18th president.

STANDARD ELEVEN INTEGRITY

Description

The College's record of commitment to integrity, its concern for the rights and well being of all its constituents, and ethical practices are reflected throughout this Self-Study. The values that NVCC implicitly teaches its students can be seen in the way the College places importance on its commitment to the greater Waterbury area community, civic engagement and outreach programs, and awareness of the need for diversity – both intellectual and social. To be sure Federal regulations, State of Connecticut statutes, the Board of Governors and Board of Trustees (BOT) policies, collective bargaining agreements and NVCC's local policies and procedures formally define ethical standards. Faculty and staff extend themselves beyond the formal regulations in their respect for, and sensitivity to, these policies with regard to students and each other.

A number of publications including the College Catalog, Employees' Policies & Procedures Manual, Student Handbook, course syllabi, and collective bargaining agreements disclose the laws, regulations and policies governing activities of the College community. They are often reiterated in the President's *Weekly Bulletin*.

Integrity and Federal Law

Connecticut's Community-Technical College System strictly adheres to the provisions stated in U.S. Federal Regulations and Guidelines regarding nondiscrimination, sexual harassment, equal employment opportunity, affirmative action and the Americans with Disabilities Act.

Integrity and Connecticut Statutes

NVCC abides by Connecticut State Law regarding behavior on campus including the Governor's 1999 Violence in the Workplace Prevention executive order (overseen by the College's Threat Assessment Team) and the possession of weapons on campus.

Integrity and Board of Trustees Policies

BOT policies include such matters as sexual conduct between professional staff and students and student academic dishonesty (BOT's Prescribed Conduct Policy). Statements concerning the BOT's policy concerning plagiarism and academic honesty appear in all course syllabi. In addition, BOT's policies implement Federal and State law concerning nondiscrimination; sexual harassment, racism and acts of intolerance; people with disabilities; and drugs and alcohol use on campus. BOT policies also govern and ensure integrity in the areas of admissions and a variety of student services.

Integrity and Admissions

The College is an open-door institution, which eliminates any discriminatory policies and practices. There is selective admission to certain programs, for example, those in the Allied Health, Nursing and Physical Education Division. A comprehensive system of placement testing ensures that students enroll in courses commensurate with their academic skills. Further, the College provides an Office of Multicultural Affairs to assist students with cultural barriers to college success. The

College Catalog and Student Handbook, also available on the Website, provide information to all students about policies, academic requirements and location of services available to them.

Integrity and External and Internal Constituencies

The College's publications are noted for their informational accuracy and aesthetic appeal. These publications are one of the many means by which the College's policies and procedures are made available to all students and interested individuals in the community.

Integrity and Administrative Operation

The College's administration is in total compliance with laws and regulations stated above and manages administrative operations with honesty. Since NVCC is State-funded, the College must report accurate and truthful data to the State and Federal government, especially data related to enrollment and finances. The accuracy is important since allocated monies are predicated on enrollment figures. All budgetary matters are subject to periodic audit reports according to Connecticut State Law and the Board of Trustees Policy and Procedure Manual. The College's Business Office is directed by policies published in the State Accounting Manual, the State's Comptroller's memoranda, Accounts Payable Policy Manual, BOT Purchasing Policies and other documents.

Integrity and Employment Practices

Employment vacancies at NVCC are filled by means of a process that begins with advertising in various National, State, and local newspapers in order to reach as diverse a reading public as possible. The College advertises in several minority publications and on the College Website. The Director of Human Resources directs the initial stages of the search process. Search Committees that include faculty and staff from representative units of the College are then formed for the interviewing process. The Search Committees are apprised by the Affirmative Action Officer of laws and policies governing hiring. In all cases, the President is the final authority as to hiring decisions that are made in accordance with affirmative action hiring goals set by Connecticut's Community-Technical Colleges and the Commission on Human Rights and Opportunity.

Integrity and Grievance Procedures

The Board of Trustees' policy on the Affirmative Action Grievance Procedure for Employees is an important instrument regarding the fair resolution of grievances brought by staff, faculty, and students regarding allegations of unlawful discrimination. This policy is designed to ensure that the grievant need not fear prejudice or reprisal. The processes of grievance resolution involving professional staff are described in detail in Collective Bargaining Agreements of the Congress of Connecticut Community Colleges and the American Federation of Teachers.

Grievances involving classified staff are described in the contracts between the State of Connecticut and the classified service groups at NVCC (American Federation of State, County and Municipal Employees, Protective Services, Maintenance Services, and Administrative & Residual).

The College Catalog and Student Handbook describe several approaches to the resolution of grievances initiated by students. The Dean of Learning and Student Development and/or the President may be involved in making recommendations for conflict resolution.

Integrity and Computer Use

An important new question regarding campus integrity since NVCC's 1992 Self-Study is the role of computer technology both in administration and instruction. Board of Trustees Prescribed Conduct Policy is clear on the proper administrative and instructional use of the System's data center and the campus's local computer centers. In addition, the State of Connecticut Software Management Policy, a computer software code of ethics and rules regarding the termination of computer privileges at NVCC have all been published in the President's *Weekly Bulletin* and *Employees' Policies and Procedures Manual*. All these policies ensure that employees and students use the College's computer sites for legitimate instructional and administrative purposes. The Student Handbook makes it clear that the Internet is not to be misused for profit or harassment of fellow students.

Integrity and Academic Freedom

The Board of Trustees recognizes that "professional staff members are entitled to academic freedom" in classroom instruction and publications, and therefore are in agreement with provisions in collective bargaining contracts. The Board of Trustees Policies and Procedures Manual is also explicit in the rights of students to engage in freedom of speech and the right of petition. The Manual also protects the right of the College's Learning Resources Center to purchase materials regardless of "the origin, background or views of those contributing to their creation."

Integrity and Campus Health and Safety

A number of policies and procedures are in force to protect the health and safety of staff, faculty and students. Among these are the following:

- AIDS and Other Communicable Diseases Policy
- Chemical Hygiene Plan
- Safety Guidelines for Dissecting Preserved Specimens
- Laboratory Safety Rules
- OSHA Training
- Emergency Operations Manual
- Drugs and Alcohol On-campus Policies

The College's Chemical Hygiene Officer oversees the implementation of the Chemical Hygiene Plan to ensure that the College is in compliance with established safety rules in science and studio art courses and to assure that students are never placed in a hazardous environment.

Integrity and the Commission on Institutions of Higher Education

The Self-Study presented here is the culmination of two years of an intensive examination of this College by over 125 faculty, staff and students. We have tried to identify our strengths and more importantly areas that need our attention in an honest and forthright manner. In all instances we have tried to suspend judgment about where we are and where we need to go until all the facts were known. Questions of ethics and integrity are addressed in each of the 11 standards of this report either explicitly or implicitly.

The last full Self-Study Accreditation Report of 1992 and the Fifth Year Interim Report of 1997 have already established this College's integrity standards with the CIHE especially with regard to the difficult task of merging Waterbury State Technical College and Mattatuck Community College in the creation of Naugatuck Valley Community College. We continue those high standards with this Self-Study of 2002.

Appraisal

NVCC's practices and policies are evidence of its serious commitment to principles of intellectual honesty, academic freedom and diversity. The College advocates ethical standards in its operations. A variety of data is available to measure the ways the College achieves these standards.

A measure of the efforts that faculty and staff expend on constant attention to questions of ethical behavior is the significant number of Professional Staff meetings that are devoted to issues such as affirmative action, violence in the workplace, campus safety, diversity training, sexual harassment and related topics. The ethical standards of this College and the entire Connecticut Community-Technical College System are the foundation for creating an atmosphere conducive to work, teaching and learning.

To further appraise NVCC's integrity, the Integrity Standard Committee designed and distributed two surveys. One survey was given to students while the other was distributed to faculty, administration and staff.

The first survey was distributed to students during the Spring 2001 semester. A total of 510 student surveys were collected. This survey yielded positive results regarding students' perception of the College's integrity. An average of 85% of students answered all questions by indicating "strongly agree" or "agree."

Written comments from 46 of the 510 students indicated affirmation of the College's integrity; 19 of the 46 suggested that the College is meeting its integrity mission and 22 comments responded to problems those students perceived in the College's proper treatment of students. These comments fell into the following areas: air quality, inadequate notification of class cancellations and dissatisfaction with administration, library services and instructors. While the number of surveys with comments represented only 9% of the respondents, their comments appear to raise issues that may be of concern to the total student population. However, with these few exceptions, the clear response from students indicates that they believe the College is dealing fairly and ethically in its treatment of students and students' ability to study freely at the institution.

The second survey was distributed to all faculty, staff and administration; 175 surveys were returned. Faculty, staff and administration responses (with 78% answering in the affirmative with "strongly agree" or "agree") echo the student sentiment regarding NVCC as a place committed to the free pursuit and dissemination of knowledge. Additionally, 81% of faculty, staff and administration agree that NVCC assures faculty the freedom to teach and assures students the freedom to study.

The College does have established and published policies regarding, promoting, and responding to issues of institutional integrity. These are presented in the Standard Eleven description statement and include references to the *Employees' Policies and Procedures Manual*, the Student Handbook, the *Code of Ethics for Public Officials and State Employees*, and other publications that outline the College's institutional integrity.

With regard to the College's maintenance of "high ethical standards" in the management of affairs with faculty and staff, 75% of respondents affirmed the College's integrity with the response "strongly agree" or "agree". Similarly, 63% of respondents affirmed the College's integrity with regard to the policies advocating ethical standards in its management of affairs with faculty and staff.

With regard to non-discriminatory policies and practices in recruitment, admission, employment, evaluation and advancement, the College has an open-door admissions policy, with the exception of programs with selective admission such as nursing, which eliminates any discriminatory practices in admitting students. The institution has not consistently staffed the Office of Minority Affairs; the office lost full-time position grant funding in 1997, and now operates with a part-time position. At the end of this year, the position will be terminated because the grant is expiring. There are, however, several groups on campus, under the auspices of the African, Hispanic, Asian, Native American Committee (AHANA), dedicated to assisting students with diversity issues.

Additionally, the College Catalog and Student Handbook provides information to all students about policies, academic requirements and location of services available to them. Orientation is held twice annually in order to further increase student awareness of the student's role and what they can expect from the College. Beginning in the Fall 2001 semester, orientation is conducted on an ongoing basis through mailings (including the *Freshman Flyer* newsletter, information about workshops, and a student planner).

Evaluation and promotion of College employees are subject to multiple Collective Bargaining Agreements, and the College adheres to these guidelines. A new process has been developed to evaluate both AFT and 4C's faculty. The faculty/staff/administration survey results indicate that 80% of respondents believe that the College does participate in non-discriminatory policies. During the Fall 2001 semester, all staff working 20 hours or more were required to participate in diversity training.

The College's administration manages its operations with honesty and integrity including effective communication with faculty and staff through the President's *Weekly Bulletin*, staff meetings and a campuswide email system. Faculty are involved in five-year planning and the projection of annual goals and objectives. NVCC conducts its fiscal operations in a responsible manner in accordance with State auditing procedures. The faculty/staff survey results indicate the 57% believe that the College manages its administrative operations with honesty and integrity. Faculty and staff have indicated, however, a level of discomfort with issues of air quality in Ekstrom Hall. The Health and Safety Committee is addressing this issue.

Employee grievances and complaint resolution are outlined in the Collective Bargaining Agreements for faculty and the Administrative Clerical Staff contract for classified staff. As such,

these cannot be altered without renegotiations of the contracts. However, many classified staff appear unfamiliar with the steps that might be taken prior to initiating the formal grievance procedure. Similarly, while the student grievance procedure is clearly outlined in the College Catalog and the Student Handbook, few students seem to be familiar with the procedure.

The College periodically assesses the effectiveness of its ethical policies and procedures and demonstrates that mechanisms exist for the effective implementation of its principles. For example, each year, the College prepares an Affirmative Action Report and an Affirmative Action Plan for the upcoming year, which must receive approval from the Commission on Human Rights and Opportunities. All employees are invited, via the President's *Weekly Bulletin*, to review and respond to the Affirmative Action Plan. Additionally, NVCC conducted an ADA Workshop for the entire staff during the Fall 1999 semester. Furthermore, internal monitoring of the College's ethical policies and procedures is required by the Board of Trustees through reports on fiscal management, affirmative action efforts, and other operations.

While the faculty, staff and students at NVCC appear to believe in its integrity and its commitment to principles of intellectual honesty, certain areas of improvement can be identified. This Self-Study indicates the need for more precise assessment mechanisms, as much of the data gathered at this College is anecdotal or survey-based.

Projection

There is no reason to believe that this College will not continue to engage in exemplary ethical behavior in its adherence to Federal and State law and Board of Governors/Board of Trustees policies. Intra-College programs and Professional Staff meetings dealing with matters of integrity will be maintained. It is anticipated that the College will continue the institution's commitment to the principles of intellectual honesty, academic freedom and diversity issues in an effort to perpetuate a campus culture that freely shares divergent points of view.

However, no institution of higher learning is perfect. In striving to reach the ideal state of institutional integrity, the Standard Eleven Committee has identified areas of concern. Since these concerns have been expansively described and appraised in the other Standards of this Self-Study, they are presented here only in outline form as follows:

- Analyses of adherence to policies concerning ethics, with the accurate and useful data collection that must precede such analyses, necessitates the identification of a centralized model for institutional research
- Funding for academic programs, student services and full-time faculty positions must be adequate to maintain institutional integrity
- The need to assess staffing patterns to determine the need for a position at the Dean or Director level that represents the interests of students
- The College must be committed to the needs of a diverse student population through the creation of a permanent position of minority affairs
- Increased minority recruitment to bring the student population up to a level that reflects the percent of minorities in our service area

It is anticipated that the College administration will explore every avenue and make concerted efforts to address these areas of concern in order to bring institutional integrity to its highest possible level.

Sources of Information and Assessment

Board of Trustees' Affirmative Action Grievance Procedure for Employees

Board of Trustees' Proscribed Conduct Policy

Collective Bargaining Agreement between The Board of Trustees of Community-Technical Colleges and The Congress of Connecticut Community Colleges, SEIU, AFL-CIO (1997-2001)

Collective Bargaining Agreement between The Board of Trustees of Community-Technical Colleges and The Congress of Connecticut Community Colleges and AFSCME, Local 1303 (1997-2001)

Collective Bargaining Agreement between The Board of Trustees of Community-Technical Colleges and The Federation of Technical College Teachers, American Federation of Teachers, Local 1942, AFL-CIO (1997-2001)

Flyer--"Affirmative Action and Equal Employment Guide for Employees and Applicants for Employment" (NVCC, 1998)

Flyer--"Resources on the Topic of Violence Against Women and Annotated Webliography (NVCC, 2000)

Flyer--"What You Need to Know About Software Copyright and License Agreement" (State of Connecticut Office of the State Comptroller, 1996)

Flyer--"Working Together for a Safe Campus" (NVCC, 2001)

Governor's 1999 Violence in the Workplace Prevention Executive Order

Memo--"Role of Chemical Hygiene Officer" from Dana Elm to Ronald Schnitzler (2001)

NEASC Self-Study Report (1992)

NEASC Standard Eleven Survey NVCC-2001

NVCC College Catalog (1999-2001)(2002-2004)

NVCC Employees' Policies and Procedures Manual (1998)(1999)(2000)

NVCC Student Handbook

President's *Weekly Bulletin*

Summary of State of Connecticut Software Management Policy Manual (1996)



A P P E N D I C E S
to the **SELF-STUDY REPORT**

APPENDIX A

CHARTER / AUTHORIZATION

TITLE 10a
STATE SYSTEM OF HIGHER EDUCATION
CHAPTER 185
BOARD OF GOVERNORS
DEPARTMENT OF HIGHER EDUCATION

PART I
GENERAL PROVISIONS

Sec. 10a-1. (Formerly Sec. 10-322a). State system of higher education; definitions. There shall be a state system of public higher education to consist of (1) The University of Connecticut and all branches thereof, (2) the state colleges, which shall be known collectively as the Connecticut State University system, (3) the regional community-technical colleges, (4) the Board for State Academic Awards, and (5) the staff of the Department of Higher Education as established pursuant to section 10a-5. "Constituent units" as used in the general statutes means those units in subdivisions (1) to (4), inclusive, of this section.

(P.A. 77-573, S. 1, 30; P.A. 82-218, S. 1, 46; P.A. 89-260, S. 8, 41; P.A. 91-256, S. 45, 69; P.A. 92-126, S. 19, 48; P.A. 94-245, S. 12, 46.)

History: P.A. 82-218 reorganized state system of higher education, designating state colleges as Connecticut State University and including department of higher education within state system of higher education, effective March 1, 1983; Sec. 10-322a transferred to Sec. 10a-1 in 1983; P.A. 89-260 substituted "regional technical colleges" for "state technical colleges" and the combined regional technical colleges into one constituent unit; P.A. 91-256 made a technical change; P.A. 92-126 replaced references to community colleges and technical colleges with reference to community-technical colleges; P.A. 94-245 made a technical change, effective June 2, 1994.

Sec. 10a-2. (Formerly Sec. 10-323a). Board of Governors of Higher Education; appointment; selection of chairman. (a) There shall be a Board of Governors of Higher Education to serve as the central policy-making authority for public higher education in Connecticut. The board shall consist of eleven members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The members shall not be employed by or be a member of a board of trustees for any Connecticut higher education institution, public or private, nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200, during their term of membership on the Board of Governors of Higher Education. Seven members shall be appointed by the Governor. The appointment of the other four members on or after October 1, 1991, shall be made as follows: The president pro tempore of the Senate, minority leader of the Senate, speaker of the House of Representatives and minority leader of the House of Representatives shall each appoint one member.

(b) The terms of the present members of the Board of Higher Education shall expire on February 28, 1983. On or before March 1, 1983, the appointing authorities enumerated in subsection (a) of this section shall appoint the initial members of the Board of Governors of Higher Education as follows: Four members appointed by the Governor shall serve a term of four years from said March first and three members appointed by the Governor shall serve a term of two years from said March first. One member appointed by the highest ranked member of the Senate and one member appointed by the highest ranked member of the House of Representatives who are not members of the same political party as the Governor shall serve a term of two years from said March first. One member appointed by the highest ranked member of the Senate and one member appointed by the highest ranked member of the House who are not members of the same political party as the Governor shall serve a term of four years from said March first. Thereafter all members shall be appointed for a term of four years from March first in the year of their appointment. All appointments shall be made with the advice and consent of the General Assembly, in the manner provided in section 4-19. Any vacancy in the Board of Governors of Higher Education shall be filled in the manner provided in section 4-19.

(c) The Governor shall appoint the initial chairman of the board, who shall serve for a term of two years. Thereafter, the board shall elect from its membership a chairman who shall serve for a term to be designated by the board. No chairman shall serve more than two consecutive terms. The board shall elect from its members a vice chairman and such other officers as it deems necessary. Vacancies among any officers shall be filled within thirty days following the occurrence of such vacancy in the same manner as the original selection. Said board shall establish bylaws to govern its procedures and shall appoint such committees and advisory boards as may be convenient or necessary in the transaction of its business.

(P.A. 77-573, S. 2, 30; 77-614, S. 302, 587, 610; P.A. 78-189; 78-303, S. 85, 136; P.A. 79-414; P.A. 82-218, S. 2, 46; 82-391, S. 3, 6; P.A. 84-241, S. 2, 5; P.A. 91-405, S. 2; P.A. 97-47, S. 47.)

History: P.A. 77-614 and P.A. 78-303 substituted commissioner of education for secretary of the state board of education, effective January 1, 1979; P.A. 78-189 provided that student representatives be elected, as determined by various boards of trustees by students rather than appointed by boards of trustees, and provided for filling vacancies by special election for unexpired terms; P.A. 79-414 increased number of members from twenty to twenty-one, including member appointed by accredited private occupational schools; P.A. 82-218 and P.A. 82-391 replaced appointment provisions for board of higher education with appointment provisions for board of governors, designating appointing authorities and staggered terms for members and making governor responsible for appointment of initial board chairman, reflecting reorganization of higher education system, effective March 1, 1983; Sec. 10-323a transferred to Sec. 10a-2 in 1983; P.A. 84-241 added "of higher education" to the board of governors' title; P.A. 91-405 amended Subsec. (a) to change method of appointment of the four legislative members, on or after October 1, 1991; P.A. 97-47 made a technical change in Subsec. (a).

See Sec. 4-9a for definition of "public member".

Annotation to former sections 10-323a:

Cited. 175 C. 586, 600.

Sec. 10a-3. Advisory committee to Board of Governors of Higher Education; membership; duties. (a) There shall be a standing committee which shall serve as an advisory body to the Board of Governors of Higher Education to assist the board in performing its statutory functions. The committee shall consist of the following members: (1) One member from each of the boards of trustees of the Connecticut State University system and The University of Connecticut, two members from the Board of Trustees of the Community-Technical Colleges, one of whom shall

be an alumnus of a regional technical college or shall have expertise and experience in business, labor, industry or technical occupations, and one member from a board of trustees of an independent college; (2) one member from the administrative staff of each of said constituent units, except that for the community-technical colleges there shall be two members, one of whom shall be an administrator at a former technical college, and one member from the administrative staff of an independent college; (3) one member from the faculty senate representing each of said constituent units, except that for the community-technical colleges, there shall be two faculty members, one of whom shall be a technical or technological education faculty member at a former technical college, and one member from the faculty of an independent college; (4) one student from each of said constituent units, except that for the community-technical colleges there shall be two students one of whom shall be enrolled in a technical or technological education program at a former technical college, and one student from an independent college; (5) one representative of the Board for State Academic Awards; and (6) one representative from the accredited private occupational schools of Connecticut.

(b) The members of the committee and alternates for such members shall be elected by the constituents they are to represent, in accordance with procedures established by the respective boards of trustees, except the Connecticut Conference of Independent Colleges shall serve as the appointing authority for members to represent independent colleges and the Accredited Private Occupational Schools of Connecticut shall serve as the appointing authority for its member. The alternate members of the committee may serve in the absence of the regularly elected member.

(c) The committee shall, on a rotating basis among its members, elect its own chairman and secretary and such other officers as it deems necessary, to serve for a term of two years. The committee shall be deemed to be a public agency within the scope of the Freedom of Information Act, as defined in section 1-200, and shall keep such records as may be appropriate.

(d) The committee, established pursuant to subsection (a) of this section, shall meet at least twice annually with the Board of Governors of Higher Education. Agendas shall be prepared for such meetings and shall be distributed by the board prior thereto and shall consist of matters recommended for inclusion by the chairman of the Board of Governors of Higher Education and the committee. Such meetings shall be chaired by the chairman of the Board of Governors of Higher Education and the committee members shall have the right to participate in all discussions and deliberations, but shall not have the right to vote at such meetings.

(P.A. 82-218, S. 3, 46; P.A. 83-587, S. 15, 96; P.A. 84-241, S. 2, 5; P.A. 89-260, S. 9, 41; P.A. 91-256, S. 46, 69; P.A. 92-126, S. 20, 48; P.A. 97-47, S. 30; P.A. 99-285, S. 5, 12.)

History: P.A. 82-218 effective March 1, 1983; P.A. 83-587 made a technical amendment to Subsec. (a), substituting "Connecticut State University" for "state colleges"; P.A. 84-241 added "of higher education" to board of governors' title; P.A. 89-260 in Subsec. (a) provided that for the constituent unit of the state system of higher education under the jurisdiction of the board of trustees of the community-technical colleges there shall be two members where the other constituent units each have one member; P.A. 91-256 made technical change in Subsec. (a); P.A. 92-126 changed the descriptions of the members representing technical or technological education; P.A. 97-47 amended Subsec. (c) by substituting "the Freedom of Information Act, as defined in Sec. 1-18a" for "chapter 3"; P.A. 99-285 amended Subsec. (a)(3) to specify that the faculty members be from the faculty senate, effective July 1, 1999.

CHAPTER 185b
CONSTITUENT UNITS

PART I
REGIONAL COMMUNITY-TECHNICAL COLLEGES

Sec. 10a-71. (Formerly Sec. 10-38b). Board of Trustees for Community-Technical Colleges.

(a) There shall be a Board of Trustees for Community-Technical Colleges to consist, except as otherwise provided in this section, of twenty-four persons, twenty-two to be appointed by the Governor, who shall reflect the state's geographic, racial and ethnic diversity, one of whom shall be a regional community college or regional community-technical college alumnus and one of whom shall be a regional technical college or regional community-technical college alumnus and two to be elected by the students enrolled at the institutions under the jurisdiction of said board. Except as otherwise provided, members appointed by the Governor shall serve for terms of six years each from July first in the year of their appointment. On or before August 15, 1989, the Governor shall appoint one member who shall be a regional technical or community-technical college alumnus for a term which shall expire on June 30, 1995, to replace the regional community college alumnus whose term expires June 30, 1989, and eight members who shall have expertise and experience in business, labor, industry or the technical occupations, three for terms which shall expire on June 30, 1991, three for terms which shall expire on June 30, 1993, and two for terms which shall expire June 30, 1995. Thereafter the Governor shall appoint members of said board to succeed those appointees whose terms expire, except that (1) with respect to the members of such board of trustees who were members of the Board of Trustees of the Regional Community Colleges prior to July 1, 1989, the Governor shall appoint two members to replace the four members whose terms expire on June 30, 1991, and shall appoint four members, one of whom shall be a regional community or community-technical college alumnus, to replace the five members whose terms expire on June 30, 1993, and (2) with respect to the members of the board appointed on or after July 1, 1989, and on or before August 15, 1989, the Governor shall appoint one member to replace the three members whose terms expire on June 30, 1991, and shall appoint two members to replace the three members whose terms expire on June 30, 1993. On and after July 1, 1993, the board shall at all times include at least six members who have expertise and experience in business, labor or industry. On and after July 1, 1999, the board shall at all times include at least one member from each county in which a community-technical college is located.

(b) On or before November 1, 1975, the students enrolled at the institutions under the jurisdiction of said board shall, in such manner as said board shall determine, elect two members of said board, each of whom shall be enrolled for at least six credits at an institution under the jurisdiction of said board at the time of his election. One such member shall be elected for a term of one year from November 1, 1975, and one for a term of two years from said date. On or before November first, and annually thereafter, such students shall, in such manner as the board shall determine, elect one member of said board, who shall be so enrolled at any such institution at the time of his election and who shall serve for a term of two years from November first in the year of his election, except that the term of the regional community college student whose term expires on October 31, 1989, shall expire on July 1, 1989, and the student member of the Board

of Trustees of the State Technical Colleges prior to July 1, 1989, whose term was to expire on October 31, 1989, shall, on July 1, 1989, be a member of the Board of Trustees of the Community-Technical Colleges until October 31, 1989. The regional community college student whose term expires on October 31, 1990, shall continue as a member of said board until said date. On and after July 1, 1989, the student members of said board shall be elected as follows: (1) (A) On or before November 1, 1989, and until July 1, 1993, students enrolled at the regional technical colleges shall, in such manner as the board shall determine, elect one member of said board, who shall be enrolled for at least six credits at a regional technical college at the time of his election and who shall serve for a term of two years from November first in the year of his election, and (B) on or before November 1, 1990, students enrolled at the regional community colleges shall, in such manner as the board of trustees shall determine, elect one member of said board who shall be enrolled for at least six credits at a regional community college at the time of his election and who shall serve for a term of two years from November first in the year of his election. (2) On and after July 1, 1993, the student members of the board shall be elected as follows: (A) On or before November 1, 1993, and biennially thereafter, students enrolled in the institutions under the jurisdiction of the board shall, in such manner as the board shall determine, elect one member of the board, who shall be enrolled for at least six credits in a technical program at such an institution and who shall serve for a term of two years from November first in the year of his election, and (B) on or before November 1, 1994, and biennially thereafter, students enrolled in the institutions under the jurisdiction of the board shall, in such manner as the board shall determine, elect one member of the board, who shall be enrolled for at least six credits in a nontechnical program at such an institution and who shall serve for a term of two years from November first in the year of his election.

(c) The Governor shall, pursuant to section 4-9a, appoint the chairperson of the board. The board shall, biennially, elect from its members such other officers as it deems necessary. The Governor shall fill any vacancies in the appointed membership of said board by appointment for the balance of the unexpired term. Any vacancies in the elected membership of said board shall be filled by special election for the balance of the unexpired term. The members of said board shall receive no compensation for their services as such but shall be reimbursed for their necessary expenses in the course of their duties.

(February, 1965, P.A. 330, S. 21; P.A. 75-262, S. 1; 75-504, S. 1, 5; P.A. 82-218, S. 7, 46; P.A. 83-222, S. 1, 2; P.A. 89-260, S. 13, 41; P.A. 92-126, S. 1, 48; P.A. 93-201, S. 23, 24; P.A. 95-259, S. 23, 32.)

History: P.A. 75-262 increased membership of board from twelve to fourteen in order to accommodate student members authorized by provisions of the act, deleted obsolete provisions for first appointments applicable when board was established and clarified procedure for filling vacancies by distinguishing between members appointed by governor and elected student members; P.A. 75-504 increased membership to sixteen, two to be community college alumni appointed by the governor, and included provisions regarding their appointment and terms; P.A. 82-218 reorganized higher education system, amending section to require that board members reflect state's geographic, racial and ethnic diversity, to replace prior appointment provisions and to require governor to appoint chairman where previously board elected its own chairman, effective March 1, 1983; Sec. 10-38b transferred to Sec. 10a-71 in 1983; P.A. 83-222 made part-time students eligible for election as members of the board; P.A. 89-260 added Subsec. designations, in Subsec. (a) substituted "there shall be" for "there shall continue to be" and "board of trustees of community-technical colleges" for "board of trustees of regional community colleges," increased the membership of the board from sixteen to twenty-four with the number of members decreasing in 1991 and 1993, shortened the term of the regional community college alumnus which was to expire on June 30, 1991, and provided that certain

members have expertise and experience in business, labor, industry or the technical occupations, in Subsec. (b) shortened the term of the regional community college student which was to expire on October 31, 1989, made one of the student members of the board of trustees of the state technical colleges a member of the board and amended procedures for the election of student members to the board and made technical changes; P.A. 92-126 amended Subsec. (a) to include community-technical college alumni and to remove obsolete language; P.A. 93-201 amended Subsec. (b) to make Subdiv. (1) and (2) Subparas. (A) and (B) of Subdiv. (1) and to add Subdiv. (2) on the election of student members on and after July 1, 1993, effective July 1, 1993; P.A. 95-259 amended Subsec. (a) to add provision requiring that on and after July 1, 1999, the board include at least one member from each county in which a community-technical college is located, effective July 6, 1995.

Sec. 10a-72. (Formerly Sec. 10-38c). Duties of board of trustees. (a) Subject to statewide policy and guidelines established by the Board of Governors of Higher Education, said board of trustees shall administer the regional community-technical colleges and plan for the expansion and development of the institutions within its jurisdiction and submit such plans to the Board of Governors of Higher Education for review and recommendations. The Commissioner of Public Works on request of the board of trustees shall, in accordance with section 4b-30, negotiate and execute leases on such physical facilities as the board of trustees may deem necessary for proper operation of such institutions, and said board of trustees may expend capital funds therefor, if such leasing is required during the planning and construction phases of institutions within its jurisdiction for which such capital funds were authorized. The board of trustees may appoint and remove the chief executive officer of each institution within its jurisdiction, and with respect to its own operation the board may appoint and remove a chancellor and an executive staff. The board of trustees may determine the size of the executive staff and the duties, terms and conditions of employment of a chancellor and staff, subject to personnel guidelines established by the Board of Governors of Higher Education in consultation with said board of trustees, provided said board of trustees may not appoint or reappoint members of the executive staff for terms longer than one year. The board of trustees may employ the faculty and other personnel needed to operate and maintain the institutions within its jurisdiction. Within the limitation of appropriations, the board of trustees shall fix the compensation of such personnel, establish terms and conditions of employment and prescribe their duties and qualifications. Said board of trustees shall determine who constitutes its professional staff and establish compensation and classification schedules for its professional staff. Said board shall annually submit to the Commissioner of Administrative Services a list of the positions which it has included within the professional staff. The board shall establish a division of technical and technological education. The board of trustees shall confer such certificates and degrees as are appropriate to the curricula of community-technical colleges subject to the approval of the Board of Governors of Higher Education. The board of trustees shall with the advice of, and subject to the approval of, the Board of Governors of Higher Education, prepare plans for the development of a regional community-technical college and submit the same to the Commissioner of Public Works and request said commissioner to select the site for such college. Within the limits of the bonding authority therefor, the commissioner, subject to the provisions of section 4b-23, may acquire such site and construct such buildings as are consistent with the plan of development approved by the Board of Governors of Higher Education.

(b) Subject to statewide policy and guidelines established by the Board of Governors of Higher Education, the board of trustees shall:

(1) Make rules for the governance of the regional community-technical colleges, determine the general policies of said colleges, including those concerning the admission of students, and direct the expenditure of said colleges' funds within the amounts available;

(2) Develop mission statements for the regional community-technical colleges: The mission statement for the regional community-technical colleges shall include, but need not be limited to the following elements: (A) The educational needs of and constituencies served by said colleges; (B) the degrees offered by said colleges, and (C) the role and scope of each institution within the community-technical college system, which shall include each institution's particular strengths and specialties. The board of trustees shall submit the mission statement to the Board of Governors of Higher Education for review and approval in accordance with the provisions of section 10a-6;

(3) Establish policies for the regional community-technical colleges;

(4) Establish policies which protect academic freedom and the content of courses and degree programs;

(5) Submit to the Board of Governors of Higher Education, for approval, recommendations for the establishment of new academic programs;

(6) Make recommendations to the Board of Governors of Higher Education, when appropriate, regarding institutional mergers or closures;

(7) Coordinate the programs and services of the institutions under its jurisdiction;

(8) Promote fund-raising by the institutions under its jurisdiction in order to assist such institutions, provided the board shall not directly engage in fund-raising except for purposes of providing funding for (A) scholarships or other direct student financial aid and (B) programs, services or activities at one or more of the institutions within its jurisdiction and report to the Commissioner of Higher Education and the joint standing committee of the General Assembly having cognizance of matters relating to education by January 1, 1994, and biennially thereafter, on all such fund-raising; and

(9) Charge the direct costs for a building project under its jurisdiction to the bond fund account for such project; provided, (A) such costs are charged in accordance with a procedure approved by the Treasurer and (B) nothing in this subdivision shall permit the charging of working capital costs, as defined in the applicable provisions of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, or costs originally paid from sources other than the bond fund account.

(c) The board of trustees shall: (1) Review and approve institutional budget requests and prepare and submit to the Board of Governors of Higher Education, in accordance with the provisions of section 10a-8, the budget requests; and (2) propose facility planning and capital expenditure budget priorities for the institutions and divisions under its jurisdiction. The board may request authority from the Treasurer to issue payment for claims against said colleges, other than a payment for payroll, debt service payable on state bonds to bondholders, paying agents, or

trustees, or any payment the source of which includes the proceeds of a state bond issue.

(February, 1965, P.A. 330, S. 22; 1967, P.A. 751, S. 1; 1969, P.A. 530, S. 8; 592, S. 1; P.A. 73-214, S. 2; P.A. 75-425, S. 24, 57; P.A. 77-573, S. 24, 30; 77-614, S. 67, 73, 610; P.A. 78-331, S. 44, 58; P.A. 82-218, S. 8, 46; P.A. 83-576, S. 2, 5; P.A. 84-87, S. 3, 7; 84-241, S. 2, 5; P.A. 87-496, S. 51, 110; P.A. 89-260, S. 14, 41; P.A. 90-260, S. 1, 6; P.A. 91-174, S. 6, 16; 91-230, S. 12, 17; 91-256, S. 14, 69; P.A. 92-126, S. 2, 48; P.A. 93-201, S. 11, 24; 93-293, S. 6, 11; P.A. 94-180, S. 11, 17; P.A. 96-190, S. 7, 8.)

History: 1967 act expanded board's powers to include planning for expansion and development of community colleges and leasing of facilities subject to commission for higher education approval, to include appointment of executive secretary and executive staff and hiring of faculty, to include conferring of certificates and degrees and to include site selection and building construction for new colleges; 1969 acts deleted five-year limit on leases, allowed expenditure of capital funds for leases during planning and construction of facilities and included provisions concerning professional staff of board; P.A. 73-214 made commissioner of public works responsible for executing leases rather than the board itself; P.A. 75-425 made public works commissioner responsible for site acquisition and building construction rather than the board itself; P.A. 77-573 substituted board of higher education for commission for higher education; P.A. 77-614 substituted commissioner of administrative services for personnel policy board and public works commissioner; P.A. 78-331 specified board of trustees to avoid confusion which might arise since section also contains references to the board of higher education; P.A. 82-218 reorganized higher education system, replacing board of higher education with board of governors and adding provisions re duties of boards of trustees under state-wide policy and guidelines and re budget requests, effective March 1, 1983; Sec. 10-38c transferred to Sec. 10a-72 in 1983; P.A. 83-576 added provision prohibiting denial of access to armed forces representatives; P.A. 84-87 repealed language in Subsec. (a) prohibiting board from denying military recruiters the opportunity to recruit on campus; P.A. 84-241 added "of higher education" to board of governors' title; P.A. 87-496 replaced administrative services commissioner with public works commissioner; P.A. 89-260 in Subsec. (a) provided that the board of trustees of the community-technical colleges administer the regional technical colleges, appoint and remove assistant secretaries for regional community and regional technical colleges who shall serve at the pleasure of the board and not appoint or reappoint members of the executive staff for terms longer than one year, provided that the executive secretary serve at the pleasure of the board, added new Subsec. (b) designation and in the Subsec. provided for the development of a mission statement and a strategic plan for the regional technical colleges, relettered Subsec. (b) as Subsec. (c), in Subsec. (c) provided that the board of trustees submit budget requests for the division of regional community colleges and the division of regional technical colleges to the board of governors of higher education and made technical changes; P.A. 90-260 added Subdiv. (9) of Subsec. (b) re review and approval of actions of higher education administrative councils; P.A. 91-174 in Subsec. (b) added Subdiv. (10) concerning fund-raising; P.A. 91-230 in Subsec. (a) removed the requirement for the board of governors to approve expansion and development plans and substituted provision for the board to review and make recommendations on the plans; P.A. 91-256 in Subsec. (c) added provision for the requesting of authority to issue payment for claims against the colleges; P.A. 92-126 changed references to community colleges and technical colleges to community-technical colleges, removed positions of assistant secretary for regional community colleges and assistant secretary for regional technical colleges, added the division of technical and technological education, removed language concerning the mission statement of technical colleges and made the mission statement of community colleges apply to community-technical colleges, removed Subdiv. concerning requirement for a strategic plan for the technical colleges and eliminated the divisions of regional community colleges and regional technical colleges; P.A. 93-201 amended Subdiv. (9) of Subsec. (b) to require report and added Subdiv. (10) re charging the bond fund account for direct costs of a building project, effective July 1, 1993; P.A. 93-293 amended Subsec. (b) to delete Subdiv. (8) relating to a repealed section and renumbered Subdiv. (9), effective July 1, 1993; P.A. 94-180 amended Subdiv. (8) of Subsec. (b) to add the prohibition against direct fund-raising by the board except for the purposes described in Subparas. (A) and (B), effective July 1, 1994; P.A. 96-190 changed the title of the executive secretary to chancellor, effective July 1, 1996.

APPENDIX B

REQUIREMENTS OF AFFILIATION



Founded in 1835

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

June 19, 2002

TERESA M. QUAKER, CHAIR (2002)
Adjunct, 19th President of Faculty
Maine College

TERENCE J. MCKENNA, VICE CHAIR (2002)
Professor, Professor
University of Maine System

JONATHAN DEWITT, D.D. (2002)
President
Suffolk College

ZARAHNE A. FINIGAN (2002)
Concord, New Hampshire
President

NANCY A. HENRI (2002)
President
University of Maine at Presque Isle

HELEN OUELLETTE (2002)
Vice President for Administration and Finance
Williams College

ROGER H. REAY (2002)
President
Cranston College

APRIL SOLO (2002)
Boston, Massachusetts

BEVERLY J. ANDERSON (2002)
Dean of Arts and Sciences
Eastern Connecticut State University

ALFRED L. CARTER (2002)
Dean of Students
Maine Maritime Community College

JUDITH A. FRANKEL (2002)
Cranston, Massachusetts

ATLA C. CLAY (2002)
Professor of Biology
Brandeis University

MICHAEL E. TAYLOR (2002)
Literature, Literature
Ipswich University

JERRY H. DUNN (2002)
Executive Vice President for Academic Affairs
Springfield Technical Community College

JUDITH A. GORDON (2002)
Associate Professor of Management
Boston College

PAUL LEBLANC (2002)
President
Worcester College

WILLIAM O. MCGARRY (2002)
President
Anna Maria College

Secretary of the Commission
CHARRIS M. COOK
E-mail: cook@neasc.org

Deputy Secretary of the Commission
BARBARA J. BENTON (2002)
E-mail: benton@neasc.org

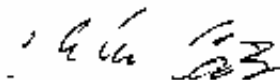
Associate Secretary of the Commission
JUDITH B. WITKOWSKI
E-mail: witkowskj@neasc.org

Associate Secretary for Assessment
ROBERT C. HOFF
E-mail: hoff@neasc.org

TO WHOM IT MAY CONCERN:

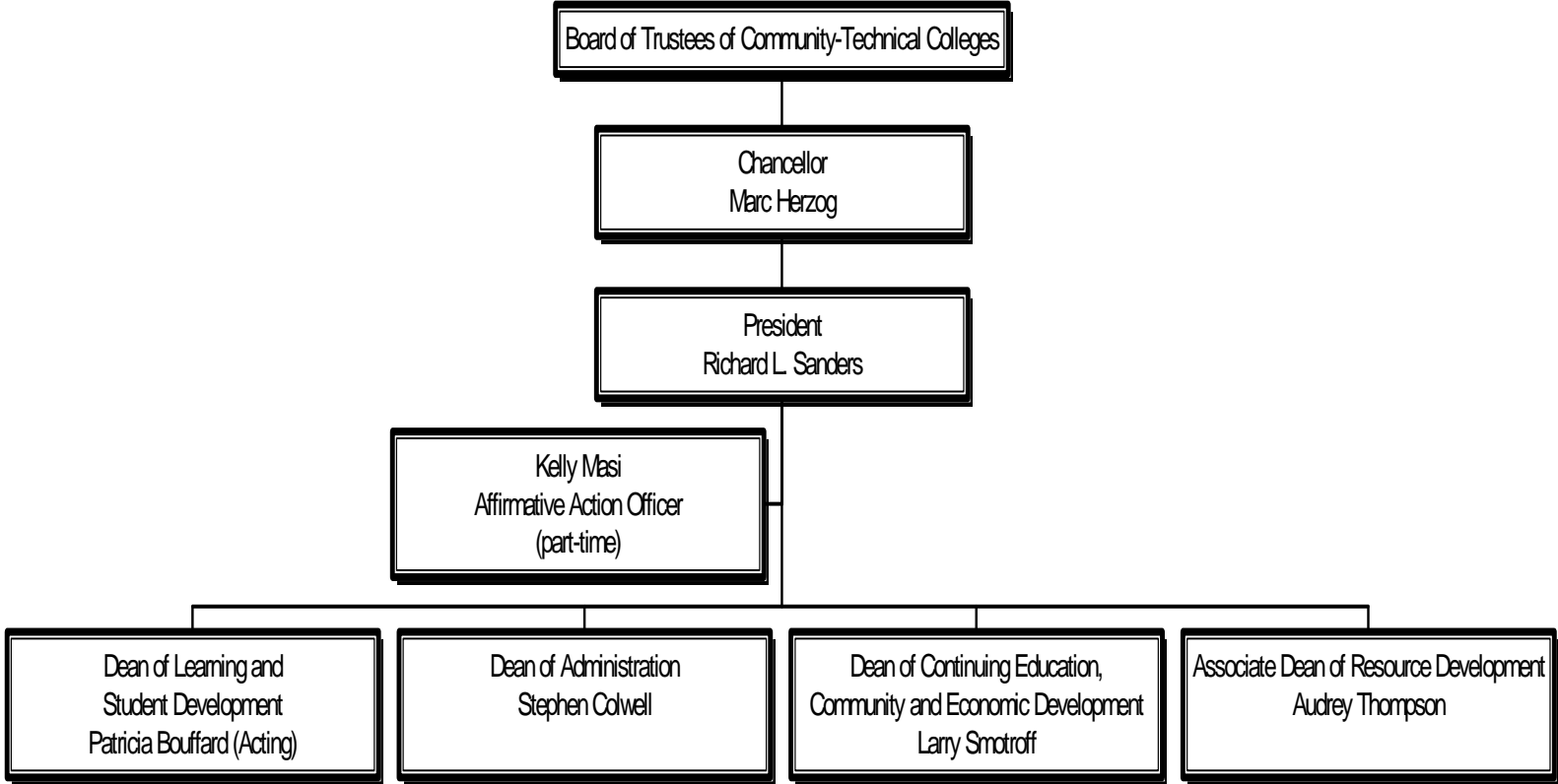
This is to certify that Naugatuck Valley Community College, Waterbury Connecticut is accredited by the New England Association of Schools and Colleges and has been continuously since 1973.

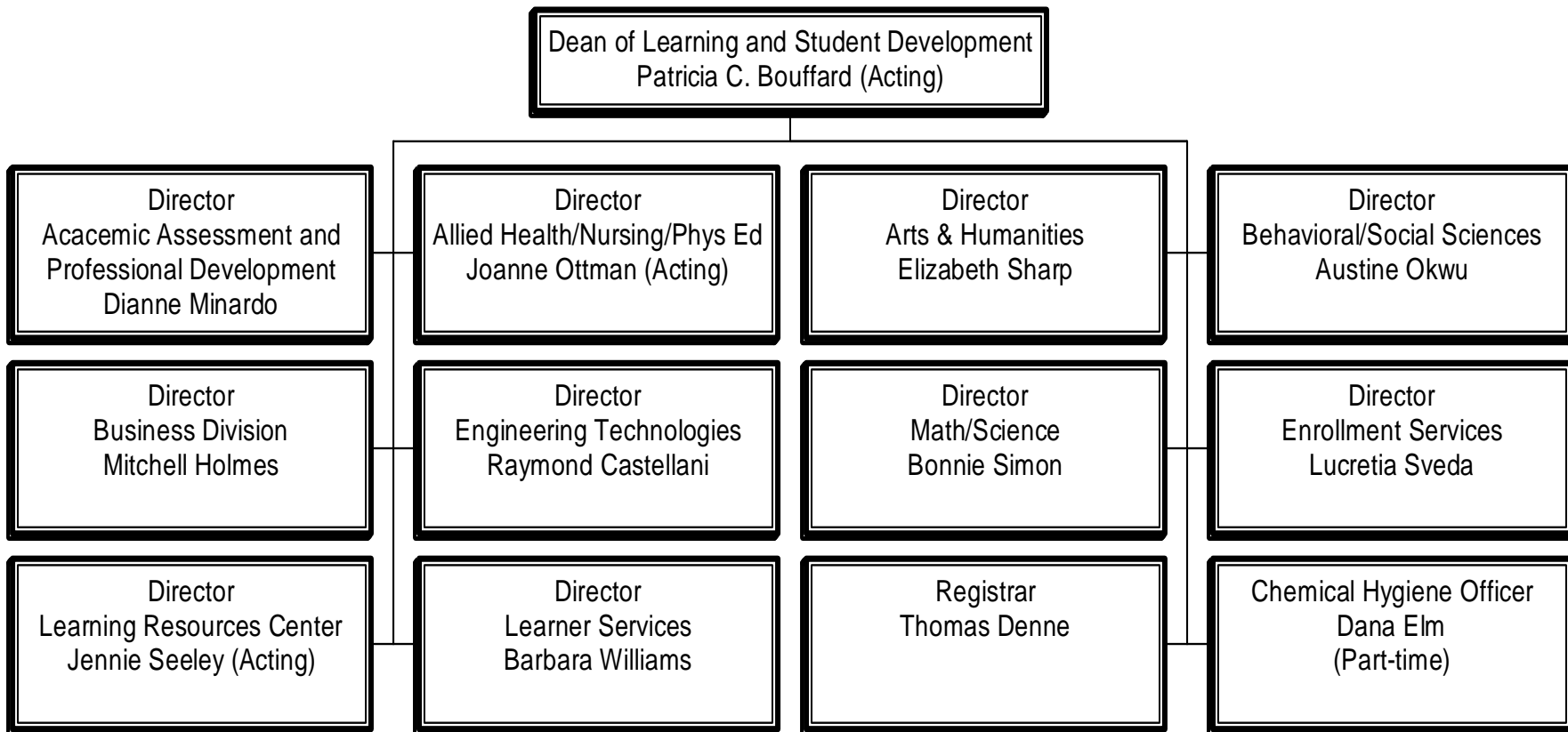
Questions about the accreditation status of Naugatuck Valley Community College should be directed to the offices of the Commission on Institutions of Higher Education.

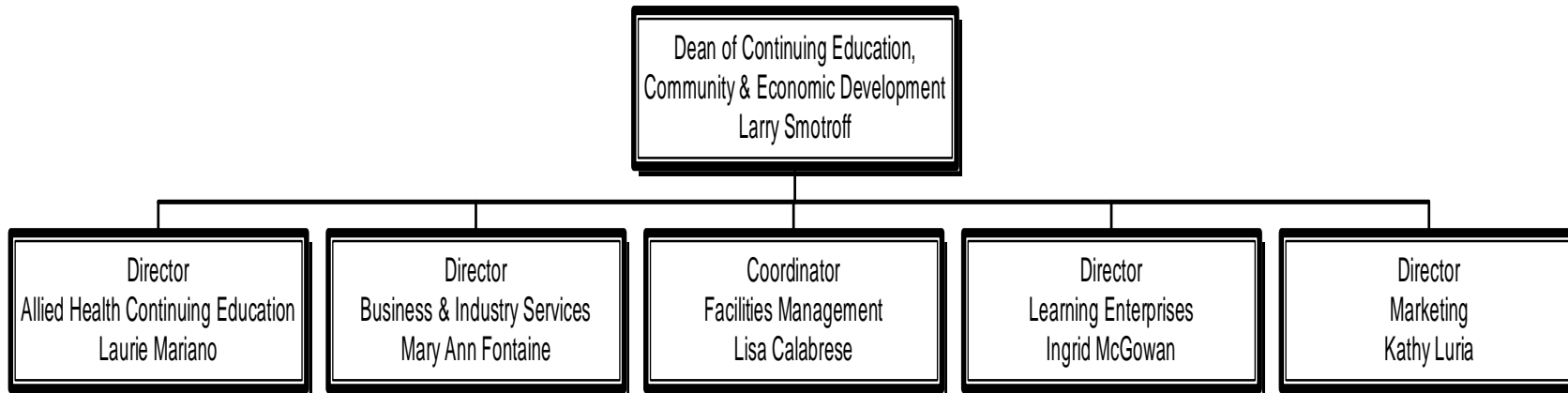
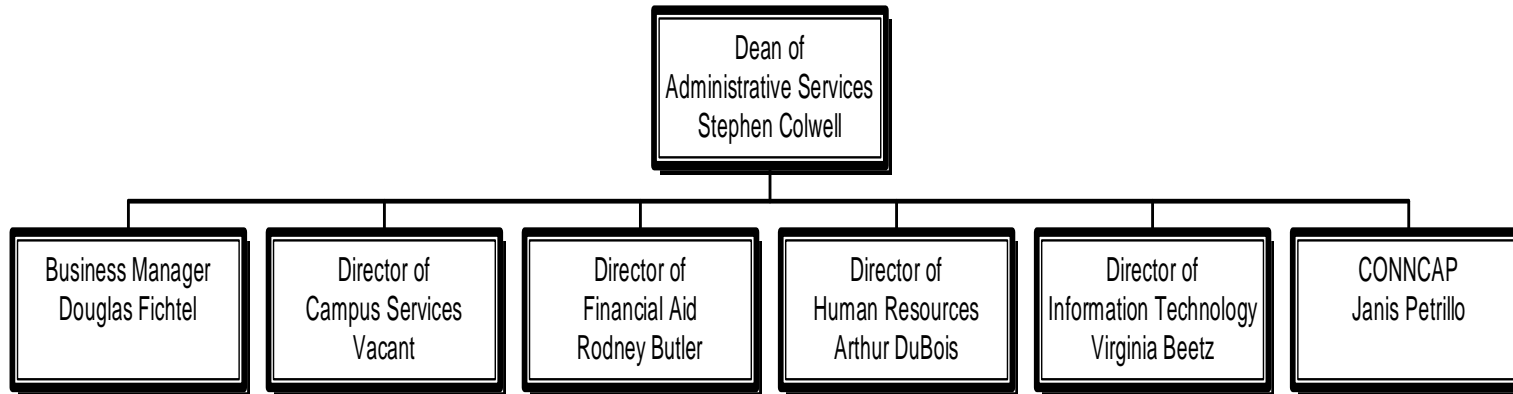

Charles M. Cook
Director of the Commission

CMC/scf

**APPENDIX C
ORGANIZATION CHARTS**









APPENDIX D

Program Evaluations

| PROGRAM / SPECIAL AREA | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|--------------|---------|---------|--------------|--------------|-------------|---------|-----------------|-----------|----------------------------------|------------------------|-------------|
| DEGREE PROGRAMS | | | | | | | | | | | | |
| Accounting | | | | | | | C | | | | | |
| Automated Manufacturing | | | | | C (ABET) | | | | | | | |
| Automotive Technician | | | | C (NATEF) | | | | | | D | S (NATEF) | |
| Aviation Science | | | | | | | | | | | | |
| Business Administration: Business Computer Applications | | | | | | | C | | | | | |
| Business Finance | | | | | | | C | | | | | |
| Business Office Technology (formerly Office Administration) | | | | | C | | | | | Med Insur Spec Cert (D) | S | |
| Chemical Engineering | | | | | C (ABET) | | | | | | | |
| Computer Aided Design / Drafting (CADD) | | | | | C (ABET) | | | | | | | |
| Computer Info Systems | | | | | C | | | | | | | |
| Criminal Justice / Public Safety | C | | | | | | | | | | S | |
| Drug & Alcohol Rehabilitation Counselor | | | | | | | | | | | | |
| Early Childhood Education | | | | | | C | | | | | | |
| Electronic Engineering Technology (formerly Electrical Engineering) | | | | | C (ABET) | | | | C | | | |
| Environmental Science | | | | | | | | | | | | |
| Fine Arts | | | | | | | | Music Option | | MM Option (D) | Dance Option (S) | |
| Fire Technology and Administration | | | | | | | | | | | | |
| Horticulture (formerly Landscaping & Horticulture) | | | | | | | | | | | | |
| Hospitality Management: Foodservice Management | | | C | C | | | | | | | | |
| Hospitality Management: Hotel Management | | | C | C | | | | | | | | |
| Human Services | | | | C | | | | | | C | | |
| Industrial Management and Supervision | | | | | | | | | | | | |
| Legal Assistant Paralegal (formerly Legal Assistant) | | C | | | | | | | | C (ABA) | | |
| Liberal Arts & Sciences | | | | | | | | | | | | |
| Management (formerly Business Management) | | | | | | | | | | | | |
| Marketing | | | | | | | | C | | | | |
| Math/Science | | | | | | | | | | | | |
| Mechanical Engineering | | | | | C (ABET) | | | | | | | |
| Nursing R.N. | C (Nat'l) | | | | C (State) | | | | C (Nat'l) | C (State) | | |
| Physical Therapy Assistant | | | | | | C (APTA) | | | | | | S (APTA) |

| PROGRAM / SPECIAL AREA | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|--|---------|---------|-----------|----------------------|---------|---------|---------|-----------|------------------|--------------------|---------|---------|
| DEGREE PROGRAMS | | | | | | | | | | | | |
| Plastics & Rubber Engineering | | | | | | | | | | | | |
| Quality Assurance | | | | | | | | | | | | |
| Radiologic Technology | | C | | | C | | | | | C | | |
| Respiratory Care (Formerly Respiratory Therapy Tech) | | | C (CoARC) | | | | | | C (CoARC) | | | |
| SPECIAL AREAS | | | | | | | | | | | | |
| Academic Skills Development | | | | | | | C | | | | | |
| Art Courses | | C | | | | | | | | | | |
| Biology | | C | | | | | | | | | | |
| CBASE | | | | | | | C | | | | | |
| Collegiate Level Writing Courses | | | | | | | | | | | | |
| Communication (Formerly Speech) | C | | | | | | | | | | | |
| Cooperative Education | | | | C | | | | | | | | |
| Core Curriculum | C | | C | | | | | | | | | |
| Developmental Counseling | | C | | | | | | | | | | |
| Developmental Math | | | | | | | | | | | S | |
| Developmental Writing | | | | | | | | | | | | |
| Economics | | | | | C | | | | | | | |
| English as a Second Language (ESL) | C | | | | C | | C | | | | | |
| General Ed Outcomes Data | | | C | | | | C | | | | | |
| General Studies | | | | | | | | | | | | |
| History Courses | C | | | | | | | | | | | |
| Learning Resources Center | | | | | | | | C | | | | |
| Municipal Police Academy Training | | | | | | | | | | | | |
| NEASC | C | | | Focused Visit Report | | C | | | Begin Self-Study | Prepare Self-Study | S | |
| Physical Education | | | | | | | C | | | | | |
| Political Science | | | C | | | | | C | | | | |
| Psychology | | | C | | | | | | | | | |
| Sociology | | | | | C | | | | | | | |
| C = Completed S = Scheduled D = Scheduled but Delayed Rev. 6/3/02 | | | | | | | | | | | | |

APPENDIX E

METHODS THAT PROVIDE DIRECT AND INDIRECT EVIDENCE OF STUDENT LEARNING

| Allied Health/Nursing/Phys Ed | Nursing | EMT-Paramedic | Respiratory Care | Physical Therapy Assistant | Radiologic Technology |
|---|---------|------------------------------------|------------------|----------------------------|-----------------------|
| DIRECT METHODS | | | | | |
| Locally developed tests | √ | √ | √ | √ | √ |
| Standardized tests | √ | √ | √ | √ | √ |
| Pre-testing | √ | | √ | | √ |
| Post-testing | √ | √ | √ | √ | √ |
| Essay tests blind scored across units | | √ | | | |
| Internal juried review of student projects | | √ | √ | | √ |
| Externally juried review of student projects | | √ | √ | | |
| Externally reviewed internships | | √ | √ | √ | √ |
| Performance on National licensure examinations | √ | √ | √ | | √ |
| Performance on State licensure examinations | | √ | √ | √ | |
| Student work samples | √ | √ | √ | √ | √ |
| Collection of student work (e.g. portfolios) | | √ | √ | √ | |
| Course-embedded assessments | √ | √ | √ | √ | √ |
| Observation of student behavior | √ | √ | √ | √ | |
| Capstone project | | | | √ | |
| Performance on case study/problem | √ | √ | √ | √ | √ |
| Other | | √ Community Service Project | | | |
| INDIRECT METHODS | | | | | |
| Alumni survey | √ | | √ | √ | |
| Employer survey | √ | √ | √ | √ | √ |
| Student survey | | √ | √ | √ | √ |
| Exit interviews with graduates | | √ | √ | √ | √ |
| Graduate follow-ups | √ | √ | √ | √ | |
| Percent of students who continue for bachelors degree | | | √ | | √ |
| Retention studies(Statistics) | √ | √ | √ | | √ |
| Transfer studies | | | √ | | |
| Job placement statistics | | √ | √ | √ | √ |
| Focus groups | | | √ | | |

| Arts & Humanities Division | Art | Dance | Music | Multi-media | Theatre | Communication | Fine Arts Studio |
|---|------------|---|--------------|--------------------|----------------|----------------------|-------------------------|
| DIRECT METHODS | | | | | | | |
| Locally developed tests | √ | √ | √ | √ | √ | √ | √ |
| Standardized tests | | | √ | | | | |
| Pre-testing | | √ | √ | √ | | √ | √ |
| Post-testing | | √ | √ | | | √ | √ |
| Essay tests blind scored across units | | | | | | √ | |
| Internal juried review of student projects | √ | √ | √ | √ | √ | | √ |
| Externally juried review of student projects | | √ | √ | | √ | | |
| Externally reviewed internships | | | | | | | |
| Performance on National licensure examinations | | | | | | | |
| Performance on State licensure examinations | | | | | | | |
| Student work samples | √ | √ | | √ | √ | √ | √ |
| Collection of student work (e.g. portfolios) | √ | √ | | √ | √ | √ | √ |
| Course-embedded assessments | | √ | | √ | √ | √ | |
| Observation of student behavior | √ | √ | √ | √ | √ | √ | |
| Capstone project | | √ | | √ | | | √ |
| Performance on case study/problem | | √ | | √ | | √ | |
| Other | | √ Critique of Prof. Dance Co.; Oral present; Original Comp. | | | | | |
| INDIRECT METHODS | | | | | | | |
| Alumni survey | | | √ | | | √ | √ |
| Employer survey | | √ | | | | | |
| Student survey | | | | | | √ | √ |
| Exit interviews with graduates | | | √ | | | √ | √ |
| Graduate follow-ups | | | √ | | | √ | √ |
| Percent of students who continue for bachelors degree | | | √ | | √ | | |
| Retention studies | | √ | √ | | | √ | √ |
| Transfer studies | | √ | | | √ | √ | √ |
| Job placement statistics | | √ | √ | | | √ | √ |
| Focus groups | | | | | | | |

| Arts & Humanities Division | ASD | ESL | English | Languages, Lit. & Phil |
|---|-----------|-----|-------------------------------|---------------------------|
| DIRECT METHODS | | | | |
| Locally developed tests | √ | √ | √ | √ |
| Standardized tests | √ | | | |
| Pre-testing | √ | √ | | |
| Post-testing | √ | √ | | √ |
| Essay tests blind scored across units | | | | √ |
| Internal juried review of student projects | | √ | | |
| Externally juried review of student projects | | √ | | |
| Externally reviewed internships | | | | |
| Performance on National licensure examinations | | | | |
| Performance on State licensure examinations | | | | |
| Student work samples | √ | | √ | √ |
| Collection of student work (e.g. portfolios) | √ | √ | | √ |
| Course-embedded assessments | | √ | | √ |
| Observation of student behavior | | √ | | √ |
| Capstone project | | | | |
| Performance on case study/problem | | | | √ |
| Other | √ Library | | √ Essays with weighted grades | √ Debates, Oral Present. |
| INDIRECT METHODS | | | | |
| Alumni survey | | | | |
| Employer survey | | | | |
| Student survey | √ | | | |
| Exit interviews with graduates | | | | |
| Graduate follow-ups | | | | |
| Percent of students who continue for bachelors degree | | | | |
| Retention studies | | | | |
| Transfer studies | | | | |
| Job placement statistics | | | | |
| Focus groups | | | | |

| Behavioral/Social Sciences | Criminal Justice | CJ Crime Deter. Opt | CJ Correct Opt | CJ Law Enforc. Opt | CJ Sec. Opt | DARC | Early Child. Ed | Human Svs. Child & Family | Human Svs. Disabilities | Human Svs. Gerontology | Human Svs. Social Work |
|---|------------------|---------------------|----------------|--------------------|-------------|------|-----------------|---------------------------|---------------------------------|------------------------|------------------------|
| DIRECT METHODS | | | | | | | | | | | |
| Locally developed tests | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Standardized tests | | | | | | √ | | | | | |
| Pre-testing | | | | | | | | | | | |
| Post-testing | | | | | | | √ | | | | |
| Essay tests blind scored across units | √ | √ | √ | √ | √ | | | | | | |
| Internal juried review of student projects | √ | √ | √ | √ | √ | √ | √ | | | | |
| Externally juried review of student projects | | | | | | √ | √ | | | | |
| Externally reviewed internships | √ | √ | √ | √ | √ | | √ | | | | |
| Performance on National licensure examinations | | | | | | √ | | | | | |
| Performance on State licensure examinations | | | | | | √ | | | | | |
| Student work samples | √ | √ | √ | √ | √ | √ | √ | | | | |
| Collection of student work (e.g. portfolios) | | | | | | | √ | √ | √ | √ | √ |
| Course-embedded assessments | √ | √ | √ | √ | √ | √ | √ | | | | |
| Observation of student behavior | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Capstone project | | | | | | | | | | | |
| Performance on case study/problem | √ | √ | √ | √ | √ | √ | √ | | | √ | |
| Other | | | | | | | | | √ CO-OP: Portfolio of Resources | | |
| INDIRECT METHODS | | | | | | | | | | | |
| Alumni survey | | | | | | | √ | | | | |
| Employer survey | | | | | | √ | | | | | |
| Student survey | √ | √ | √ | √ | √ | √ | √ | | | | |
| Exit interviews with graduates | | | | | | | | | | | |
| Graduate follow-ups | | | | | | | √ | | | | |
| Percent of students who continue for bachelors degree | √ | √ | √ | √ | √ | | √ | | | | |
| Retention studies | | | | | | | | | | | |
| Transfer studies | √ | √ | √ | √ | √ | √ | √ | | | | |
| Job placement statistics | √ | √ | √ | √ | √ | √ | √ | | | | |
| Focus groups | | | | | | | | | | | |

| Business Division | Accounting | Business Finance | CIS | Hospit. Manag /Food Serv. Manag. | Legal Assist. Paralegal | Management | Marketing |
|---|--------------------------------------|-------------------------|-------------------|----------------------------------|-------------------------|------------|-----------|
| DIRECT METHODS | | | | | | | |
| Locally developed tests | √ | √ | √ | √ | √ | √ | √ |
| Standardized tests | | | | | | | √ |
| Pre-testing | | | √ | √ | √ | | √ |
| Post-testing | √ | √ | | √ | | √ | |
| Essay tests blind scored across units | | | | | √ | | |
| Internal juried review of student projects | | √ | √ | √ | √ | √ | |
| Externally juried review of student projects | | | | | | | |
| Externally reviewed internships | | √ | √ | √ | √ | √ | |
| Performance on National licensure examinations | | | | | √ | | |
| Performance on State licensure examinations | | | | √ | | | |
| Student work samples | √ | √ | √ | √ | √ | √ | √ |
| Collection of student work (e.g. portfolios) | √ | √ | √ | √ | | √ | √ |
| Course-embedded assessments | √ | √ | √ | √ | | √ | |
| Observation of student behavior | √ | √ | √ | √ | √ | √ | √ |
| Capstone project | | √ | √ | | | √ | |
| Performance on case study/problem | √ | √ | | √ | √ | √ | √ |
| Other | √ Perf. On Self grading computer lab | √ Web enhanced projects | √ Web enhancement | √ Practicum | | | |
| INDIRECT METHODS | | | | | | | |
| Alumni survey | | | | √ | | √ | √ |
| Employer survey | √ | √ | √ | √ | √ | √ | √ |
| Student survey | | √ | √ | √ | √ | √ | √ |
| Exit interviews with graduates | | √ | √ | √ | √ | √ | √ |
| Graduate follow-ups | | | √ | √ | √ | √ | |
| Percent of students who continue for bachelors degree | | √ | √ | √ | √ | √ | √ |
| Retention studies | | √ | √ | √ | | √ | √ |
| Transfer studies | | √ | √ | √ | | √ | √ |
| Job placement statistics | | √ | √ | √ | √ | √ | √ |
| Focus groups | | | √ | √ | | √ | |

| Engineering Technologies Division | Automotive | Auto. Manufact. | CAD/D | Electrical | Fire | Industrial Manag. | Quality Assur. |
|---|-------------------|------------------------|----------------|-------------------|-------------|--------------------------|-----------------------|
| DIRECT METHODS | | | | | | | |
| Locally developed tests | √ | √ | √ | √ | | √ | √ |
| Standardized tests | | | | | | | |
| Pre-testing | √ | | | √ | | | |
| Post-testing | | | | √ | | √ | √ |
| Essay tests blind scored across units | √ | | | | | | |
| Internal juried review of student projects | √ | | | √ | | | |
| Externally juried review of student projects | | | | √ | | | |
| Externally reviewed internships | | √ | | √ | | | |
| Performance on National licensure examinations | √ | | | | √ | | |
| Performance on State licensure examinations | | | | | √ | | |
| Student work samples | √ | √ | √ | √ | | √ | √ |
| Collection of student work (e.g. portfolios) | | √ | √ | √ | √ | √ | √ |
| Course-embedded assessments | √ | | | | | | |
| Observation of student behavior | √ | √ | √ | √ | | | |
| Capstone project | | √ | √ | √ | | | |
| Performance on case study/problem | | | | | √ | √ | √ |
| Other | √ Term Paper | | √ Oral Reports | | | | |
| INDIRECT METHODS | | | | | | | |
| Alumni survey | | | | | | | |
| Employer survey | | | | | √ | | |
| Student survey | | | | | | | |
| Exit interviews with graduates | | | | | | | |
| Graduate follow-ups | | | | | √ | | |
| Percent of students who continue for bachelors degree | | | | | | | |
| Retention studies | | | | | | | |
| Transfer studies | | | | | | | |
| Job placement statistics | | | | | √ | | |
| Focus groups | | | | | | | |

| Math/Science Division | Aviation | Biology Option | Chemical Option | Horticulture | Environ. Systems |
|---|-----------------|-----------------------|------------------------|---------------------|-------------------------|
| DIRECT METHODS | | | | | |
| Locally developed tests | √ | √ | √ | √ | √ |
| Standardized tests | √ | | | | |
| Pre-testing | | | | | |
| Post-testing | | √ | √ | | √ |
| Essay tests blind scored across units | | | | √ | |
| Internal juried review of student projects | | | | | |
| Externally juried review of student projects | | | | | |
| Externally reviewed internships | √ | | | | |
| Performance on National licensure examinations | √ | | | | |
| Performance on State licensure examinations | | | | √ | |
| Student work samples | | √ | √ | √ | √ |
| Collection of student work (e.g. portfolios) | | √ | | √ | √ |
| Course-embedded assessments | √ | √ | √ | | √ |
| Observation of student behavior | √ | √ | √ | | √ |
| Capstone project | | | | | √ |
| Performance on case study/problem | √ | √ | | | √ |
| Other | | | | | |
| INDIRECT METHODS | | | | | |
| Alumni survey | | | √ | √ | |
| Employer survey | | | √ | √ | |
| Student survey | | | √ | √ | |
| Exit interviews with graduates | | | √ | | |
| Graduate follow-ups | | | | | |
| Percent of students who continue for bachelors degree | | | | | |
| Retention studies | | | | | |
| Transfer studies | | | | | |
| Job placement statistics | | | | | |
| Focus groups | | | √ | | |

APPENDIX F

NAUGATUCK VALLEY COMMUNITY COLLEGE COURSE PLACEMENTS FALL SEMESTER 2001/2000

| <u>TEST</u> | <u>COURSE</u> | # | # | DIFFERENCE | % OF | % (+ or -) |
|--|----------------------------------|-------------|-------------|----------------------|--------------|------------------|
| | | TESTED | TESTED | | | |
| | | <u>FALL</u> | <u>FALL</u> | <u>2001 vs. 2000</u> | <u>TOTAL</u> | <u>FROM</u> |
| | | <u>2001</u> | <u>2000</u> | | | <u>YEAR 2000</u> |
| Reading 81% Placed in Remedial | ASD 097 - Intro to Thinking | 600 | 575 | 25 | 42.1% | |
| | ASD 098 - Applied Reasoning | 560 | 535 | 25 | 39.3% | |
| | No ASD Placement | 264 | 212 | 52 | 18.5% | |
| | Total | 1424 | 1322 | 102 | | 7.7% |
| Writing 66.2% Placed in Remedial | ESL (Credit and Credit Free) | 193 | 224 | -31 | 11.9% | |
| | ENG 097 - Basic English | 146 | 116 | 30 | 9.0% | |
| | ENG 100 - Fund. Of Writing | 927 | 879 | 48 | 57.2% | |
| | ENG 101 - Composition | 354 | 335 | 19 | 21.9% | |
| Total | 1620 | 1554 | 66 | | 4.2% | |
| Math 77.4% Placed in Remedial | Arithmetic | | | | | |
| | Math 091 - Prealgebra | 408 | 469 | -61 | 24.9% | |
| | Math 092 - Prealgebra | 131 | 140 | -9 | 8.0% | |
| | Math 096 - Elementary Algebra | 732 | 764 | -32 | 44.6% | |
| | Elementary Algebra | | | | | |
| | Math 102 - Intermediate Algebra | } | 244 | 224 | 20 | 14.9% |
| | Math 106 - Number Systems | | | | | |
| | Math 109 - Applied Math | | | | | |
| | College Level Math | | | | | |
| | Math 108 - Elementary Statistics | } | 104 | 68 | 36 | 6.3% |
| | Math 111 - Geometry | | | | | |
| | Math 113 - College Alegbra | | | | | |
| | Math 117 - Trigonometry | } | 16 | 21 | -5 | 1.0% |
| Math 120 - Applied Calculus | | | | | | |
| Math 205 - Calculus I | } | 6 | 10 | -4 | 0.4% | |
| Total | 1641 | 1696 | -55 | | -3.2% | |
| TOTAL NUMBER OF STUDENTS TESTED | | 1761 | 1735 | 26 | | |
| TOTAL NUMBER OF TESTING SESSIONS | | 152 | 168 | -16 | | |

NOTE: ESL numbers do include Danbury testing done by Robyn and Mary in August.

APPENDIX G

Database Descriptions

ABI-Inform Global, an iCONN database. Find leading U.S. & international business & management publications with in-depth coverage of business conditions & trends, company & product info, management techniques, & more.

ATLA Religion, an iCONN database. Index for interdisciplinary literature in the field of religion.

Business & Company Resource Center, an iCONN database. Information on companies & industries, with corporate profiles, company histories, financial information, rankings, product information, & industry overviews.

CINAHL, an iCONN database. Indexing for over 1,200 professional journals & supplemental materials in nursing & allied health. Periodical coverage dates from 1982 to the present. Full text access is available elsewhere.

EBSCO MasterFILE Premier Use MasterFILE to locate full text articles of all kinds, with both popular and academic content. It provides full text articles from over 1,880 publications, with indexing and abstracts for 2,500 more.

ERIC The U.S. Department of Education's Educational Resource Information Center database. ERIC offers indexing and abstracts of articles in educational publications as well as full text of educational digests.

Expanded Academic ASAP, an iCONN database. Another good source of academic & professional journal articles, in a wide range of fields.

FACTS.com Includes *Issues & Controversies on File*, and *Today's Science on File*, great places to find a good topic and begin research for assignment.

FirstSearch Advanced research. Check with a librarian for more information about this system.

General Reference Center Gold, an iCONN database. Great for gathering information on current topics.

Health & Wellness Resource Center, an iCONN database. Full text information from health & medical journals, pamphlets, general interest publications, reference materials, & references to useful web sites.

Health Source: Nursing/Academic Edition Access over 500 scholarly, full text journals in a wide variety of medical disciplines, with an emphasis on nursing. In addition, indexing and abstracts for articles from hundreds more, as well as texts of medical reference materials.

!Informe! (Revistas en Español), an iCONN database. Locate & read articles in Spanish & in bilingual publications.

InfoTrac OneFile, an iCONN database. A “mega” database with access to both general interest & academic publications.

LexisNexis Academic Universe, an iCONN database. Full text access to newspapers as well as business and legal information.

LexisNexis Statistical Universe, an iCONN database. A great resource for finding authoritative statistical data from many research organizations.

Magill OnLiterature Literary criticism, brief plot summaries, & descriptions of characters for hundreds of literary works.

Newspaper Source Full text of over 100 regional U.S. newspapers, and indexing for lots more.

Professional Collection, an iCONN database. A searchable resource of over 300 full text journals for education students and professionals on topics such as learning disabilities, child psychology, school law, and more.

Professional Development Collection Another place for educators to find resource material on every-thing from children's health & development to new research on learning theory.

PsycINFO, an iCONN database. Provides indexing and abstracts for articles from over 1700 psychology publications, dating from 1887 to the present. Full text to a portion of these is accessible through the Psychology & Behavioral Sciences Collection.

Psychology & Behavioral Sciences Collection Access to articles from over 450 full text journals that focus on emotional and behavioral issues.

Scribner’s Writers Series Critical & biographical essays on over 500 well-known writers.

SIRS Knowledge Source: SIRS Researcher A collection of full text articles on social, scientific, health, historic, economic, business, political & global issues. A good place to find maps.

SIRS Knowledge Source: SIRS Government Reporter Historical and current government documents, speeches, and federal directories.

SIRS Knowledge Source: SIRS Renaissance Provides information & visual resources in arts and humanities.

Westlaw A powerful database system that includes federal & state statutes & legislative materials, legal news & directories, public records, citation services, & more.

What do I Read Next? an iCONN database. Read something great? Want more of same? Look here. Users may also access lists of titles, plot summaries, & author biographies as well as information on all major literary awards.

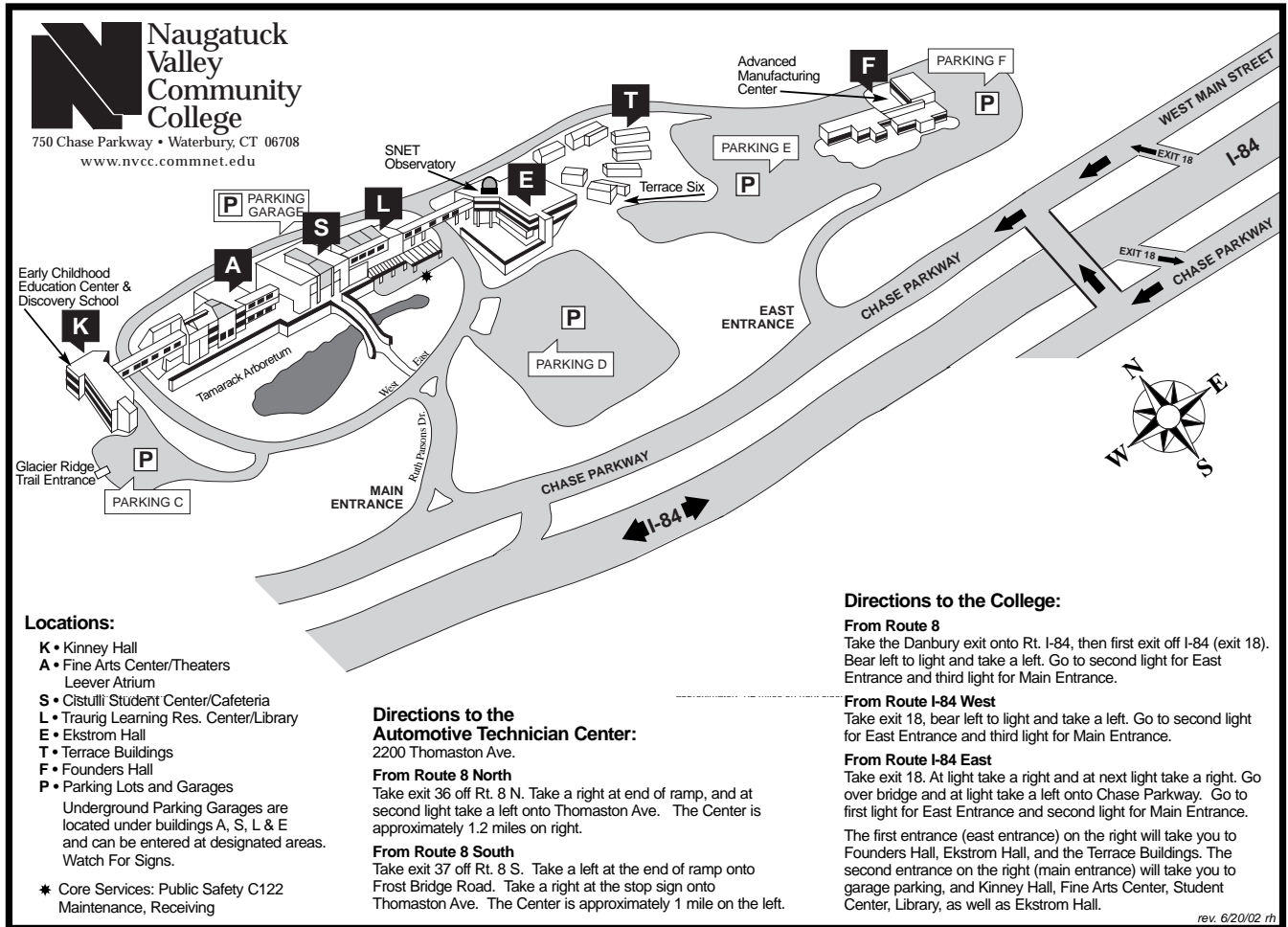
APPENDIX H

Computer Labs

| Lab Location | Date Purchased | Description | OS | Department | # PC's | Lab Use |
|-----------------------|--------------------|---------------------------------------|-------------|---------------|------------|----------------------|
| Kinney Hall | | | | | | |
| K615 | Summer 2001 | Dell PIII/1 ghz/256 | Win2K | BSS | 25 | BSS Lab |
| K614 | Summer 1998 | Kehtron PII / ghz/128 | Win2K | Arts/Hums | 21 | Composition/DTP |
| K613 | Summer 1998 | Kehtron PII/128 | Win2K | Arts/Hums | 4 | ESL |
| K612 | Summer 2001 | Dell PIII/1GHZ/256 | Win2K | Arts/Hums | 25 | Composition/DTP |
| K611 | Fall 1997 | Global PII/200mhz/128 | Win 98 | Arts/Hums | 9 | Tutoring |
| A506 | Fall '98 & Jan '99 | Dell PIII/500mhz/128 | Win 2K | Arts/Hums | 14 | Music Lab |
| Library | | | | | | |
| L303 | Summer 2001 | Dell PIV/1.3ghz/256 | Win 2K | Arts/Hums | 15 | Multimedia |
| L523 | Fall 1998 | S&L PII/300mhz/256 | Win 2K | Library | 21 | Electronic Classroom |
| L410 | Spring 1999 | Acer PII/400mhz/256 | Win 2K | Library | 13 | Library Reference |
| Ekstrom Hall | | | | | | |
| Mobile Lab | Spring 1999 | Acer Laptop/400mhz/64 | Win 98 | Business Div | 17 | Various |
| E618 | Summer '01 | Dell PIII/1ghz/256&UCR PII/400mhz/256 | Win2K | Allied Health | 13 | Nursing Lab |
| E503 | Summer 1998 | HighBit/300mhz/128 | Win 2K | Arts/Hums | 16 | Acad. Skills |
| E502 | Summer 1998 | HightBit/300mhz/128 | Win 2K | Arts/Hums | 5 | Acad. Skills |
| E535 | Summer 2001 | Dell PIII/1ghz/256 | Win XP | Business Div | 25 | Programming Lab |
| E534 | Summer 1998 | Dell PIV/1.8ghz/512 MB | Win XP | Business Div | 27 | Open Lab |
| E533e | Spring 1999 | Kehtron PII | Win XP | Business Div | 25 | Office Apps |
| E533d | Fall 2001 | Dell PIV/1.3ghz/512 | Win XP | Business Dive | 5 | Office Apps |
| E532 | Summer 1999 | Kehtron PII | Win XP | Business Div | 21 | Accounting |
| E531 | Summer 2001 | Dell PIII/1 ghz/256 | Win XP | Business Div | 21 | Office Apps |
| E402 | Spring 2002 | Dell PIV/1.8ghz/512 MB | Win 2K | Math/Science | 25 | Math Lab |
| E401 | Summer 1998 | UCR/300mhz/128 | Win 2K | Math/Science | 4 | Math Tutoring Lab |
| E422 | Summer 2001 | Mac G4/328 MB Ram | OS 9 | Math/Science | 11 | Science Exploration |
| E431 | Summer 1999 | IMacs/128 MB Ram | OS 8.6 | Math/Science | 24 | Science Lab |
| Founders Annex | | | | | | |
| F224 | Summer 1998 | UCR PII/266/128 | Win 2K | Business | 21 | Networking Lab |
| F223 | Spring 1999 | UCR PII/450/128 | Win 98 | ET | 21 | Lab View, etc |
| F222A | Spring 2002 | Aopen/1.8ghz/256/removable drives | Win 2K, etc | Business | 25 | Networking Lab |
| F222B | | various | Win 98, etc | Business | 21 | PC Repair |
| F221A | Summer 2000 | Dell PIII/700mhz/128 | Win 2K | CECED | 21 | Internet Center |
| F221B | Summer 1999 | Mac G3/400mhz/128 | OS 9 | CECED | 11 | Internet Center |
| F221C | Spring 2001 | Dell PIII/866/256 | Win 2K | CECED | 15 | Internet Center |
| F221D | | various | Win 98 | CECED | 12 | PC Repair |
| F220 | Spring 2000 | ACS PIII/500mhz/128 | Win 2K, etc | CECED | 15 | Internet Center |
| F125 | Summer 1999 | UCR PIII/500mhz/128 | Win XP | Business | 21 | Programming Lab |
| F123 | Winter 2000 | ACS PIII/500mhz/128 | Win XP | Business | 21 | Programming Lab |
| F122A | Winter 2000 | ACS PIII/500mhz/128 | Win XP | Business | 21 | Programming Lab |
| Founders | | | | | | |
| F315 | Winter 1999 | ACS PIII/500mhz/256 | Win 2K | ET | 21 | CAD |
| F313 | Spring 1999 | UCR PIII/500mhz/256 | Win 2K | ET | 21 | CAD |
| F309 | Summer 2001 | Dell PIII/1ghz/256 | Win 2K | ET | 21 | CAD |
| F308 | Spring 2002 | Dell PIV/1.8ghz/512 MB | Win 2K | ET | 21 | Elect. Apps |
| F112/118 | Summer 1998 | UCR PII/266/128 | Win 98 | ET | 18 | Elect. Apps |
| Other | | | | | | |
| AutoTech | Spring 1997 | UCR/200nhz/64&other | Win 98 | ET | 14 | AutoTech Apps |
| Danbury1 | Spring 1998 | Global PII/233mhz/128 | Win98 | CECED | 11 | Office Apps |
| Danbury2 | Spring 1998 | Mac G3/400mhz/128 | OS8.1 | CECED | 11 | Mac Apps |
| Danbury3 | Fall 2001 | G4/800mhz/384 | OS 10 | CECED | 11 | Mac Apps |
| OWL Center | Summer 2001 | Dell PIII/1ghz/128 | Win 2K | CECED | 1 | various |
| Total | | | | | 761 | |

APPENDIX I

CAMPUS MAP



APPENDIX J

EVIDENCE OF INSURANCE

MAJOR INSURANCE COVERAGE FOR THE

INSTITUTION

The State of Connecticut, and therefore the College is self-insured. Insurance policies are in effect for those circumstances for which the state does not self-insure. These are mostly liability policies to cover athletic programs and health-related academic programs such as Nursing and Allied Health. All State employees are bonded . The major policies are listed below:

| Title | Company |
|--|---|
| State Building and Contents | State Insurance and Risk Management Board (SIRMB) |
| Boiler and Machinery | SIRMB |
| Excess Automobile Liability Coverage | SIRMB |
| Excess Liability over and above the Automobile And Commercial General Liability | SIRMB |
| Collision and comprehensive physical damage | SIRMB |
| Statutory Bond on all State employees | SIRMB |
| Athletic Insurance | AIGLife Insurance Co. |
| Allied Health Students | Bene-Marc, Inc. |
| Child Development Center | R C Knox and Co., Inc. |
| Student Health Insurance | Security Insurance Company of Hartford Student Plans Inc. |

APPENDIX K

FINANCIAL STATEMENTS AND AUDITOR'S REPORTS

Presently the College reports financial information according to State accounting practices and is audited by the Auditors of Public Accounts. The following pages contain the auditor's report for fiscal years 1998 and 1999. The College is currently being audited for the 2000 and 2001 fiscal years. This audit will be concluded in the Fall 2002 semester, and the auditor's report will follow within approximately two months.

For the 2002 fiscal year, Connecticut Community Colleges will prepare financial statements in compliance with the Governmental Accounting Standards Board (GASB) requirements for public colleges and universities. Statements (Balance Sheet, Statement of Revenues, Expenses, and Changes in Net Assets, and Statement of Cash Flows) will be presented in a reporting format similar to corporate financial statements. The CTC System office has retained Price Waterhouse Coopers to assist in the conversion to GASB reporting and to serve as the independent auditors of the College's financial statements.

Since the state budget for fiscal year 2003 was not finalized at the time of this writing, a funds budget for FY03 was not available to be included in this appendix. A copy will be made available in the workroom at the time of the accreditation visit.

October 19, 2000

**AUDITORS' REPORT
BOARD OF TRUSTEES FOR THE COMMUNITY-TECHNICAL COLLEGES
NAUGATUCK VALLEY COMMUNITY-TECHNICAL COLLEGE
FOR THE FISCAL YEARS ENDED JUNE 30, 1998 AND 1999**

We have examined the financial records of Naugatuck Valley Community-Technical College for the fiscal years ended June 30, 1998 and 1999.

Financial statement presentation and auditing are being done on a Statewide Single Audit basis to include all State agencies. This audit has been limited to assessing the College's compliance with certain provisions of financial related laws, regulations, contracts and grants, and evaluating the College's internal control structure policies and procedures established to ensure such compliance.

This report on our examination consists of the Comments, Condition of Records, Recommendations and Certification that follow.

COMMENTS

FOREWORD:

Naugatuck Valley Community-Technical College, located in Waterbury, Connecticut, is one of the twelve two-year institutions that collectively form the Community-Technical College System, and is responsible to the Board of Trustees for the Community-Technical Colleges, a constituent unit of the State system of higher education. Naugatuck Valley Community-Technical College resulted from the merger in 1992 of Mattatuck Community College and Waterbury State Technical College. The College operates primarily under the provisions contained in Sections 10a-71 through 10a-80 of the General Statutes. Pursuant to the provisions of Section 10a-72 of the General Statutes, the Board of Trustees, through its Central Office in Hartford, administers the Community-Technical College System.

1

Auditors of Public Accounts

Section 10a-71 of the General Statutes provides that the Board of Trustees for the Community-Technical Colleges consists of 24 members, 22 appointed by the Governor and two elected by the students.

Dr. Richard L. Sanders served as President of Naugatuck Valley Community-Technical College during the audited period.

Recent Legislation:

The following notable legislative changes took effect during the audited period:

Public Act 97-293, effective July 1, 1997, requires the Board of Trustees for the Community-Technical Colleges to establish a permanent Endowment Fund for the Community-Technical College system to encourage donations from the private sector, with an incentive in the form of an Endowment Fund State grant, the net earnings on the principal of which are dedicated and made available to a regional community-technical college or the Community-Technical College system as a whole, for endowed professorships, scholarships, and programmatic enhancements.

Public Act 98-252, effective July 1, 1998, requires the Board of Trustees for the Community-Technical Colleges to establish procedures for the establishment of articulation agreements between the regional community-technical colleges and the regional vocational-technical schools in order to ensure a successful transition to higher education for students attending the regional vocational-technical schools.

Enrollment Statistics:

Enrollment statistics compiled by the College showed the following enrollment of full-time and part-time students during the audited period:

| | <u>Fall 1997</u> | <u>Spring 1998</u> | <u>Fall 1998</u> | <u>Spring 1999</u> |
|---------------------------|------------------|--------------------|------------------|--------------------|
| Full-time students | 1,442 | 1,209 | 1,473 | 1,340 |
| Part-time students | <u>3,447</u> | <u>3,365</u> | <u>3,279</u> | <u>3,068</u> |
| Total Enrollment | <u>4,889</u> | <u>4,574</u> | <u>4,752</u> | <u>4,408</u> |

Total average enrollment fell approximately five percent in fiscal year ended June 30, 1998 as compared to the fiscal year ended June 30, 1997. Total average enrollment declined another three percent in fiscal year ended June 30, 1999, although average full-time student enrollment increased by six percent during the same period.

RÉSUMÉ OF OPERATIONS:

During the audited period, operations of the College were primarily supported by appropriations from the State's General Fund and by tuition and fees credited to the College's Operating Fund. The Operating Fund, established under Section 10a-77 of the General Statutes, incorporated the activities of the former Tuition, Auxiliary Services, and Educational Extension

Funds, as well as the grant activity previously recorded in restricted accounts in the General Fund.

This report also covers the operations of the College's two fiduciary funds: the Student Activity Fund, and the Institutional General Welfare Fund.

General Fund:

General Fund receipts totaled \$108,497 and \$105,753 for the fiscal years ended June 30, 1998 and 1999, respectively, as compared to \$106,547 for the fiscal year ended June 30, 1997. During the audited year, receipts consisted primarily of collections of sales tax by the College's bookstore.

General Fund expenditures totaled \$13,148,069 and \$14,244,612 for the fiscal years ended June 30, 1998 and 1999, respectively, as compared to \$14,128,326 for the fiscal year ended June 30, 1997 and consisted entirely of personal services expenditures. The decrease of \$980,257 in expenditures in the fiscal year ended June 30, 1998 from fiscal year ended June 30, 1997 was largely the result of the retirement of forty-five employees on June 1, 1997 in connection with the State's Early Retirement Incentive Program. The increase of \$1,096,543 in expenditures from fiscal year ended June 30, 1998 to fiscal year ended June 30, 1999 resulted mainly from general salary increases.

Operating Fund:

The College's operating revenues and expenditures (excluding personal services expenditures charged to the General Fund) are accounted for within the Operating Fund. Receipts of the Operating Fund consisted primarily of student tuition, fees and grants.

Receipts recorded by the State Comptroller during the audited period and the preceding fiscal year are shown below:

| | <u>Fiscal Year</u> <u>1996-1997</u> | <u>Fiscal Year</u> <u>1997-1998</u> | <u>Fiscal Year</u> <u>1998-1999</u> |
|----------------|--|--|--|
| Total Receipts | <u>\$10,479,954</u> | <u>\$10,135,867</u> | <u>\$10,675,584</u> |

The annual tuition charges for full-time students set by the Board of Trustees for the Community-Technical Colleges during the audited period was \$1,608 for in-state students and \$5,232 for out-of-state students. Students participating in the New England Regional program paid tuition of \$2,412 during the same period. The College Services Fee assessed on all students each semester ranged, during the fiscal years audited, from \$37 to \$93 depending on the number of credits taken.

Total expenditures of the Operating Fund, as recorded by the State Comptroller during the audited period and the preceding fiscal year, are shown below.

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| | <u>Fiscal Year</u> <u>1996-1997</u> | <u>Fiscal Year</u> <u>1997-1998</u> | <u>Fiscal Year</u> <u>1998-1999</u> |
|----------------------|--|--|--|
| Personal services | \$3,066,664 | \$2,470,365 | \$3,638,604 |
| Contractual services | 2,734,806 | 2,781,274 | 3,255,965 |
| Commodities | 1,812,717 | 2,143,867 | 2,270,074 |
| Revenue refunds | 280,689 | 221,168 | 1,410,044 |
| Sundry charges | 2,579,191 | 2,365,198 | 355,357 |
| Equipment | 211,295 | 311,576 | 356,018 |
| Buildings | 0 | 12,194 | 0 |
| Total Expenditures | <u>\$10,685,362</u> | <u>\$10,305,642</u> | <u>\$11,286,062</u> |

During the audited period, expenditures were made primarily for personal service positions supported by Operating Fund revenue sources, employee fringe benefits, various College operating costs, refunds of revenue, and for equipment. Overall, Operating Fund accounts expenditures showed a nine and one half percent increase in fiscal year ended June 30, 1999 over fiscal year ended June 30, 1998. The major expenditures under the "Contractual Services" category were for electric utility service, sundry operating charges, general repairs, fees for outside professional services, and advertising. The major expenditures under "Commodities" were for commodities purchased for resale (in connection with the bookstore operations), educational supplies, and fuel.

Sundry charges decreased by over \$2,000,000 for the fiscal year ended June 30, 1999 as compared with the fiscal year ended June 30, 1998. This is because the College did not process the yearly transfer certificate for waivers and scholarships for fiscal year ended June 30, 1999, in the amount of \$2,396,639, until the following fiscal year. Revenue refunds increased from \$221,168 in fiscal year ended June 30, 1998 to \$1,410,000 in fiscal year ended June 30, 1999 as a result of a change in coding for student refunds.

State Capital Projects Funds:

Capital Projects Funds expenditures during the fiscal years ended June 30, 1998 and June 30, 1999 totaled \$1,543,234, and \$710,565, respectively, as compared to \$656,353 for the fiscal year ended June 30, 1997. Expenditures were made primarily for the improvement of buildings and grounds and also for the purchase of equipment.

Grants-Tax Exempt Proceeds Fund:

The College accounted for certain grants other than Federal grants in the Inter-agency/Intra-agency Grants-Tax Exempt Proceeds Fund. This fund was used to record receipts and disbursements related to grant transfers financed by State of Connecticut tax-exempt bonds in accordance with Sections 3-24a through 3-24h of the General Statutes.

Expenditures totaled \$26,487 and \$46,904 during the fiscal years ended June 30, 1998, and June 30, 1999, respectively. Expenditures were made primarily for general repairs, general plant equipment and other sundry operating services. There were no receipts of the fund for the fiscal years audited.

Fiduciary Funds:

Student Activity Fund:

The Student Activity Fund, established and operated under the provisions of Sections 4-52 through 4-55 of the General Statutes, is used for the benefit of the student body and accounts for funds that are largely under the control of the College's Student Senate, and are subject to the supervision of college officials.

Cash receipts, as presented in financial statements prepared by the College for this fund, totaled \$181,239 and \$128,224 for the fiscal years ended June 30, 1998 and June 30, 1999, respectively, as compared to \$232,270 for the fiscal year ended June 30, 1997. Not included in the cash receipts for the fiscal year ended June 30, 1999 were fee receivables in the amount of \$53,000, representing fees collected and deposited to the Operating Fund but not transferred to the Student Activity Fund as of June 30, 1999. Major sources of receipts were the student activity fees (\$10 per semester for full-time students and \$5 per semester for part-time students) and funds raised from various student functions and activities.

Total disbursements, according to financial statements prepared by the College, were \$194,526 and \$184,472 in fiscal year ended June 30, 1998 and fiscal year ended June 30, 1999, respectively, as compared to \$238,411 in the fiscal year ended June 30, 1997, and were mostly made to cover the costs of student organizations and related activities.

Institutional General Welfare Fund:

The Institutional General Welfare Fund operated under the provisions of Sections 4-56 through 4-58, inclusive, of the General Statutes. The fund was established to record the financial activities of any gifts, donations or bequests, including scholarships made to benefit students of the College. In addition the fund was used as a clearing account for student assistance checks which are split between the college accounts and the student, and for payment of tuition and fees and bookstore sales by credit card.

Receipts, as shown on financial statements prepared by the College for this fund, totaled \$2,499,377, and \$2,784,295 for the fiscal years ended June 30, 1998 and the fiscal year ended June 30, 1999, respectively, as compared to \$2,494,085 for the fiscal year ended June 30, 1997. As mentioned above, the majority of the receipts were the result of the College having processed credit card transactions for payment of tuition and fees through the fund. During the fiscal years audited, non-credit card receipts consisted mostly of scholarship monies received, scholarship-related transfers, and distribution of funds cleared through the bank account. In the fiscal year ended June 30, 2000, the College established a separate bank account to record the credit card transactions previously processed through the Institutional General Welfare Fund.

Financial statements prepared by the College reported total disbursements of \$2,431,195 and \$2,729,231 during the fiscal year ended June 30, 1998 and fiscal year ended June 30, 1999, respectively, as compared to \$2,499,240 in the fiscal year ended June 30, 1997. The majority of the disbursements were checks that were deposited to the Operating Fund in conjunction with the

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mentioned credit card activity. Non-credit card disbursements were mostly in connection with scholarships granted, and student loan activity.

Naugatuck Valley Community-Technical College Foundation, Inc.:

The Naugatuck Valley Community-Technical College Foundation, Inc. is a private corporation established to secure contributions, bequests and donations from private sources for the purposes of support, promotion and improvement of the educational activities of Naugatuck Valley Community-Technical College. The Foundation was incorporated on October 14, 1968.

Sections 4-37e through 4-37j of the General Statutes set requirements for foundations. The requirements include the annual filing of an updated list of board members with the State agency for which the foundation was set up, financial record keeping and reporting in accordance with generally accepted accounting principles, financial statement and audit report criteria, written agreements concerning use of facilities and resources, compensation of State officers or employees and the State agency's responsibilities with respect to foundations.

Effective January 1, 1999, the Foundation is preparing its financial statements on a fiscal year basis with a June 30th year-end. This change in fiscal year-end resulted in a short fiscal year with the six-month period ended June 30, 1999. Accordingly, we were provided with an audit report that covered the calendar year ended December 31, 1998 and the fiscal year ended June 30, 1999, a fiscal period of eighteen months. For the eighteen month period covered by the audit, the Foundation received \$81,156 in total support (receipts) and expended \$83,427.

PROGRAM EVALUATION:

Section 2-90 of the General Statutes authorizes the Auditors of Public Accounts to perform evaluations of selected agency operations. For our current audit, we conducted a program evaluation of Naugatuck Valley Community- Technical College's compliance with the "Minority and Small Business Set-Aside Program."

This program, established by Section 32-9e of the Connecticut General Statutes requires each agency to set as an annual goal to contract with certified small contractors for at least 25 percent of the agency's projected annual expenditures after allowance for exemptions. (Exempted expenditures include personal services, utility costs and other non-contractual expenditures). The Statute further requires that one-quarter of this amount (or 6.25 percent of the total projected annual expenditures after exemptions) be with certified minority/women owned businesses.

A small business is defined by statute as any company doing business and having its principal place of business in Connecticut for at least a year, having gross revenues of less than ten million dollars and with 51 percent ownership by the person or persons actively involved in the daily affairs of the business. Furthermore, a company qualifies as a minority/women owned firm if it is owned and operated by a person who is a member of a minority group, has at least 51 percent ownership of the company, is actively involved in the company's daily affairs and operations, and has the power to direct the management of the company. A minority owned firm must also meet the definition of a small business. A certification process, conducted by the

Department of Administrative Services, establishes a company's status as small business and minority-women owned. Once certified, a company can bid on contracts covered by the program.

To achieve the goals of the program, agencies must set-aside contracts for the purchase of goods and services, and for certain construction expenditures. As noted above, by Statute certain contracts may not be set aside: for example, contracts that conflict with Federal law or regulation, or contracts for goods or services that are not customarily available from or supplied by small contractors. Deducting these approved exemptions from total agency expenditures results in a figure representing the "total agency fiscal year budget for small business program after approved exemptions deducted". Program goals are then set at 25 percent of this total for small business and 25 percent of that total for small minority-women business set-aside goals. Agencies are required to report quarterly their contractual activities under the program to the Commission on Human Rights and Opportunities (CHRO) on forms CHRO 1 and CHRO 2, which publishes the data in its *Annual Report to the Legislature* ("Annual Report").

We evaluated the performance of the College with respect to the attainment of program goals for the fiscal years audited. As part of this evaluation, we reviewed the General Statutes governing the program, interviewed agency personnel to obtain their perspectives, and reviewed other program information. We also reviewed the College's quarterly report submissions for the fiscal years ended June 30, 1998, and June 30, 1999, and for the first two quarters of fiscal year ended June 30, 2000. Lastly, we analyzed program data, as published by the CHRO in its *Annual Report*, for the other eleven community colleges as well as for the Central Office of the Board of Trustees of the Community-Technical Colleges, in order to compare the Naugatuck Valley's performance to the performance, in the aggregate, of the other components of the Community-Technical College system.

The results of our review found that the College did not meet its overall small business goals for both fiscal years ended June 30, 1998 and June 30, 1999. For fiscal year ended June 30, 1998, the College's approved small business program goal expenditures were calculated to be \$554,235. The small business minority-women-owned business goal for the same fiscal year was \$138,559 (25 percent of the small business goal). Due to quarterly reporting errors by the College, the CHRO's 1998 Annual Report reported the College achieved zero percent of both goals. This lack of achievement of the program goals was evidently due to the College having incorrectly reported the expenditure data to the CHRO and resulted in the College not having received credit in the CHRO Annual Report. If the College had reported properly the expenditures, the percentage of achievement of the small business goal would have been approximately 55 percent (the percentage of minority-women business goal attainment was not readily available for this fiscal year). Erroneous reporting was one of the problems associated with the program that the College dealt with during that fiscal year. The College also had misunderstandings as to what constituted a "set-aside" contract. To resolve these issues a meeting between the College and CHRO was held in August 1998, which addressed these problems and misunderstandings and also provided the College with additional information as to sources of registered vendors and other program requirements.

After this meeting, the College began to increase its efforts in both improving the percentage of implementation of program goals and in the reporting of the results. One of the changes implemented was that the College designated certain categories of purchases specifically as "set-aside" contracts. Additionally, "set-asides" were established for additional categories of purchases as the opportunities arose. As a result of these and other changes, the College reported, and the CHRO Annual Report reflected, achievement of 68 percent of the overall small business goal and 189 percent of the small minority business goal for fiscal year ended June 30, 1999. Although the 68 percent of the small business goal was lower than the 86 percent attainment of goal by the rest of the Community-Technical College System as a whole, for fiscal year ended June 30, 1999, it nonetheless represented improvement over the previous fiscal year; an improvement which appears to have continued in the following fiscal year. A review of the quarterly reports for the first two quarters of fiscal year ended June 30, 2000, shows the College had already achieved 71 percent of the small business set-aside goal and 130 percent of its small minority business goal. Accordingly, the College is well on its way to meeting the goals of the program for the fiscal year ending June 30, 2000. It should be noted, however, that attainment of the goals in one fiscal year does not guarantee achievement of the goal in subsequent fiscal years. In order to ensure full attainment of the goals of the program, the College must make a concerted effort to do so each fiscal year.

Accordingly, we make the following recommendation:

- | | |
|-------------------|---|
| <i>Criteria:</i> | Section 32-9e of the Connecticut General Statutes requires State agencies to set aside each fiscal year, after approved exemptions, 25 percent of their budget for construction, housing rehabilitation, and purchasing of supplies and services to be awarded to certified small business, with 25 percent of this amount to be awarded to certified minority/women owned firms. |
| <i>Condition:</i> | During the fiscal years audited, the College fell short of its goal of awarding 25 percent of its approved budget for expenditures to small businesses, although in fiscal year ended June 30, 1999 the College did exceed the minority/women owned component of the goal. In fiscal year ended June 30, 1998, the College achieved only a 55 percent attainment of the small business goal; in fiscal year ended June 30, 1999, the College did somewhat better, with a 68 percent achievement of the small business goal. |
| <i>Effect:</i> | The College was not in compliance with the Section 32-9e of the Connecticut General Statutes during the fiscal years audited. |
| <i>Cause:</i> | The College pointed to several causes that have contributed to this condition. Most notably, the College cites misunderstandings with some general program requirements as one cause, particularly as it pertains to the definition of a set-aside contract. The College also cited difficulty in locating qualified vendors as another primary cause. |

Recommendation: The College should meet the program's goals by increasing its efforts to set aside contracts for small business and minority/women business enterprises. (See Recommendation 1.)

Agency Response: "The College agrees with this finding and continually attempts to increase the participation of small and minority-owned businesses."

CONDITION OF RECORDS

Our review of the financial records of Naugatuck Valley Community-Technical College revealed certain areas requiring attention, as discussed in this section of the report.

Personal Services Agreements:

- Criteria:*
1. The Community-Technical College's "Agency Purchasing Policies" require that all agreements for personal services must be prepared using an appropriate personal services agreement.
 2. The College's "Employees' Policies and Procedures Manual" requires that any purchase of goods or services must be initiated by a purchase requisition and properly approved prior to the date the services or goods are rendered.
 3. The College's "Agency Purchasing Policies" require that amendments to personal services agreements must be in writing and authorized in accordance with the compatible requirements for new personal service agreements.
- Condition:*
1. We found personal service agreements were not prepared for eight of 25 payments to personal service contractors, which were randomly sampled and tested.
 2. For five of the 25 payments randomly sampled and tested, we found the purchase requisitions were submitted and/or approved after the personal services had been rendered.
 3. For one agreement tested, we found substantial changes to the payment terms were made without an amendment to the personal services agreement having been prepared and fully authorized.
- Effect:*
- In all three instances noted above the College did not adhere to its established purchasing policies and procedures.
- Cause:*
1. In many of the cases, the services had been rendered before a purchase requisition had been issued; therefore, the College did not seek to prepare personal services agreements.
 2. Certain units of the College did not follow established procedures by submitting a purchase requisition before procuring goods and/or services.

3. College personnel stated that the reason they did not prepare an amendment was because the change resulted in lower costs to the College.

Recommendation: The College should take steps to ensure that a valid personal services agreement has been executed and signed for every payment to a personal service contractor. Additionally, purchase requisitions for personal service agreements should be submitted and approved prior to the rendering of the service. Lastly, the College should prepare amendments whenever changes to the terms of a personal service agreement are made. (See Recommendation 2.)

Agency Response: "The College agrees with this finding. The majority of the failures to adhere to the purchasing policies and procedures cited in the audit report were the result of the actions of one unit of the college. On July 13, 2000 the dean of administration and a representative of the business office met with the unit supervisor and program coordinators to review the personal services agreement requirements, the necessity of preparing purchase requisitions before services are rendered, and the need to follow proper procedures when amending personal services agreements. Likewise, all units of the college will be reminded of the need to comply with the purchasing policies."

Payroll Records and Payments:

Criteria: 1. According to the Connecticut Collegiate Awareness and Preparation program (CONNCAP) grant agreement from the Department of Higher Education, the (College) agrees to abide by the proposal, program budget, and Statement of Assurances, which states in paragraph B that, "The program will operate in compliance with all applicable Connecticut State laws and regulations, and program guidelines." Additionally, Paragraph E states that, "the (College) agrees to maintain an accounting system, internal controls and supporting documentation including, but not limited to payroll records, time and attendance records...for all program activities during the period of the agreement."

2. The College's "Employees' Policies and Procedures Manual" requires all applicable employees to submit biweekly timesheets signed by the employee and his or her supervisor.

3. Sound internal control practices dictate that persons employed under a contract must be paid in accordance with that contract. At the end of a contract period continued employment should be authorized either by an addendum to the original contract or by the creation of a new contract.

Condition:

1. We found wages were paid to the CONNCAP counselors in amounts, and for pay periods, which were not in agreement with the CONNCAP grant agreement and with the employment contracts. Counselors signed contracts that awarded them up to \$1,500 over a six-week period, at a rate of \$6 per hour. The contract period ran from June 29, 1998 to August 7, 1998. We found the payments to these counselors were paid in two equal installments: the first installment, in the amount of \$750 (representing 125 hours) for seven counselors, and in the amounts of \$288 (36 hours) for two counselors and in the amount of \$420 (60 hours) for one counselor. This first installment was authorized with the pay period ended July 2, 1998, just three days after the contract period began. We found the second installment, in the same amounts, were paid with the pay period ended July 30, 1998, seven days before the end of the contract period. Additionally, no timesheets were prepared to support these payments, as required by the grant agreement and college policy. This condition affected ten counselors. The amount of wages paid totaled \$12,292.

We reported the above matter to the Governor and other State Officials on September 15, 2000 as required by Section 2-90 of the General Statutes.

2. We found eleven employees at the College received wages for pay periods in which their timesheets either were not fully completed and/or signed by their supervisors.

3. A student worker, who was not part of the CONNCAP summer work program, was paid for hours worked that were not covered by an employment contract. An employment contract, covering the period in question, was generated almost two years after the student had performed the work and for which the student already had been paid.

Effect:

1. The effect of paying employees in this manner was that wages were paid prior to any work having been performed. Additionally,

because of the irregular nature of these payments and the lack of timesheets supporting the payments, we could not determine that the actual hourly wages paid the workers were in accordance with the employment contracts.

2. Wages were paid to employees that were not supported by properly completed timesheets.

3. An employee was paid without an existing contract, in violation of sound internal control practices.

Cause:

1. College personnel explained that by paying the CONNCAP counselors in this manner and not requiring them to prepare timesheets reduced the administrative burden of the program.

2. The College does not have an established procedure to follow-up on timesheets that are incomplete. Though the incomplete timesheets were 'red-flagged' for action, they remained without follow-up for months.

3. The College did not adhere to internal control procedures for obtaining the proper authorization to maintain student workers and for processing their payments.

Recommendation:

The College should comply with all applicable payroll and personnel rules and regulations, including CONNCAP grant program payroll requirements. In particular, the College should require all employees to submit timesheets signed by the employees and their supervisors. The College should pay wages to employees only in accordance with contractual terms and only after the services have been rendered. Incomplete timesheets should be followed up and fully completed. Employment contracts should be properly authorized and signed prior to the continued employment and payment of wages to a contractual worker. (See Recommendation J.)

Agency Response:

"The College agrees with this finding. The dean of administration and the assistant personnel director met with the CONNCAP director and reviewed the circumstances of the audit finding and the payroll procedures. The CONNCAP program for the current year is in compliance with all payroll regulations.

As noted by the auditors, the College's Employee and Procedures Manual requires all applicable employees to submit biweekly timesheets signed by the employee and his/her supervisor. The manual also indicates the procedure to be followed if an employee

or supervisor is absent when the timesheet is due in the payroll office. Unfortunately, despite diligent, but perhaps not well-documented, efforts of the payroll staff have not always been complied with by some supervisors or employees. The Director of Human Resources has recently met with the payroll staff to emphasize the importance of strict adherence to the policy and procedure, and the need to document all follow-up efforts. In addition, the college will establish a formal follow-up procedure that will include written notices and requests to supervisors and employees, and the consequences for failure to comply."

Federal Grants Receivable:

- Criteria:* Proper cash management requires that cash drawdowns of Federal grant receivables should be performed as soon as all the conditions for which drawdowns are allowed have been met.
- Condition:* Our audit reviewed a cash drawdown from the College's Federal Work Study program in the amount of \$413,144 on March 25, 1999. We found that most of the expenditures for which this drawdown was made were posted to the College's records by the end of October 1998, some five months earlier. Our analysis of a drawdown from the College's Federal Pell Grant program, in the amount of \$465,349, on June 1, 2000, found that the expenditures for which this drawdown was made were posted to the College's records during the period December 1999 to March 2000, some two to six months earlier.
- Effect:* If the College had drawn down these Federal receivables in a more timely manner, the State could have earned additional interest income in each instance of approximately \$8,500.
- Cause:* The College did not provide a reason for the failure to promptly drawdown its Federal Receivables.
- Recommendation:* The College should draw down Federal receivables more promptly. (See Recommendation 4.)
- Agency Response:* "The College agrees with this finding relative to the 1999 fiscal year and attempted to improve the process for FY 2000. In fiscal year 2000 there were delays in the electronic processing of the Federal Pell authorization as a result of computer problems at the US Department of Education. Once resolved, there were additional problems at the college in the electronic transfer of student financial aid information to the US Department of Education. This resulted in a delay in the draw down of funds

expended by the college. At no time during either fiscal year were financial aid payments to students delayed. The college is confident that the computer processing problems have been resolved."

RECOMMENDATIONS

Status of Prior Audit Recommendations:

- The College should attempt collection of the amounts due it by directly contacting the debtor and/or by turning over the accounts to the Bureau of Collection Services or to a private collection agency as provided for in Board of Trustees' policy. Accounts deemed uncollectible should be written-off in accordance with Section 3-7 of the Connecticut General Statutes. Our current audit found the College has begun the detailed process of determining which receivables should be collected and which should be written-off in accordance with established requirements. At the time of our field work (June 2000) the College had completed a review of about one-fourth of the accounts in question and were in the process of reviewing another one-fourth. As a result of this initial review, ninety-five accounts were written off having a total dollar value of \$29,959. The College anticipates completing the review of all remaining accounts by the end of the 2000 calendar year. Accordingly, we consider the recommendation implemented.
- The College should maintain a complete and integrated set of books for the Welfare Fund in accordance with the State Comptroller's Activity and Welfare Accounting Procedures Manual. Bank reconciliations should be performed on a monthly basis and should be reviewed by a supervisor for outstanding items to ensure prompt resolution. The College should request the opening of a bank account to be used exclusively for the credit card activity of the Operating Fund. Our current audit found improvements have been made. Bank reconciliations are now being performed promptly and a separate bank account for credit card activity has been established. Accounting records have been improved. Accordingly, we consider the recommendation implemented.
- The College should follow property control requirements as set forth by the State Comptroller in the *Property Control Manual*. Specifically, College inventory records should be maintained to support the totals appearing on the "Fixed Asset/Property Inventory Report." Annual physical inventories should be performed of all College property. The College should comply with the requirements of Section 4-33a of the General Statutes and promptly report all losses of State property. Our current audit found improvement has been made in this area and, accordingly, we consider the recommendation implemented.
- The College should develop procedures to assure compliance with Section 4-37g of the General Statutes dealing with foundation audit reports. Our current audit found the College has developed procedures to assure compliance and was in compliance with the statutes dealing with foundation reports during the fiscal years audited. Accordingly, we consider the recommendation implemented.

Current Audit Recommendations:

The four recommendations that follow have been developed as a result of this audit examination.

1. **The College should strive to meet the Small Business Set-Aside Program's goals by increasing its efforts to set aside contracts for small business and minority/women business enterprises.**

Comment:

During the fiscal years audited, the College fell short of its goal of awarding 25 percent of its approved budget for expenditures to small business enterprises, although in fiscal year ended June 30, 1999 the College did exceed the minority/women owned component of the goal. In fiscal year ended June 30, 1998, the College achieved only a 55 percent attainment of the small business goal; in the fiscal year ended June 30, 1999 the College did somewhat better, with a 68 percent achievement of the small business goal. In both fiscal years, however, the College failed to achieve the statutory minimum of 100 percent of program goals for small business enterprises.

2. **The College should take steps to ensure that a valid personal services agreement has been executed and signed for every payment to a personal service contractor. Purchase requisitions for personal service contractors should be submitted and approved prior to the rendering of the service. The College should prepare amendments to personal services agreements whenever changes to key terms are made.**

Comment:

For eight of 25 payments to personal service contractors we sampled and tested, we found no personal services agreements were prepared. For five of the 25 payments tested, the purchase requisitions were submitted and/or approved after the services had been rendered. For one agreement tested, substantial changes to the payment terms of the agreement were made without an amendment having been prepared and fully executed.

3. **The College should comply with all applicable payroll and personnel rules and regulations, require all employees to submit timesheets signed by the employees and their supervisors, and pay wages to employees only in accordance with contractual terms and only after the services have been rendered. Incomplete timesheets should be followed up and fully completed and employment contracts should be properly authorized.**

Comment:

We found wages were paid to the CONNCAP counselors in amounts and for pay periods that were not in agreement with the CONNCAP contracts, resulting in wages being paid before the services had been rendered. Additionally, no timesheets were prepared to

support these payments, as required by the grant agreement and college policy. Other employees at the College received wages for pay periods in which they did not fully complete their timesheets. A student worker, who was not part of the CONNCAP summer work program, was paid for hours worked not covered by an employment contract.

4. The College should draw down Federal receivables more promptly.

Comment:

Our analysis of a cash drawdown from the Federal Work Study program in the amount of \$413,144 on March 25, 1999, found that most of the expenditures for which this drawdown was made were posted to the College's records five months earlier. Our analysis of a drawdown from the Federal Pell Grant program in the amount of \$465,349 on June 1, 2000 found that the expenditures for which this drawdown was made were posted to the College's records two to six months earlier. If the College had drawn down these Federal receivables in a more timely manner, the State could have earned additional interest income in each instance of approximately \$8,500.

INDEPENDENT AUDITORS' CERTIFICATION

As required by Section 2-90 of the General Statutes we have audited the books and accounts of Naugatuck Valley Community-Technical College for the fiscal years ended June 30, 1998 and 1999. This audit was primarily limited to performing tests of the College's compliance with certain provisions of laws, regulations, contracts and grants, and to understanding and evaluating the effectiveness of the College's internal control policies and procedures for ensuring that (1) the provisions of certain laws, regulations, contracts and grants applicable to the College are complied with, (2) the financial transactions of the College are properly recorded, processed, summarized and reported on consistent with management's authorization, and (3) the assets of the College are safeguarded against loss or unauthorized use. The financial statement audit of Naugatuck Valley Community-Technical College for the fiscal years ended June 30, 1998 and 1999 are included as a part of our Statewide Single Audit of the State of Connecticut for those fiscal years.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial-related audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether Naugatuck Valley Community-Technical College complied in all material or significant respects with the provisions of certain laws, regulations, contracts and grants and to obtain a sufficient understanding of the internal control to plan the audit and determine the nature, timing and extent of tests to be performed during the conduct of the audit.

Compliance:

Compliance with the requirements of laws, regulations, contracts and grants applicable to Naugatuck Valley Community-Technical College is the responsibility of Naugatuck Valley Community-Technical College's management.

As part of obtaining reasonable assurance about whether the College complied with laws, regulations, contracts, and grants, noncompliance with which could result in significant unauthorized, illegal, irregular or unsafe transactions or could have a direct and material effect on the results of the College's financial operations for the fiscal years ended June 30, 1998 and 1999, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with these provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*. However, we noted certain immaterial or less than significant instances of noncompliance, which are described in the accompanying "Condition of Records" and "Recommendations" sections of this report.

Internal Control over Financial Operations, Safeguarding of Assets and Compliance:

The management of Naugatuck Valley Community-Technical College is responsible for establishing and maintaining effective internal control over its financial operations, safeguarding of assets, and compliance with the requirements of laws, regulations, contracts and grants applicable to the College. In planning and performing our audit, we considered the College's internal control over its financial operations, safeguarding of assets, and compliance with requirements that could have a material or significant effect on the College's financial operations in order to determine our auditing procedures for the purpose of evaluating Naugatuck Valley Community-Technical College's financial operations, safeguarding of assets, and compliance with certain provisions of laws, regulations, contracts and grants, and not to provide assurance on the internal control over those control objectives.

However, we noted certain matters involving the internal control over the College's financial operations, safeguarding of assets, and/or compliance that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of internal control over the College's financial operations, safeguarding of assets, and/or compliance that, in our judgment, could adversely affect the Agency's ability to properly record, process, summarize and report financial data consistent with management's authorization, safeguard assets, and/or comply with certain provisions of laws, regulations, contracts, and grants. We believe the following findings represent reportable conditions: failure to prepare personal service agreements for payments made to personal services contractors, and payments to employees in advance of services rendered and not supported by properly approved timesheets.

A material or significant weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with certain provisions of laws, regulations, contracts, and grants or the requirements to safeguard assets that would be material in relation to the College's financial operations or noncompliance which could result in significant unauthorized, illegal, irregular or unsafe transactions to the College being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over the College's financial operations and over compliance would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material or significant weaknesses. However, we believe that none of the reportable conditions described above is a material or significant weakness.

We also noted other matters involving internal control over the College's financial operations and over compliance which are described in the accompanying "Condition of Records" and "Recommendations" sections of this report.

This report is intended for the information of the Governor, the State Comptroller, the Appropriations Committee of the General Assembly and the Legislative Committee on Program Review and Investigations. However, this report is a matter of public record and its distribution is not limited.


CONCLUSION

We wish to express our appreciation for the courtesies and cooperation extended to our representatives by the personnel of Naugatuck Valley Community-Technical College during the course of our examination.


Gary P. Kriscenski
Associate Auditor

Approved:


Kevin P. Johnston
Auditor Public Accounts


Robert G. Jaekle
Auditor of Public Accounts

APPENDIX L

NVCC GRANTS/GIFTS RECEIVED

The table below conveys total grants received by NVCC for the academic year noted.

| Program (Sources in parentheses) | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 |
|---|------------------|------------------|------------------|------------------|------------------|------------------|
| Arts Presentation Grant (Conn. Commission on the Arts) | | | \$666 | | \$666 | \$666 |
| Carl Perkins Basic (State Department of Education) | \$123,936 | \$123,936 | \$107,877 | \$74,088 | \$74,088 | \$115,879 |
| Carl Perkins Technical Preparation (State Department of Education) | \$146,853 | \$146,853 | \$180,070 | \$77,445 | \$77,445 | \$50,000 |
| ConnCAP Expansion to Middle Schools (Waterbury Foundation) | | \$24,187 | | | | |
| Connecticut Charts A Course (Wheeler Clinic, Inc.) | | \$8,750 | | \$38,405 | \$52,550 | \$45,000 |
| Connecticut College Access & Success - ConnCAS (State Department of Higher Education) | \$20,000 | \$20,000 | \$25,000 | \$21,000 | \$20,900 | \$18,810 |
| Connecticut Collegiate Awareness & Bridge Prog – ConnCAB (State Department of Higher Education) | | | | | \$72,860 | \$69,217 |
| Connecticut Collegiate Awareness & Preparation - ConnCAP (State Department of Higher Education) | \$166,000 | \$166,000 | \$199,332 | \$221,780 | \$208,050 | \$187,245 |
| Distance Learning Course Development (Distance Learning Consortium/Charter Oak State College) | | | | \$15,000 | \$7,500 | \$72,493 |
| Exploring Exciting Careers (Waterbury Foundation) | | | | | \$8,165 | \$5,366 |
| Junior High Pilot for ConnCAP (Nellie Mae Fund for Education) | | \$30,000 | | | | |
| Library (Max Traurig Foundation) | \$174,000 | | | | | |
| Manufacturing Leadership Certification Program (Distance Learning Consortium/Charter Oak College) | | | | | \$25,000 | |
| Nellie Mae Bridge to College (Nellie Mae Foundation) | | | | | \$78,800 | |
| Northeast Utilities Educational Grant (Northeast Utilities) | | | | \$6,500 | \$6,500 | |
| Rapid Prototype Machine and Software (Siemon Corporation/NVCC Foundation) | | | | | \$50,000 | |
| Region H Tri-Convenor Functions (Area Cooperative Educational Services) | | | | | \$2,000 | \$2,000 |
| School Readiness & Child Day Care (Area Cooperative Educational Services) | | \$56,853 | \$150,000 | \$184,000 | \$170,000 | \$190,000 |
| School-to-Career Co-Convenors (Area Cooperative Educational Services) | | \$9,000 | \$10,000 | \$5,000 | | |
| School-to-Career Gender Equity (City of Waterbury) | | \$18,000 | \$20,000 | | | |
| Sloan Foundation Project (Charter Oak State College) | | \$6,500 | \$12,500 | | | |
| Summer Food Service Program (State Department of Education) | \$6,475 | \$6,475 | \$11,460 | \$9,349 | \$8,519 | \$9,505 |
| Summer Youth Employment (City of Waterbury) | | | \$24,946 | \$46,880 | | |
| Waterbury School Priority Grant (City of Waterbury) | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| WIA In-School Summer/Year Round Program (City of Waterbury) | | | | | | \$45,356 |
| TOTALS | \$647,264 | \$626,554 | \$751,851 | \$709,447 | \$918,399 | \$848,421 |

A Sampler of Gifts from Industry and Private Sources (1997-2002)

- 1997 Instruction Lab Grant for software licenses
 Microsoft (\$56,000)
- 1997-1999 Solar panels to power Greenhouse
 Northeast Utilities (\$13,000)
- 2000 Scholarship funds and manufacturing equipment for
 Engineering Technologies Division
 Siemon Corporation (\$280,000)
- 2001 Scholarships for Automotive Technician Program
 Bridgestone/Firestone (\$5,000)
- 2001 Advanced Project Center
 Department of Energy (\$300,000)
- 2001 Fuel Cell Energy Certificate Scholarships
 Department of Energy (\$40,000)
- 2001 Mainstage atrium addition
 Ruth Ann Leever (\$1,000,000)
- 2001 35-ton plastic injection molding machine for Engineering
 Technologies Division
 Auberg Company
- 2001 Grant to reduce energy consumption
 Connecticut Light and Power (\$228,000)
- 2002 Anatomy and physiology study room learning materials
 Audrey Walzer (\$5,000)

APPENDIX M

**The following publication was placed in the Waterbury Republican on
May 5, May 8, and May 11, 2002**

PUBLIC NOTICE

Naugatuck Valley Community College (NVCC) will undergo a comprehensive evaluation visit October 23, 2002, by a team representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). The Commission on Institutions of Higher Education is one of eight accrediting commissions in the U.S. that provide institutional accreditation on a regional basis. Accreditation is voluntary and applies to the institution as a whole. The Commission, which is recognized by the U.S. Department of Education, accredits approximately 200 institutions in the six-state New England region. NVCC has been accredited by the Commission since 1973 and was last reviewed in October 1992. Its accreditation by NEASC encompasses the entire institution.

For the past year and a half, NVCC has been engaged in a process of self-study, addressing the Commission's Standards for Accreditation. An evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the institution; following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the institution to:

Public Comment:

Naugatuck Valley Community College
Commission on Institutions of Higher Education
New England Association of Schools and Colleges

209 Burlington Road • Bedford, MA 01730-1433
e-mail: cihe@neasc.org.

Comments must address substantive matters related to the quality of the institution. Comments will not be treated as confidential. Written, signed comments must be received by October 23, 2002. The Commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address, and telephone number of the person providing the comments. The Commission cannot settle disputes between individuals and institutions, whether those involve faculty, students, administrators, or members of other groups. Individuals considering submitting complaints against an affiliated institution should request the separate Policy and Procedures for the Consideration of Complaints Made Against Affiliated Institutions from the Commission office.

APPENDIX N

CIHE DATA FORM I CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED)

| FISCAL YEAR ENDS MONTH <u>6</u> DAY <u>30</u> | 3 YEARS PRIOR (FY 1998) | 2 YEARS PRIOR (FY 1999) | 1 YEAR PRIOR (FY 2000) | MOST RECENTLY COMPLETED FY (FY 2001) | CURRENT BUDGET (FY 2002) |
|--|-------------------------------|-------------------------------|------------------------------|---|--------------------------------|
| CURRENT FUND REVENUES RESTRICTED & UNRESTRICTED | | | | | |
| 1) TUITION & FEES | \$7,222,319 | \$7,634,443 | \$8,056,660 | \$8,429,735 | \$8,582,608 |
| 2) GOVERNMENT APPROPRIATIONS | \$17,715,858 | \$18,838,001 | \$20,601,529 | \$20,223,951 | \$21,525,595 |
| 3) GOVERNMENT GRANTS & CONTRACTS | \$1,936,136 | \$2,583,607 | \$2,544,357 | \$3,046,823 | \$3,542,472 |
| 4) PRIVATE GIFTS, GRANTS & CONTRACTS | \$4,956 | \$50,172 | \$3,836 | \$159,669 | \$73,596 |
| 5) ENDOWMENT INCOME | | | | | |
| 6) AUXILIARY ENTERPRISES | | | | | |
| 7) OTHER | \$1,617,100 | \$1,655,141 | \$1,801,784 | \$1,947,781 | \$1,898,079 |
| 8) TOTAL REVENUES | \$28,496,369 | \$30,761,364 | \$33,008,166 | \$33,807,959 | \$35,622,350 |
| CURRENT FUND EXPENDITURES RESTRICTED & UNRESTRICTED | | | | | |
| 9) INSTRUCTION | \$11,183,237 | \$11,962,883 | \$12,639,161 | \$13,096,964 | \$13,808,711 |
| 10) RESEARCH | | | | | |
| 11) PUBLIC SERVICE | \$250,982 | \$748,848 | \$611,264 | \$720,046 | \$724,360 |
| 12) ACADEMIC SUPPORT | \$4,252,617 | \$4,918,369 | \$5,456,712 | \$5,141,939 | \$4,632,154 |
| 13) STUDENT SERVICES | \$3,450,987 | \$4,098,763 | \$4,712,322 | \$4,894,152 | \$4,973,225 |
| 14) INSTITUTIONAL SUPPORT | \$3,638,380 | \$4,452,672 | \$4,934,100 | \$4,849,498 | \$4,692,763 |
| 15) OPERATION, MAINTENANCE OF PLANT | \$2,800,314 | \$3,010,781 | \$3,324,278 | \$3,172,424 | \$3,193,756 |
| 16) SCHOLARSHIPS & FELLOWSHIPS | \$2,103,765 | \$2,422,832 | \$2,471,057 | \$3,052,185 | \$3,235,965 |
| 17) MANDATORY TRANSFERS | | | | | |
| 18) NONMANDATORY TRANSFERS | -\$311,196 | -\$51,504 | -\$170,869 | \$13,943 | -\$142,047 |
| 19) AUXILIARY ENTERPRISES | | | | | |
| 20) OTHER | | | | | |
| 21) TOTAL EXPENDITURES | \$27,369,086 | \$31,563,644 | \$33,978,025 | \$34,941,151 | \$35,118,887 |
| 22) REVENUE LESS EXPENDITURES | \$1,127,283 | -\$802,280 | -\$969,859 | -\$1,133,192 | \$503,463 |
| 23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES | \$1,127,283 | -\$802,280 | -\$969,859 | -\$1,133,192 | \$503,463 |
| 24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT | \$1,814 | \$1,814 | \$1,814 | \$1,886 | \$1,888 |

**CIHE DATA FORM II
CHANGES IN FUND BALANCES AND INDEBTEDNESS (000 OMITTED)**

| FISCAL YEAR ENDS MONTH <u>6</u> DAY <u>30</u> | 3 YEARS PRIOR (FY 1998) | 2 YEARS PRIOR (FY 1999) | 1 YEAR PRIOR (FY 2000) | MOST RECENTLY COMPLETED FY (FY 2001) | CURRENT BUDGET (FY 2002) |
|--|-------------------------------|-------------------------------|------------------------------|---|--------------------------------|
|--|-------------------------------|-------------------------------|------------------------------|---|--------------------------------|

CURRENT-UNRESTRICTED

| | | | | | |
|--------------------------------|------------------|------------------|---------------------|---------------------|---------------------|
| FUND BALANCE BEGINNING OF YEAR | -\$699,262 | \$794,275 | -\$86,090 | -\$1,126,087 | -\$2,209,194 |
| NET INCREASE/(DECREASE) | \$1,493,537 | -\$880,365 | -\$1,039,997 | -\$1,083,107 | \$450,000 |
| FUND BALANCE END OF YEAR | \$794,275 | -\$86,090 | -\$1,126,087 | -\$2,209,194 | -\$1,759,194 |

CURRENT-RESTRICTED

| | | | | | |
|--------------------------------|-----------------|-----------------|-----------------|------------------|------------------|
| FUND BALANCE BEGINNING OF YEAR | \$17,203 | -\$7,006 | \$69,981 | \$68,193 | \$256,099 |
| NET INCREASE/(DECREASE) | -\$24,209 | \$76,987 | -\$1,788 | \$187,906 | \$10,000 |
| FUND BALANCE END OF YEAR | -\$7,006 | \$69,981 | \$68,193 | \$256,099 | \$266,099 |

LOAN FUNDS

| | | | | | |
|--------------------------------|------------|------------|------------|------------|------------|
| FUND BALANCE BEGINNING OF YEAR | | | | | |
| NET INCREASE/(DECREASE) | | | | | |
| FUND BALANCE END OF YEAR | \$0 | \$0 | \$0 | \$0 | \$0 |

ENDOWMENT & SIMILAR FUNDS

| | | | | | |
|--------------------------------|------------|------------|------------|------------|------------|
| FUND BALANCE BEGINNING OF YEAR | | | | | |
| NET INCREASE/(DECREASE) | | | | | |
| FUND BALANCE END OF YEAR | \$0 | \$0 | \$0 | \$0 | \$0 |

ANNUITY & LIFE INCOME FUNDS

| | | | | | |
|--------------------------------|------------|------------|------------|------------|------------|
| FUND BALANCE BEGINNING OF YEAR | | | | | |
| NET INCREASE/(DECREASE) | | | | | |
| FUND BALANCE END OF YEAR | \$0 | \$0 | \$0 | \$0 | \$0 |

PLANT FUNDS

| | | | | | |
|--------------------------------|------------------|------------------|------------------|------------------|------------------|
| FUND BALANCE BEGINNING OF YEAR | \$117,875 | \$381,544 | \$495,560 | \$334,758 | \$250,702 |
| NET INCREASE/(DECREASE) | \$263,669 | \$114,016 | -\$160,802 | -\$84,056 | \$266,783 |
| FUND BALANCE END OF YEAR | \$381,544 | \$495,560 | \$334,758 | \$250,702 | \$517,485 |

INDEBTEDNESS ON PHYSICAL PLANT

| | | | | | |
|---|--|--|--|--|--|
| BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR | | | | | |
| ADDITIONAL PRINCIPAL BORROWED DURING YEAR | | | | | |
| PAYMENTS MADE ON PRINCIPAL DURING YEAR | | | | | |
| BALANCE OWED ON PRINCIPAL AT END OF YEAR | | | | | |
| INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS | | | | | |

CIHE DATA FORM III
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

| FALL TERM (YEAR) | 4 YEARS AGO (FY 1998) | 3 YEARS AGO (FY 1999) | 2 YEARS AGO (FY 2000) | 1 YEAR AGO (FY 2001) | CURRENT YEAR (FY 2002) |
|------------------|--------------------------|--------------------------|--------------------------|-------------------------|------------------------------|
|------------------|--------------------------|--------------------------|--------------------------|-------------------------|------------------------------|

Freshman

| | | | | | |
|---|---------|------|------|------|------|
| Completed Applications | 1716 | 1878 | 1977 | 2192 | 2224 |
| Applications Accepted | No data | 1290 | 1467 | 1687 | 1724 |
| Applicants Enrolled | 1080 | 1425 | 1573 | 1736 | 1740 |
| Statistical Indicator of Aptitude of Enrollees used by Institution (describe below) | | | | | |

Transfers - Undergraduate

| | | | | | |
|------------------------|--|--|--|--|-----|
| Completed Applications | | | | | 442 |
| Applications Accepted | | | | | 382 |
| Applicants Enrolled | | | | | 311 |

Master's Degree (Not Applicable)

| | | | | | |
|------------------------|--|--|--|--|--|
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applicants Enrolled | | | | | |

First Professional Degree - All Programs (Not Applicable)

| | | | | | |
|------------------------|--|--|--|--|--|
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applicants Enrolled | | | | | |

Doctoral Degree

| | | | | | |
|------------------------|--|--|--|--|--|
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applicants Enrolled | | | | | |

CIHE DATA FORM IV
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

| UNDERGRADUATE | | 4 YEARS AGO (FY 1998) | 3 YEARS AGO (FY 1999) | 2 YEARS AGO (FY 2000) | 1 YEAR AGO (FY 2001) | CURRENT YEAR (FY 2002) |
|--------------------------------------|---------------------|----------------------------------|----------------------------------|----------------------------------|---------------------------------|---------------------------------------|
| First Year: | Full-Time Headcount | 1408 | 1439 | 1533 | 1584 | 1686 |
| | Part-Time Headcount | 2731 | 2451 | 2357 | 2421 | 2498 |
| | Total Headcount | 4139 | 3890 | 3890 | 4005 | 4184 |
| | Total FTE | 2319 | 2101 | 2175 | 2372 | 2470 |
| Second Year: | Full-Time Headcount | | | | | |
| | Part-Time Headcount | | | | | |
| | Total Headcount | 0 | 0 | 0 | 0 | 0 |
| | Total FTE | | | | | |
| 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 | 34 | 39 | 46 | 97 | 88 |
| | Part-Time Headcount | 716 | 807 | 928 | 1014 | 950 |
| | Total Headcount | 750 | 846 | 974 | 1111 | 1038 |
| | Total FTE | 201 | 393 | 424 | 375 | 352 |
| Total Headcount Undergraduate | | 4889 | 4736 | 4864 | 5116 | 5222 |
| Total FTE Undergraduate | | 2520 | 2494 | 2599 | 2747 | 2822 |

GRADUATE (Not Applicable)

| | | | | | |
|---------------------------------|----------|----------|----------|----------|----------|
| Full-Time Headcount | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount Graduate | 0 | 0 | 0 | 0 | 0 |
| Total FTE Graduate | | | | | |

| | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Grand Total Headcount | 4889 | 4736 | 4864 | 5116 | 8044 |
| Grand Total FTE | 2520 | 2494 | 2599 | 2747 | 2822 |

Definition of FTE used (undergrad): Credits divided by 15

CIHE DATA FORM V
PROJECTED FINANCIAL, TUITION and ENROLLMENT DATA FOR NEXT THREE YEARS

| Fiscal Years | FY 2003 | FY 2004 | FY 2005 |
|---------------------|----------------|----------------|----------------|
|---------------------|----------------|----------------|----------------|

Projected Financial Data (000s omitted)

| | | | |
|---|---------------------|---------------------|---------------------|
| Total Current Fund Revenues | \$35,550,000.00 | \$35,560,000.00 | \$35,570,000.00 |
| Total Current Fund Expenditures (including Mandatory Transfers for Principal and Interest) | \$34,800,000.00 | \$34,810,000.00 | \$34,820,000.00 |
| Revenues less Expenditures | \$750,000.00 | \$750,000.00 | \$750,000.00 |
| Other Transfers | (\$300,000.00) | (\$300,000.00) | (\$300,000.00) |
| Change in Current Fund Balance | \$450,000.00 | \$450,000.00 | \$450,000.00 |

| Year | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Projected Tuition and Fees Charge for Full-Time Student | \$1,888.00 | \$1,888.00 | \$1,888.00 |

Projected Enrollment - Fall Term

(Credit Seeking Students Only, including Continuing Education)

| Year | 2003 | 2004 | 2005 |
|-------------|-------------|-------------|-------------|
|-------------|-------------|-------------|-------------|

Undergraduate

| | | | |
|---------------------|-------------|-------------|-------------|
| Full-Time Headcount | 1783 | 1819 | 1855 |
| Part-Time Headcount | 3644 | 3717 | 3791 |
| Total Headcount | 5427 | 5536 | 5646 |
| Total FTE | | | |

Graduate (Not Applicable)

| | | | |
|---------------------|----------|----------|----------|
| Full-Time Headcount | | | |
| Part-Time Headcount | | | |
| Total Headcount | 0 | 0 | 0 |
| Total FTE | | | |

**CIHE DATA FORM VI
FACULTY PROFILE**

| 4 YEARS AGO (FY 1998) | | 3 YEARS AGO (FY 1999) | | 2 YEARS AGO (FY 2000) | | 1 YEAR AGO (FY 2001) | | CURRENT YEAR (FY 2002) | |
|-----------------------------|----|-----------------------------|----|-----------------------------|----|----------------------------|----|------------------------------|----|
| FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |

NUMBER OF FACULTY

| | | | | | | | | | | |
|-------------------|-----------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|
| PROFESSOR | 40 | 0 | 38 | 0 | 38 | 0 | 38 | 0 | 44 | 0 |
| ASSOCIATE | 22 | 0 | 22 | 0 | 22 | 0 | 22 | 0 | 23 | 0 |
| ASSISTANT | 17 | 0 | 21 | 0 | 22 | 0 | 22 | 0 | 19 | 0 |
| INSTRUCTOR | 16 | 0 | 18 | 0 | 24 | 0 | 22 | 0 | 18 | 0 |
| OTHER PT-Adjuncts | 0 | 215 | 0 | 198 | 0 | 218 | 0 | 272 | 0 | 379 |
| TOTAL | 95 | 215 | 99 | 198 | 106 | 218 | 104 | 272 | 104 | 379 |

AGE (RANGE/MEAN)

| | | | | | | | | | | |
|-----------------------|----------|---|----------|---|----------|---|----------|---|----------|---|
| PROFESSOR | 40-72/50 | 0 | 38-73/54 | 0 | 39-73/55 | 0 | 40-74/56 | 0 | 41-75/57 | 0 |
| ASSOCIATE | 32-73/51 | 0 | 33-74/36 | 0 | 34-75/53 | 0 | 35-76/54 | 0 | 36-77/55 | 0 |
| ASSISTANT | 29-70/46 | 0 | 30-71/47 | 0 | 31-72/47 | 0 | 32-73/48 | 0 | 33-73/49 | 0 |
| INSTRUCTOR | 33-60/47 | 0 | 32-60/42 | 0 | 25-61/42 | 0 | 26-62/43 | 0 | 27-63/44 | 0 |
| OTHER-PT Adjuncts N/A | | | | | | | | | | |

MALE/FEMALE

| | | | | | | | | | | |
|-----------------------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| PROFESSOR | 24/16 | 0 | 22/15 | 0 | 23/15 | 0 | 23/15 | 0 | 24/20 | 0 |
| ASSOCIATE | 9/13 | 0 | 9/13 | 0 | 9/13 | 0 | 9/13 | 0 | 13/10 | 0 |
| ASSISTANT | 8/9 | 0 | 11/10 | 0 | 12/10 | 0 | 12/10 | 0 | 8/11 | 0 |
| INSTRUCTOR | 9/7 | 0 | 11/7 | 0 | 10/14 | 0 | 9/13 | 0 | 9/9 | 0 |
| OTHER-PT Adjuncts N/A | | | | | | | | | 0 | 0 |
| TOTAL | 50/45 | 0 | 57/45 | 0 | 54/52 | 0 | 53/51 | 0 | 54/50 | 0 |

**YEARS AT THIS INSTITUTION
(RANGE/MEDIAN)**

| | | | | | | | | | | |
|-----------------------|---------|---|---------|---|---------|---|---------|---|---------|---|
| PROFESSOR | 1-30/17 | 0 | 1-30/20 | 0 | 1-30/13 | 0 | 1-30/22 | 0 | 1-33/23 | 0 |
| ASSOCIATE | 1-30/6 | 0 | 1-30/7 | 0 | 1-30/8 | 0 | 1-30/9 | 0 | 1-33/10 | 0 |
| ASSISTANT | 1-30/5 | 0 | 1-30/3 | 0 | 1-30/4 | 0 | 1-30/4 | 0 | 1-33/5 | 0 |
| INSTRUCTOR | 1-30/13 | 0 | 1-30/1 | 0 | 1-30/2 | 0 | 1-30/3 | 0 | 1-33/4 | 0 |
| OTHER PT-Adjuncts N/A | | 0 | | 0 | | 0 | | 0 | | 0 |

| 4 YEARS AGO (FY 1998) | | 3 YEARS AGO (FY 1999) | | 2 YEARS AGO (FY 2000) | | 1 YEAR AGO (FY 2001) | | CURRENT YEAR (FY 2002) | |
|-----------------------------|----|-----------------------------|----|-----------------------------|----|----------------------------|----|------------------------------|----|
| FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |

HIGHEST DEGREE EARNED

DOCTORATE

| | | | | | | | | | | |
|--------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| PROFESSOR | 6 | 0 | 7 | 0 | 7 | 0 | 7 | 0 | 7 | 0 |
| ASSOCIATE | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 |
| ASSISTANT | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| INSTRUCTOR | 2 | 0 | 3 | 0 | 7 | 0 | 7 | 0 | 7 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 11 | 0 | 13 | 0 | 17 | 0 | 17 | 0 | 17 | 0 |

MASTER'S

| | | | | | | | | | | |
|--------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| PROFESSOR | 33 | 0 | 30 | 0 | 30 | 0 | 30 | 0 | 36 | 0 |
| ASSOCIATE | 19 | 0 | 19 | 0 | 19 | 0 | 19 | 0 | 20 | 0 |
| ASSISTANT | 15 | 0 | 18 | 0 | 18 | 0 | 18 | 0 | 15 | 0 |
| INSTRUCTOR | 13 | 0 | 13 | 0 | 16 | 0 | 14 | 0 | 9 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 80 | 0 | 80 | 0 | 83 | 0 | 81 | 0 | 80 | 0 |

BACHELOR'S

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| ASSOCIATE | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| ASSISTANT | 1 | 0 | 2 | 0 | 3 | 0 | 3 | 0 | 3 | 0 |
| INSTRUCTOR | 1 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 2 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 4 | 0 | 6 | 0 | 6 | 0 | 6 | 0 | 7 | 0 |

PROFESSIONAL LICENSE

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ASSOCIATE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ASSISTANT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INSTRUCTOR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 4 YEARS AGO (FY 1998) | | 3 YEARS AGO (FY 1999) | | 2 YEARS AGO (FY 2000) | | 1 YEAR AGO (FY 2001) | | CURRENT YEAR (FY 2002) | |
|-----------------------|----|-----------------------|----|-----------------------|----|----------------------|----|------------------------|----|
| FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |

TEACHING LOAD* NVCC's contract workload standard for CCC and AFT is 12 /contact credit hours per semester

FALL TERM ONLY FOR EACH YEAR (RANGE/MEDIAN IN CREDIT HOURS)

| | | | | | | | | | | |
|--|-------|---|-------|---|----|---|----|---|----|---|
| PROFESSOR | 12/15 | 0 | 12/15 | 0 | 12 | 0 | 12 | 0 | 12 | 0 |
| ASSOCIATE | 12/15 | 0 | 12/15 | 0 | 12 | 0 | 12 | 0 | 12 | 0 |
| ASSISTANT | 12/15 | 0 | 12/15 | 0 | 12 | 0 | 12 | 0 | 12 | 0 |
| INSTRUCTOR | 12/15 | 0 | 12/15 | 0 | 12 | 0 | 12 | 0 | 12 | 0 |
| OTHER * PT Adjunct NVCC'S contract workload standard for adjuncts range between 3 and 6 contact hours per semester | | | | | | | | | | |

BASE SALARY FOR ACADEMIC YEAR (RANGE/MEAN)

| | | | | | | | | | | |
|------------|----------|---|----------|---|----------|---|----------|---|----------|---|
| PROFESSOR | 47-70/60 | 0 | 49-71/63 | 0 | 51-75/70 | 0 | 58-75/70 | 0 | 69-79/70 | 0 |
| ASSOCIATE | 39-61/47 | 0 | 41-62/50 | 0 | 47-63/52 | 0 | 49-66/56 | 0 | 48-68/56 | 0 |
| ASSISTANT | 34-53/41 | 0 | 37-54/43 | 0 | 39-55/45 | 0 | 42-57/48 | 0 | 46-60/48 | 0 |
| INSTRUCTOR | 35-70/46 | 0 | 36-71/43 | 0 | 36-73/41 | 0 | 38-49/41 | 0 | 41-52/41 | 0 |
| OTHER | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FRINGE BENEFITS (RANGE/MEDIAN)

| | | | | | | | | | | |
|------------|----------|---|----------|---|----------|---|----------|---|----------|---|
| PROFESSOR | 19-36/36 | 0 | 18-36/36 | 0 | 20-41/41 | 0 | 19-39/39 | 0 | 22-42/42 | 0 |
| ASSOCIATE | 19-36/36 | 0 | 18-36/36 | 0 | 20-41/41 | 0 | 19-39/39 | 0 | 22-42/42 | 0 |
| ASSISTANT | 19-36/36 | 0 | 18-36/36 | 0 | 20-41/41 | 0 | 19-39/39 | 0 | 22-42/42 | 0 |
| INSTRUCTOR | 19-36/26 | 0 | 18-36/25 | 0 | 20-41/27 | 0 | 19-39/27 | 0 | 22-42/42 | 0 |
| OTHER | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NUMBER OF FACULTY APPOINTED

| | | | | | | | | | | |
|--------------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| ASSOCIATE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ASSISTANT | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INSTRUCTOR | 5 | 0 | 10 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| TOTAL | 7 | 0 | 10 | 0 | 1 | 0 | 1 | 0 | 2 | 0 |

| 4 YEARS AGO (FY 1998) | | 3 YEARS AGO (FY 1999) | | 2 YEARS AGO (FY 2000) | | 1 YEAR AGO (FY 2001) | | CURRENT YEAR (FY 2002) | |
|-----------------------|----|-----------------------|----|-----------------------|----|----------------------|----|------------------------|----|
| FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |

NUMBER OF FACULTY IN TENURED POSITIONS

| | | | | | | | | | | |
|--------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| PROFESSOR | 30 | 0 | 33 | 0 | 33 | 0 | 37 | 0 | 37 | 0 |
| ASSOCIATE | 20 | 0 | 21 | 0 | 14 | 0 | 20 | 0 | 22 | 0 |
| ASSISTANT | 6 | 0 | 7 | 0 | 11 | 0 | 9 | 0 | 13 | 0 |
| INSTRUCTOR | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 56 | 0 | 61 | 0 | 58 | 0 | 67 | 0 | 73 | 0 |

NUMBER OF FACULTY DEPARTING

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| ASSOCIATE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ASSISTANT | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INSTRUCTOR | 2 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| OTHER | | | | | | | | | 0 | 0 |
| TOTAL | 3 | 0 | 3 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |

NUMBER OF FACULTY RETIRING

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 |
| ASSOCIATE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ASSISTANT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INSTRUCTOR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 |

NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

NAME OF DEPARTMENT OR ACADEMIC UNIT

| | | | | | | | | | | |
|--------------------------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Allied Health/Nursing/Phys. Ed | 12 | 4 | 18 | 7 | 16 | 9 | 17 | 20 | 18 | 6 |
| Arts and Humanities | 20 | 54 | 22 | 46 | 20 | 72 | 21 | 85 | 21 | 129 |
| Behavioral/Social Science | 6 | 47 | 10 | 36 | 12 | 29 | 12 | 34 | 12 | 60 |
| Business | 22 | 39 | 21 | 35 | 20 | 33 | 20 | 50 | 19 | 62 |
| Engineering Technologies | 11 | 37 | 13 | 27 | 13 | 26 | 11 | 30 | 11 | 33 |
| Math/Science | 20 | 34 | 19 | 47 | 21 | 49 | 23 | 53 | 23 | 89 |
| | | | | | | | | | | |
| TOTAL | 91 | 215 | 103 | 198 | 102 | 218 | 104 | 272 | 104 | 379 |

CIHE DATA FORM VII
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

| FALL TERM (YEAR) | | 4 YEARS AGO (FY 1998) | 3 YEARS AGO (FY 1999) | 2 YEARS AGO (FY 2000) | 1 YEAR AGO (FY 2001) | CURRENT YEAR (FY 2002) |
|----------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|------------------------------|
| UNDERGRADUATE | | | | | | |
| CERTIFICATE | | | | | | |
| Major | Description | | | | | |
| HC19 | Fuel Cell | N/A | N/A | N/A | N/A | 14 |
| HF08 | Banking | N/A | N/A | N/A | 1 | N/A |
| HJ05 | Accounting | 9 | 6 | 3 | 7 | 2 |
| HJ12 | Adv Engine Performance | N/A | 2 | N/A | N/A | N/A |
| HJ22 | Athletic Coaching | 1 | 5 | 4 | N/A | 1 |
| HJ24 | Automotive Fundamentals | 3 | 2 | 2 | 1 | 2 |
| HJ38 | Bus. Adm. Management | 5 | 6 | 11 | 4 | 3 |
| HJ41 | Mental Health | 4 | 3 | 2 | 3 | 4 |
| HJ42 | Micro. Network Spec | 39 | 29 | 37 | 33 | 18 |
| HJ43 | BOT- Clerical | 1 | N/A | 2 | 1 | 2 |
| HJ44 | BOT-Med. Insurance.Spec. | 22 | 18 | 15 | 8 | 6 |
| HJ45 | BOT-Secretarial | 1 | 3 | 2 | 1 | 1 |
| HJ46 | BOT-Word Processing | 4 | 3 | 4 | 3 | 3 |
| HJ47 | Plastics Specialization | 18 | 10 | 10 | 4 | 6 |
| HJ49 | Quality Control | 13 | 9 | 6 | 7 | 4 |
| HJ50 | Comp-Aided Draft/Design | 7 | 9 | 9 | 7 | 3 |
| HJ51 | Respiratory Care Tech | 17 | 3 | 1 | N/A | N/A |
| HJ57 | Social Services Aide | 8 | 4 | 4 | 4 | 2 |
| HJ59 | Fine Arts/Studio Art | 1 | 4 | N/A | N/A | 1 |
| HJ61 | Tech Communications | N/A | 1 | 2 | 2 | 1 |
| HJ63 | Mktg Electronic Commer. | 2 | 1 | N/A | N/A | 1 |
| HJ64 | Sales Support & Serv | N/A | N/A | N/A | 1 | N/A |
| HJ69 | Legal Studies | N/A | 2 | 8 | 3 | 5 |
| HJ70 | Finance | N/A | N/A | N/A | 4 | 1 |
| HJ71 | Multimedia Technology | N/A | N/A | N/A | 7 | 10 |
| HJ75 | Criminal Justice | 11 | 7 | 9 | 11 | 7 |
| HJ77 | Culinary Arts | 7 | 1 | N/A | 1 | 1 |
| HJ89 | Early Child. Education | 7 | 10 | 8 | 9 | 13 |
| HJ97 | EMT-Paramedic | 16 | 12 | 10 | 22 | 21 |
| HK10 | Gen. Auto. Services | 1 | 2 | 2 | N/A | 2 |
| HK11 | Gerontology | 2 | 3 | 1 | 3 | 1 |
| HK15 | Ind. Environ. Manage. | 1 | 1 | 1 | 1 | N/A |
| HK18 | Horticulture | 22 | 22 | 19 | 22 | 18 |
| HK19 | Manufacturing | 6 | 2 | 4 | N/A | 2 |
| HK22 | BOT- Health Claims Pro | N/A | N/A | N/A | N/A | 1 |

| FALL TERM (YEAR) | | 4 YEARS AGO (FY 1998) | 3 YEARS AGO (FY 1999) | 2 YEARS AGO (FY 2000) | 1 YEAR AGO (FY 2001) | CURRENT YEAR (FY 2002) |
|----------------------|---------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|------------------------------|
| UNDERGRADUATE | | | | | | |
| CERTIFICATE | | | | | | |
| | | | | | | |
| HK23 | Object-orient. Programm. | N/A | N/A | N/A | 5 | 8 |
| HK24 | Client/Server Systems | N/A | N/A | N/A | 1 | 4 |
| HK25 | Business Programming | N/A | N/A | N/A | 3 | 2 |
| HN03 | Wastewater | N/A | N/A | 1 | 1 | N/A |
| HN12 | Electrical | 1 | N/A | 2 | 1 | 2 |
| TOTAL | | 229 | 180 | 179 | 181 | 172 |
| ASSOCIATE | | | | | | |
| Major | Description | | | | | |
| HA03 | Accounting | 142 | 117 | 117 | 117 | 104 |
| HA24 | Automotive Technician | 55 | 52 | 50 | 54 | 50 |
| HA54 | Bus. Adm. Comp. Sci | 101 | 100 | 96 | 106 | 101 |
| HA57 | Bus. Adm. Finance | 34 | 40 | 39 | 35 | 40 |
| HA68 | Business Management | 152 | 125 | 114 | 115 | 150 |
| HA71 | Chem. Engineering Tech | 16 | 14 | 9 | 2 | N/A |
| HA76 | Computer Info Sys. Tech | 189 | 225 | 263 | 304 | 295 |
| HB04 | Criminal Justice | 200 | 159 | 153 | 134 | 129 |
| HB06 | Disabilities Specialist | 31 | 22 | 20 | 17 | 17 |
| HB07 | ECE - Special Education | 31 | 20 | 17 | 16 | 8 |
| HB11 | Electrical Engineer. Tech | 123 | 111 | 103 | 85 | 77 |
| HB12 | Engineering Science | 5 | 7 | 8 | 5 | 4 |
| HB15 | Fine Arts -Art | N/A | 1 | 19 | 23 | 18 |
| HB16 | Foodservice Management | 59 | 54 | 50 | 51 | 41 |
| HB20 | Gen Engineer Tech | 17 | 5 | 6 | N/A | N/A |
| HB25 | General Studies | 275 | 341 | 461 | 639 | 719 |
| HB30 | HS - Gerontology | 15 | 16 | 5 | 6 | 8 |
| HB31 | HS- Mental Health | 37 | 31 | 26 | 30 | 23 |
| HB32 | HS-Social Work | 156 | 127 | 125 | 116 | 118 |
| HB36 | Industrial Manage. Tech | 21 | 17 | 14 | 9 | 12 |
| HB37 | Horticulture | 54 | 49 | 50 | 53 | 52 |
| HB44 | LAS:Math/Science | 36 | 25 | 33 | 30 | 29 |
| HB56 | Legal Assistant | 100 | 82 | 75 | 62 | 58 |
| HB57 | Liberal Arts and Sciences | 1188 | 1224 | 906 | 895 | 868 |
| HB61 | Marketing | 54 | 33 | 43 | 38 | 34 |
| HB66 | Nursing | 156 | 139 | 154 | 143 | 146 |
| HB67 | BOT-Legal | 11 | 7 | 9 | 9 | 5 |
| HB68 | BOT-Medical | 37 | 16 | 18 | 14 | 14 |
| HB69 | BOT-Executive | 31 | 25 | 27 | 29 | 26 |

| FALL TERM (YEAR) | | 4 YEARS AGO (FY 1998) | 3 YEARS AGO (FY 1999) | 2 YEARS AGO (FY 2000) | 1 YEAR AGO (FY 2001) | CURRENT YEAR (FY 2002) |
|----------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|------------------------------|
| UNDERGRADUATE | | | | | | |
| ASSOCIATE | | | | | | |
| HB71 | Physical Therapy Assistant | 13 | 19 | 11 | 10 | 13 |
| HB72 | Quality Assurance Tech | 30 | 32 | 38 | 35 | 27 |
| HB73 | Radiologic Technology | 35 | 27 | 30 | 33 | 30 |
| HB74 | Respiratory Care | N/A | 11 | 19 | 21 | 13 |
| HB81 | Technological Studies | 3 | 2 | N/A | 2 | N/A |
| HB83 | Engineering Technology | N/A | N/A | 3 | 16 | 13 |
| HB84 | Eng.Tech.-Auto. Manufact | 53 | 41 | 36 | 27 | 29 |
| HB85 | Eng.Tech.-Mechanical | 67 | 49 | 50 | 44 | 45 |
| HB86 | Eng.Tech-CADD | 83 | 74 | 64 | 59 | 76 |
| HB87 | Environmental Science | 14 | 21 | 16 | 17 | 10 |
| HB88 | Env. Science- Biology | 2 | 6 | 13 | 18 | 19 |
| HB89 | Env.Science-Compliance | 11 | 12 | 9 | 6 | 5 |
| HB90 | Env.Science-Wastewater | 2 | 1 | 1 | 3 | N/A |
| HB93 | Early Childhood Education | 181 | 133 | 148 | 145 | 144 |
| HB94 | Hotel Management | 20 | 23 | 29 | 27 | 25 |
| HB95 | Fine Arts -Multimedia | N/A | 2 | 31 | 43 | 56 |
| HB96 | HS-Child & Fam. Service | N/A | 2 | 10 | 18 | 31 |
| HB97 | Aviation Science | N/A | 8 | 22 | 36 | 30 |
| HB98 | Plastic s& Rubber Tech | N/A | 6 | 7 | 10 | 11 |
| HB99 | Fine Arts- Dance | N/A | N/A | 7 | 10 | 9 |
| HC10 | Fine Arts- Music | N/A | N/A | 7 | 14 | 20 |
| HC11 | Fine Arts:Theatre Arts Op | N/A | N/A | 8 | 11 | 12 |
| HC12 | Math & Sci. - Chemistry | N/A | N/A | 2 | 2 | 4 |
| HC13 | Criminal Justice-Correct. | N/A | N/A | N/A | 2 | 8 |
| HC14 | Criminal Justice-Law Enf | N/A | N/A | 4 | 15 | 31 |
| HC15 | Criminal Justice- Security | N/A | N/A | N/A | 2 | 1 |
| HC16 | Criminal Justice Crim Det | N/A | N/A | N/A | N/A | 1 |
| HF03 | Drug & Alcoh Rehab Coun | 24 | 22 | 20 | 16 | 19 |
| HF04 | Tech. Studies-Wastewater | N/A | N/A | N/A | 1 | N/A |
| HF05 | Fire Tech & Administ. | 45 | 34 | 26 | 39 | 25 |
| HF06 | Tech. Studies - Electrical | N/A | N/A | 2 | 2 | 2 |
| HF08 | Banking | | | | | 2 |
| Undeclared | | 751 | 847 | 1062 | 1114 | 1001 |
| TOTAL | | 4660 | 4556 | 4685 | 4935 | 4858 |
| UNDERGRADUATE | | 4889 | 4736 | 4864 | 5116 | 5030 |

**CIHE DATA FORM VIII
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT**

| 4 YEARS AGO (FY 1998) | 3 YEARS AGO (FY 1999) | 2 YEARS AGO (FY 2000) | 1 YEAR AGO (FY 2001) | CURRENT YEAR (FY 2002) |
|----------------------------------|----------------------------------|----------------------------------|---------------------------------|---------------------------------------|
|----------------------------------|----------------------------------|----------------------------------|---------------------------------|---------------------------------------|

NAME OF DEPARTMENT OR COMPARABLE UNIT

UNDERGRADUATE

| | | | | | |
|--|--------|--------|--------|--------|--------|
| Allied Health/Nursing/Physical Education | 4,254 | 4,787 | 4,371 | 4,757 | 4,583 |
| Arts and Humanities | 19,376 | 19,680 | 20,262 | 21,916 | 23,188 |
| Behavioral/Social Science | 14,733 | 14,532 | 14,232 | 15,576 | 16,389 |
| Business | 12,944 | 13,891 | 13,291 | 14,882 | 14,496 |
| Co-operative Education | 509 | 492 | 394 | 450 | 333 |
| Math/Science | 20,212 | 19,592 | 19,931 | 21,894 | 22,866 |
| Engineering Technologies | 4,791 | 4,459 | 4,009 | 3,773 | 3,957 |
| | | | | | |
| FY=Fall, Spring, Summer Semesters | | | | | |

APPENDIX O

DOCUMENT LIST FOR WORKROOM

The complete listing of sources will in available in the workroom during the site visit.

Standard One - Mission and Purposes

Charter
Board of Governors Mission
Board of Governors Description
Catalog 1997-1999
Catalog 1999-2001
Catalog 2001-2002
Catalog 2002-2004
Department of Higher Education Performance Measures
Mission Statement – Alumni Affairs
Academic Model

Standard Two - Planning and Evaluation

Naugatuck Valley Community College, The Community-Technical College System, and
Legislative Strategic Goals
Strategic Plan 1997-2002
Facilities Master Plan
Academic Plan 2001-2005
Continuing Education, Community and Economic Development Long Range Plan
Enrollment Review/Plan 2000
Marketing Plan 2001-2002
Learning Team (LT) The Learning and Student Development Unit Goals and Objectives
(1997-2003)
Department of Higher Education Accountability Report 2001
Department of Higher Education Accountability Report 2002
Program Review Guidelines Fall 2002
Discipline Review Guidelines Fall 2002
Connecticut Community-Technical Colleges Network Infrastructure Standards
Connecticut Community-Technical Colleges Internet Server Deployment Guidelines
NVCC Advisory Councils Directories:
2000-2001
2001-2002
Financial Aid and Veterans Affairs Handbook
Internal Research Reports
Summer Session Survey Report 2000
Summer Session Survey Report 2001
Summer Session Survey Report 2002
Danbury Campus Student Survey and Completion Rate Fall 2000
Danbury Campus Student Survey and Completion Rate Spring 2001

Computer Literacy Study Spring, 2002
Learning and Student Development Unit Assessment Activities
Learning and Student Development Unit Assessments Surveys
Evaluation of College Advisory Committee System
Student Evaluation of Faculty Forms (samples)

Standard Three - Organization and Governance

Board of Trustees of Community Technical Colleges Policy Manual including
Bylaws
Collective Bargaining Agreement 4C's and AFSCME
Collective Bargaining Agreement AFT
Collective Bargaining Agreement NP-3 Clerical
Collective Bargaining Agreement Maintenance
Collective Bargaining Agreement A&R
Collective Bargaining Agreement Protective Services
Employees' Policy and Procedure Manual – Full-Time
Employees' Policy and Procedure Manual – Adjunct, PT and EA
Board of Governors Description (*Standard I*)
Board of Governors Mission (*Standard I*)
College Advisory System (Colored Graphics)

Standard Four - Programs and Instruction

Catalog 1997-1999 (*Standard I*)
Catalog 1999-2001 (*Standard I*)
Catalog 2001-2002 (*Standard I*)
Catalog 2002-2004 (*Standard I*)
Academic Plan 2001-2005 (*Standard II*)
Academic Model
21st Century Skills Defined
Adjunct Faculty Evaluation Tracking
Learning Team (LT) Goals and Objectives (1997-2003) (*Standard II*)
Quality Standard – Credit Free Program
Program Review Guidelines (*Standard II*)
Discipline Review Guidelines (*Standard II*)
Academic Professional Development Plan
Center for Teaching Annual Report
2001
2002
Professional Development Activities
Program Evaluation Chart 1992-2002
Human Services Self-Study 2002
Radiologic Technology Self-Study 2001
Computer Writing Self-Study 1999
Physical Therapy Assistant – Learning Professional Assoc. 2001
Physical Therapy Outcomes Data 1999
Physical Therapy Outcomes Data 2000
COARC – Respiratory December 1999
Online Fact Book

Department of Higher Education Accountability Report February 2001 (*Standard II*)
Department of Higher Education Accountability Report February 2002 (*Standard II*)
Distance Learning Statistics Fall 1999 to Spring 2002
Computer Literacy Survey Spring 2002 (*Standard II*)
Graduate Survey
 1998
 1999
 2000
Graduate Survey Forms
Samples of brochures, schedules and marketing materials

Standard Five - Faculty

21st Century Skills Hiring Committee memo
Employees' Policy and Procedure Manual (*Standard III*)
Collective Bargaining Agreements (*Standard III*)
Adjunct Faculty Evaluation Tracking 1998-2002 (*Standard IV*)
Adjunct Faculty Handbook
 2000-2001
 2001-2002
Instructor/Trainer Handbook
Professional Development Activities (LT) (*Standard IV*)
Professional Organization Memberships-Learning and Student Development Unit 2002

Standard Six - Student Services

Student Handbook
Student Senate Constitution
Student Profile
Academic Advising Manual
Transfer Advisors Handbook
List of Liberal Arts and Science Faculty Advisors 2001-2002
Financial Aid and Veterans Affairs Handbook (*Standard II*)
Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education 2002
Fresh Ink 2001 Student Publication
Fresh Ink 2002 Student Publication
Tamarack Student Newspaper (various issues)
The Happening (bulletin of student activities and opportunities)

Standard Seven - Library and Information Resources

ACRL Standards for Community College Resource Programs
Electronic Classroom Usage Survey
 April 2001
 April 2002
Learning Resources Center Annual Report
 1999-2000
 2000-2001
 2001-2002

Standard Eight - Physical Resources

Facilities Master Plan (*Standard II*)

Standard Nine - Financial Resources

Audited Financial Reports and Statements

Strategic Plan (*Standard II*)

Board of Governors Financing Trends February 2001

Standard Ten - Public Disclosure

Catalog 1997-1999 (*Standard I*)

Catalog 1999-2001 (*Standard I*)

Catalog 2001-2002 (*Standard I*)

Catalog 2002-2004 (*Standard I*)

Invitation for Third Party Comments (proof publication)

Samples of recruiting and marketing materials

Standard Eleven - Integrity

Employees' Policy and Procedure Manual (*Standard III*)

Student Handbook (*Standard VI*)

Collective Bargaining Agreements (*Standard III*)

Affirmative Action Policy Statement December 2001

Sexual Harassment Policy Statement January 2001

NVCC Policy Americans with Disabilities Act

Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education 2002 (*Standard VI*)