

NAUGATUCK VALLEY COMMUNITY COLLEGE
WATERBURY, CONNECTICUT

FIFTH YEAR INTERIM REPORT

Prepared for

New England Association of Schools and Colleges

August 15, 2007

EXECUTIVE SUMMARY

Introduction

In the preparation of this Fifth Year Interim Report there has been College-wide participation. That preparation has been led by President Sanders, Dean Patricia Bouffard and the Co-Chairs of the writing committee, Dr. Ronald Schnitzler and Dianne Minardo. They have been aided in the writing by a broad-based representation of faculty and staff who have contributed specific sections and/or selected topics. At one time or another during its development, everyone associated with the College has had an opportunity to shape its contents and to critique its writing as a result of continuous posting on the NVCC Website.

Several things have changed noticeably since the last NEASC Team Visit. These bullets provide a quick overview of some of those changes.

- NVCC currently enrolls 5700 credit students and approximately 7000 non-credit students. That credit enrollment is a 6.1% increase over five years ago while the non-credit has remained level.
- As a result of the 2002 NEASC report, NVCC has increased its commitment to, and effective use of, strategic planning.
- A 2002 State early retirement incentive resulted in a turnover of about 30% of its faculty and staff.
- Administrative reorganization has resulted in several major shifts of responsibility and the creation of new positions.
- Available facilities have increased somewhat and are about to have a more substantial expansion through a combination of the University of Connecticut leaving the campus for its new downtown location and the approval of construction of a \$34 million new Technology Building on campus scheduled to open in September 2008.

NEASC-Identified Areas Needing Special Emphasis

In addition to those broadly visible changes just noted, NVCC has responded to the areas identified for special emphasis in the Commission's Report of March 2003:

1. NVCC has been operating without an annual deficit and has made significant progress each year in restoring its reserves to the level expected by the Connecticut Community-Technical Colleges Board of Trustees.
2. In order to assure regular review and annual updates of our Strategic Plan, the 2002 version was reviewed utilizing consultants as well as College-wide and community participation. Included in the process for operating the Strategic Plan

- have been two Goal Champions for each goal team, an Oversight Committee that reviews goal progress twice annually and online tracking by the newly-created Office of Institutional Research. Based on Oversight Committee evaluation and in-put, goals/objectives are subject to minor revision each year. The entire Strategic Plan is reviewed and updated every three years; the most recent of those updates was in June 2007.
3. Further harmonizing of the conditions of employment as a result of multiple collective bargaining agreements for professional employees and staff has occurred as the result of a commitment and concerted efforts in those negotiations by both sides. It must be kept in mind that NVCC has no direct control over this State-wide process, but provides input for suggested contract changes. Complete harmonization has been accomplished for administrators covered by AFSCME and 4C's. Although recent arbitration awards have brought progress to that end for AFT and 4C's faculty, differences still remain to be harmonized.
 4. Professional staffing in Student Services has been addressed and increased by splitting the responsibilities previously assigned to the Dean of Learning and Student Development into two organizational areas and creating a Dean of Student Services and a Dean of Academic Affairs. Both deanships are now filled and the Dean of Student Services was charged with reviewing and evaluating current staffing for each area under his authority and that process has begun.
 5. The appropriate level of support for the Learning Resources Center/Library (LRC) for staffing and materials has been maintained. It should be noted that FY2003 was a particularly lean year for the State of Connecticut. The effects of that fiscal crisis were evident in budget reductions at NVCC and its LRC, but the College has made an effort to provide a leveling effect by making up for it with, at first, modest increases and then, a more substantial infusion of dollars. Some of those dollars came from endowment interest and Capital Equipment Bond Funds.
 6. NVCC has addressed deferred maintenance and improved air quality; made a significant increase in spending for facility maintenance for custodial services, heating, ventilation, air conditioning and systems-related infrastructure; completed seven major construction projects; and has undertaken an Environmental Protection Agency initiative "Tools for Schools" in Ekstrom Hall. Plans are underway to expand it to Kinney Hall.

Standards

1. **Mission** – Using a strategic planning model the NVCC Mission, Vision, Values and Goals/Objectives were totally reviewed and restated. Credit and non-credit initiatives and most major College decisions now use the revised statements as guides.
2. **Planning and Evaluation** – In addition to a revision of the Strategic Plan, an Office of Institutional Research has been established and staffed. It works closely with the strategic planning team in the evaluation and planning processes.
3. **Organization and Governance** – The State-wide structure which is a major part of the governance of NVCC has not changed since 2002. However, NVCC has

- had an administrative reorganization, created new positions, hired a several new administrators and made a number of reassignments of reporting relationships. The NVCC Foundation, Inc., Regional Advisory Council, College Advisory System, Student Government Association and occasional *ad hoc* committees and taskforces have remained essentially unchanged in fulfilling their part of the responsibilities for shared governance. Collective bargaining continues to define parts of governance and, of course, is determined on a State-wide basis. A newly created NVCC Faculty Senate has been established and was officially recognized by the President.
4. **Academic Programs** – The Dean of Academic Affairs spearheads academic leadership and oversight while working closely with faculty leadership. This leadership has brought about the use of the Office of Institutional Research that monitors program enrollment; provides for periodic evaluations of academic offerings; results in the addition, modification and/or termination of programs based on demonstrated need; and facilitates outcomes assessment and maintaining currency with technological demands. Plans are in place for a review of possible revisions to the College’s Common Core of General Education. Credit and non-credit collaboration is coordinated by the two deans responsible for those areas.
 5. **Faculty** – NVCC has continued to maintain a highly qualified and innovative faculty. This has been done by striving to keep the number and proportion of full-time to part-time faculty in appropriate balance; collaborating with unions in proposing and receiving legislative funding specifically targeted at increasing the number of full-time faculty positions; doing an excellent job of searching for, selecting, orienting and supporting new faculty; providing support in the form of high quality professional development activities; and by constructively evaluating faculty in order to encourage continuous improvement. There have also been joint efforts between unions and management to harmonize conditions of employment.
 6. **Students** – Paying close attention to identifying and supporting student needs has made it possible to provide and improve excellent academic support and student services. Student Services has been improved by restructuring and expanding staffing; advancing a collaborative pursuit of legislative funding for an increase in support services positions that parallels that for faculty; and strengthening other support services, including English As A Second Language. Special efforts have been implemented to improve recruitment and retention.
 7. **Library and Information Resources** –Through the last five years an appropriate level of support for the Learning Resources Center/Library has been maintained in spite of a flat General Fund allocation by the General Assembly and one very lean state-wide budget year.
 8. **Physical and Technological Resources** – NVCC provides excellent physical and technological support. Recent construction projects and the new Technology Building currently under construction and improvements in deferred maintenance, improving air quality and the hiring of an Associate Dean of Information Technology are all evidence of progress in this area.
 9. **Financial Resources** – NVCC receives financial support from a Connecticut Legislative General Fund appropriation, student tuition and fees, grants and

- Foundation fund-raising. The last two are generally done in a collaborative team effort involving the NVCC Office of Resource Development, faculty, administrators, community and area business/industry. Sometimes there have been delays in getting bonding approval, but capital construction and equipment funds have generally been available to this College. Although the legislative appropriation has been flat for the past five years, barely covering current services making it necessary to raise tuition and intensify grants and fund-raising, the academic offerings and services to students have not been negatively impacted.
10. **Public Disclosure** – Over the past five years public information has been primarily disseminated as print material through the Office of College Marketing with considerable success and several regional and national awards. However, with the shift in our potential student and community to be Web-based “shoppers,” the College has made a decision to put more marketing resources into Website improvement and fewer resources into print materials that will likely make the Website the primary vehicle of public disclosure.
11. **Integrity** – The College employs a variety of modes to insure that information is faithfully and accurately disseminated, including the Internet, Website, *Employees’ Policy and Procedures Manual*, Student Handbook, *The Happening* — the student information newspaper, WebCT, the *President’s Weekly Bulletin* and the Affirmative Action Plan. As a result of recent circumstances in the State and special State of Connecticut initiatives, a concerted effort has been put forth to ensure adherence to a Code of Ethics and high ethical standards by all State workers, including those who work for NVCC.

Summary

Naugatuck Valley Community College has aggressively addressed the six areas of special emphasis from the NEASC Commission’s report, has carefully reviewed its operation in light of the eleven NEASC Standards and is meeting those standards. Statements at the end of each section provide recent reports of institutional effectiveness. The following report is submitted as more detailed evidence to support these statements.

Richard L. Sanders, President
August 15, 2007

TABLE OF CONTENTS

STATEMENT ON REPORT PREPARATION 1

INSTITUTIONAL OVERVIEW 4

RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS..... 7

RESTORING OUR FINANCIAL RESERVES..... 7

FORMULATING A NEW STRATEGIC PLAN 10

HARMONIZING THE CONTRACTS 12

STAFFING IN STUDENT SERVICES 13

SUPPORTING THE LEARNING RESOURCES CENTER (LIBRARY) IN THE AREAS OF MATERIALS AND STAFFING..... 14

ADDRESSING DEFERRED MAINTENANCE 14

IMPROVING AIR QUALITY 15

NARRATIVE..... 17

STANDARD ONE: MISSION AND PURPOSES..... 17

Institutional Effectiveness 18

STANDARD TWO: PLANNING AND EVALUATION 18

Institutional Effectiveness 18

STANDARD THREE: ORGANIZATION AND GOVERNANCE..... 19

Institutional Effectiveness 22

STANDARD FOUR: THE ACADEMIC PROGRAM..... 22

Institutional Effectiveness 28

STANDARD FIVE: FACULTY 29

Institutional Effectiveness 30

STANDARD SIX: STUDENTS 31

Institutional Effectiveness 32

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES 32

Institutional Effectiveness 34

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES 34

Institutional Effectiveness 36

STANDARD NINE: FINANCIAL RESOURCES 36

Institutional Effectiveness 38

STANDARD TEN: PUBLIC DISCLOSURE..... 38

Institutional Effectiveness 39

STANDARD ELEVEN: INTEGRITY..... 40

Institutional Effectiveness 42

PLANS..... 43

CIHE ENROLLMENT AND FISCAL DATA FORMS

CIHE FORM: STANDARD 10: PUBLIC DISCLOSURE

APPENDICES

STATEMENT ON REPORT PREPARATION

In December 2005 President Richard L. Sanders and Dean of Administration James Troup attended the annual NEASC Conference in Boston, MA. Subsequent to a Cabinet meeting, President Sanders met with Dean of Academic Affairs Patricia Bouffard to determine the time line, chairs, and activities for the Report. Dr. Ronald Schnitzler, Professor of Biological Sciences, and Dianne Minardo, Director of Academic Assessment and Professional Development, were assigned as co-chairs. President Sanders and Dean Bouffard formed an *ad hoc* writing group composed of a broad-based representation of faculty and staff to assist the chairs in writing specific sections and/or selected topics of the Report.

Commencing in February 2006 and continuing for the next twelve months, Dianne Minardo collected various types of data from numerous sources and departments across the campus including but not limited to the President's *Weekly Bulletin* and minutes of the System Academic Deans' Meetings. The historical information from the President's *Weekly Bulletin* provided a guideline and time line to compile a record of NVCC's accomplishments and innovations during the past four years since the last NEASC team visit in 2002.

On March 29, 2006, Ron Schnitzler and Dianne Minardo met with President Sanders to discuss the role of the Strategic Plan in the Report. President Sanders regularly scheduled the NEASC Fifth Year Interim Report as an agenda item presented by Dean Bouffard, Ron Schnitzler and Dianne Minardo at Professional Staff Meetings beginning in April 2006 and continuing through May 2007. Prior to the May 2007 meeting, a draft of the Fifth Year Interim Report was available campus-wide on Outlook for review, input and comment. Additionally, the College community was periodically informed of progress via the President's *Weekly Bulletin*.

In May 2006 Ron Schnitzler met with several key staff to request contributions to the Report on specific topics. Prior to those meetings, Ron Schnitzler and Dianne Minardo met with Dean Bouffard to consider faculty contributors for the Report and Dean Bouffard distributed copies of the Challenges and Recommendations that were cited by the Commission on Institutions of Higher Education for each Standard to the President's Cabinet.

In late August 2006 the Commission notified NVCC that our Fifth Year Interim Report would be due August 15, 2007. In September 2006, following that notification, the co-chairs met with the President's Cabinet members to discuss their assignments for the Report.

In October 2006 Dean Bouffard and Dianne Minardo attended the NEASC workshop at the Commission Office. As a follow-up to that meeting, the CIHE forms were distributed to Dean Troup and Ingrid McGowan, Director of Institutional Research, and President Sanders was updated on the Commission Workshop. Ron Schnitzler and Dianne Minardo continued the follow-up with Dean Troup to discuss the financial portion of the Report.

In November 2006 Dr. Robert Froh, Associate Director of the Commission, was invited to NVCC by the President and visited the campus for an afternoon meeting with the members of the President's Cabinet and mid-managers to discuss the major points for the formulation of the Report, especially the six areas of special emphasis outlined in the Commission's letter of March 21, 2003. Several weeks later, in December 2006, President Sanders and Dean Troup attended the annual NEASC meeting in Boston.

At the opening Professional Staff Meeting on January 26, 2007, Ron Schnitzler and Dianne Minardo gave a progress report to the professional staff and opened the floor for faculty and staff questions and input.

In February 2007 Dean of Student Services James Daniels, the Student Services staff, Dianne Minardo and Donna Collette, Secretary II, worked on the Public Disclosure document. During the months of January through March, various *ad hoc* writers submitted their written reports, and Ron Schnitzler began edits for the first formal draft.

On March 7, 2007, President Sanders instructed the College Webmaster to post the notice for the general public on the College's Website announcing that the NEASC report was in progress and that the public was invited to comment by April 20, 2007.

During the months of March and April 2007, the first draft was completed. At the end of April, the draft document was put on Outlook for the entire College staff to review prior to the final Professional Staff Meeting of the academic year. Constructive comments and edits were solicited by e-mail, phone and in print for either consideration or inclusion to update the document. It was announced in the President's *Weekly Bulletins* of May 2 and May 8 that voting would take place at the May 10th Professional Staff Meeting. At the Professional Staff Meeting, the staff was given the opportunity for further comment on the draft and voted and endorsed the document. During June, the draft was distributed to the Cabinet for comments and updates. During the second part of June, the final copy was reviewed by President Sanders and Dean Bouffard and the final copy was edited.

During July 2007 the final product was completed including the cover, appendices and signatures, and the document was ready for mailing. There has been campus-wide involvement in the preparation of this Report over the past two years.

Major Contributors to the NEASC Fifth Year Interim Report

Antonio Biello, Professor of Digital Arts/Music Technology
 Jeannie Boniecki, Director of Arts and Humanities Division
 Patricia Bouffard, Dean of Academic Affairs
 Samuel Brown, Director of Library Services
 James Daniels, Dean of Student Services
 Arthur J. DuBois, Director of Human Resources
 Dana Elm, Chemical Hygiene Officer
 Joseph Faryniarz, Professor of Biological Sciences
 Douglas Fichtel, Director of Finance/Administrative Services
 Amy Lenoce, Associate Professor of Communications
 Kathy Luria, Director of Marketing (no longer at NVCC)

Rita Matozzo, Associate Registrar
Ingrid McGowan, Director of Institutional Research
Dianne Minardo, Director of Academic Assessment and Professional Development
Richard Sanders, President
Ronald Schnitzler, Professor of Biological Sciences
Bonnie Simon, Director of Mathematics/Science Division
Larry Smotroff, Dean of Community and Economic Development
James Troup, Dean of Administration
Sandra Valente, Associate Professor of Psychology
Nephtali Villanueva, Director of Information Technology
Stacey Williams, Director of Distance Learning

Technical Assistance

Donna Collette, Secretary II
Susan DiMascia, Administrative Assistant
Robert Henderson, Graphics Specialist
Nicholas Schweitzer, Information Technology Tech I

INSTITUTIONAL OVERVIEW

Naugatuck Valley Community College (NVCC) located in Waterbury, Connecticut on 110 acres is easily accessible at the interchange of Route 8 and Interstate 84 making NVCC an attractive commuter college. NVCC was created in 1992 by Connecticut General Assembly Public Act 92-126 with the merger of Mattatuck Community College and Waterbury State Technical College. The annual credit enrollment in over 100 degrees, options and certificate programs offered at the College is now over 5,000 representing 6.1 % growth over the last four years. NVCC's Community and Economic Development (CED) Unit offers 700-800 non-credit courses per year in a wide range of categories averaging 7000 annual registrations over the past five years. CED also has the unique distinction of proudly serving the community with its summer Kids on Campus Program for 26 consecutive years. Both the credit and non-credit offerings of NVCC serve a diverse student population from a large economic and varied geographic region of Connecticut.

As a result of the NEASC Commission's 2002 campus visit and report, the College has increased its commitment to strategic planning. The new Strategic Plan began with a series of workshops and guest lecturers that lead to the review and revision of the Mission Statement. After reaffirming our commitment to students and the community, NVCC's initial Strategic Plan writing committee identified seven (7) goals (see Appendices A and B) to strengthen the College's role in the community. Input was sought from the professional and classified staff, students and members of the community. The mission and goals were endorsed and voted on by the professional staff and the Strategic Plan was in place. Each goal had a standing committee with champions and members who represent the faculty, administration and staff. Each year the Strategic Plan was given a specific acronym to reflect the uniqueness of that year. The Strategic Plan continues to be assessed twice a year by the Strategic Planning Oversight Committee and the progress, results, and tracking are posted on our Website. NVCC monitors, adjusts and implements the various goals in the Strategic Plan through campus wide participation.

Naugatuck Valley Community College continues to maintain a strong enrollment, due in part to its academic reputation for success and partnerships. Major partnerships continue with both St. Mary's Hospital and Waterbury Hospital Health Center. The increased need for qualified nurses has prompted both local hospitals to fund NVCC in excess of \$100,000 per year. This has allowed the College to hire clinical faculty that increased the enrollment in the Nursing Program by 24 additional students per class.

In addition, the College has increased enrollment in several new degree programs including Multimedia, Digital Arts and Fine Arts. The Business Administration/Management and the Engineering Technologies degrees maintain strong numbers of graduates. NVCC students can select traditional on-ground courses, distance learning, hybrid, or blended courses (non-credit/credit). Blended courses are offered in performing arts, English as a Second Language, Computer Aided Drafting/Design, and Manufacturing. NVCC offers credit and non-credit ESL classes, Certified Nurses Aide/Patient Care Technician, and phlebotomy classes in Danbury and other workforce

development programs and some leisure courses in Watertown. Both the ConnCAP State program and Federal Tech-Prep programs keep NVCC closely connected to local high school students, counselors, and administrators.

Several opportunities in partnering have strengthened NVCC's commitment to the community. Junior and senior manufacturing technology students from Kaynor Technical High School study at the Advanced Machining Center in Founders Hall several times a week. Additionally, automotive technician students from Kaynor study at our Automotive Technology Center on Thomaston Avenue. Because Kaynor Tech is undergoing renovations, their adult education Licensed Practical Nurse Program has been housed in Founders Hall for the last three academic years.

NVCC also partners with Western Connecticut State University (WCSU), which has been using office and classroom space in Founders Hall since 2003. WCSU has renovated several lecture classrooms as state-of-the-art computer rooms and offers upper division courses in the evening. NVCC has access to these computer rooms during the day. WCSU has located the Dean of Graduate and External Programs in Founders Hall to facilitate communication with both the NVCC administration and students. The partnership with WCSU has resulted in important transfer agreements in several degree programs including Business Management, and RN to BSN degree in Nursing. Central CT State University offers upper division courses in Criminal Justice on this campus.

NVCC has dedicated a classroom and office space to STAR BASE, a national program funded and supported by the Department of Defense that provides hands-on simulation activities in aviation, rocket science and space exploration. Students from local middle schools interact with military personnel to learn skills in math, science, and technology and to emphasize the importance of team work, goal setting and drug abstinence.

In 2003 the State of Connecticut offered a retirement incentive. An unexpected retirement of 30 tenured and long-term employees, representing a cross section of the entire staff, including the Dean of Administration and 15 faculty, took place within a three month period. This sudden change of personnel, while draining us of considerable experience and a historical perspective, also gave NVCC an opportunity for an infusion of new blood with fresh ideas and the challenge of reorganization. This included the appointment of a new Dean of Administration, a reorganization that included the formal creation of the Office of Institutional Research, the establishment of a position and the appointment of an Associate Dean of Information Technology, the re-assignment of distance learning and telecommunications to the IT Department, and the re-assignment of Marketing to the Dean of Administration.

Additional changes occurred in the Community and Economic Development Office that included the transfer of both personnel and functions for non-credit registration to the Registrar's Office. Changes also occurred in Student Services. A Director of Student Services was assigned to assist the Dean of Learning and Student Development from 2002 until 2005. The Director's position was then replaced with a permanent Dean of Student Services in the Summer of 2006 and the Dean of Learning and Student Development position was re-named to Dean of Academic Affairs. In the Academic Unit, cooperative education was decentralized to the academic programs and the

divisions. The Office of Career Services was created in Fall 2005. The Faculty Senate, which had been dormant for many years, was reactivated in Fall 2006.

Strategic planning assists the administration in determining the use of existing facilities and planning for our future. Since 2002, Founders Hall has been re-configured with the demolition of labs previously used by terminated programs. The Engineering Technology programs, labs and faculty offices currently located in Founders Hall are slated to be moved into the new Technology Building by the Fall of 2008. Other programs to be relocated to the Technology Building include Automotive Technician, Computer Information Systems, Horticulture, and Hospitality Management.

In the Summer/Fall of 2004, the Waterbury branch of the University of Connecticut (UCONN) permanently relocated to new facilities in downtown Waterbury. Once UCONN vacated the NVCC campus, additional classrooms, labs, and offices spaces became available to NVCC. Subsequent to UCONN vacating, changes were initiated to support the process and elimination of the use of the “temporary buildings” which were in place for 34 years. The Copy and Print Center was relocated to the Student Center in Fall 2004 and the Fitness Center was relocated in Spring of 2005. During 2005, the ConnCAP office was relocated to Founders Hall and the Hospitality and Horticulture Labs were temporarily relocated to Founders Hall.

The IT infrastructure has been upgraded to accommodate over 1000 student and 400 faculty and staff computers. Banner, Windows XP, WebCT Vista, PeopleSoft are all connected to the new Connecticut Community College platform, Luminis, implemented in Spring 2007. Technology and electronic communications have been infused into instruction, support services, and administrative functions.

NVCC anticipates the opening of the 100,000 square-foot Technology Building in August 2008. The building will house computer labs and general classrooms as well as incorporate the Automotive Technician Program into the campus from its current location on Thomaston Avenue. The Hospitality Management Program will have new kitchen facilities and indoor/outdoor dining facilities. The Fitness Center will be re-located to carpeted air-conditioned space. The thriving Horticulture Program will have a new greenhouse and laboratory. Additionally, the Technology Building will be connected to Ekstrom Hall so that students can walk across campus from Kinney Hall through three other buildings without exiting the structure and facing the elements. Construction of the Technology Building can be monitored from the College’s Website which includes a Webcam and up-to-the-minute photos, announcements, and information on progress.

With the completion of the Technology Building, Naugatuck Valley Community College will finally be a unified campus that will use its Strategic Plan to continuously monitor its service to students and the community for the foreseeable future.

RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

The Commission's Report of March 2003 listed the following matters relating to the standards on Financial Resources, Planning and Evaluation, Organization and Governance, Students, Library and Other Information Resources, and Physical and Technological Resources for NVCC:

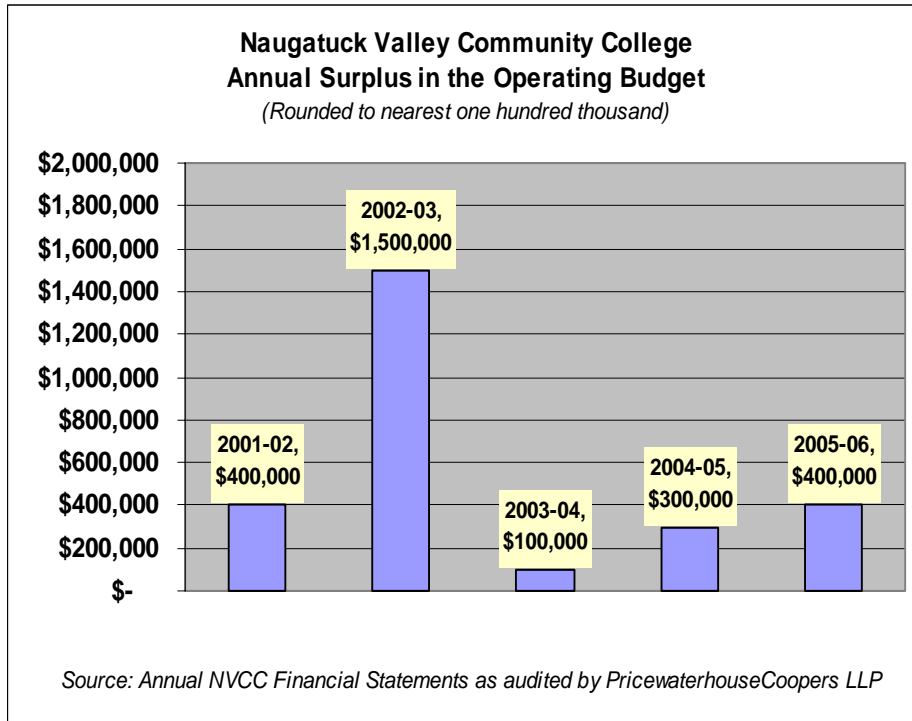
- Restoring its ability to meet its operating budget without a deficit and restore its reserves to a satisfactory level
- Assuring a process to regularly review and update regular reviews of its strategic plan
- Further harmonizing the employment circumstances of faculty and staff who are employed under two different contracts, resulting from the institution's history of the merger
- Ensuring appropriate levels of professional staffing in the area of student services
- Ensuring appropriate level of support for library materials and staffing
- Satisfactorily addressing issues of deferred maintenance and air quality

Restoring Our Financial Reserves

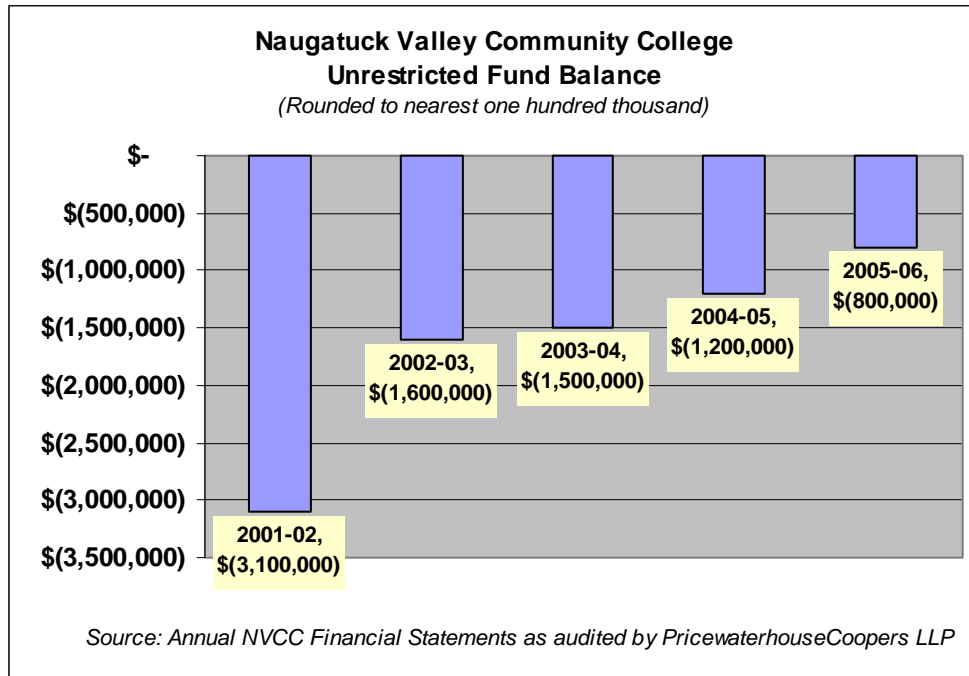
In 2003 NEASC indicated that one of the areas of special emphasis to be addressed in the Fifth Year Interim Report related to the finances of the College. The Connecticut Community-Technical College Board of Trustees established a minimum "Unrestricted Fund Balance" (reserve level) that it expects each college to maintain. In 2002, at the time of the NEASC team visit, NVCC had reserves below that expected level. While still below the expected level, NVCC has significantly reduced that gap. In the last four fiscal years, the College ended each year having achieved a gain of revenue over expenditures. Graph I depicts these results.

The total gain for the four-year period is very significant, but the fact that *each* year resulted in an operating surplus demonstrates the College's firm commitment to consistently returning positive results. This performance indicates the continual progress in improving the College's finances.

These results were achieved because of the exercise of fiscal restraint, the achievement of efficiencies, a steady growth in enrollment, and the receipt of annual budget allocations from the State of Connecticut which ranged from break-even to a moderate increase. State aid never increased substantially, but at least no annual reductions were imposed as had been the case in previous years. This resulted in the College improving its unrestricted fund balance from negative \$3.1 million in 2001-02 to negative \$800 thousand in 2005-06. (Graph II)



Graph I



Graph II

Examples of fiscal restraint and efficiencies as called for in Standard 9.6 include the following:

- Eliminating positions through combining functions and/or elimination of duties
- Delaying the filling of vacant positions in order to save salary and benefit dollars
- Reconfiguring the part-time work force to put greater reliance on “non-benefits-bearing” staffing
- Instituting energy conservation measures

These factors enabled the College to achieve a degree of financial stability as described in Standard 9.2, with the result that it can appropriately fund the fiscal needs of the academic program area as well as facilities maintenance and improvement.

In accordance with the requirements of Standard 9.7, a new budget preparation process was implemented in March 2005 for FY 2005-06. The main objective of the process was to achieve wider involvement of all College constituents and units in the budget preparation process. The following tools were utilized:

- Advance campus-wide publication of the new process
- Presidential involvement by inviting twenty-five deans and mid-managers to a kick-off meeting explaining the process
- Educational small group sessions conducted by the Dean of Administration to educate personnel on how College and State finances function
- The holding of open publicized hearings by the President’s Cabinet over a three-day period where the mid-managers proposed and explained their annual budget requests
- Publication at the end of the process of the President’s tentative budget with an opportunity for an appeal
- Consideration of appeals by the President
- Publication and circulation of the final budget by campus-wide email

This procedure was repeated for the preparation of the current budget, and has resulted in transparency, acceptance and understanding of the budget process. It has removed some of the mystery from the budget/finance arena and has given personnel the opportunity to engage in a more democratic process.

The College’s Office of Institutional Research conducted a campus-wide survey to measure personnel opinion on this process. Of the 162 employees to whom the survey was distributed, 49 responded for a response rate of just over 30%. The results indicate that over 69% of respondents are either very much or somewhat *familiar* with the budget process, 61% are either very much or somewhat *involved* in the budget process, and almost 49% are very much or somewhat *satisfied* with the budget process.

In conclusion, the College has achieved important and significant progress in this particular area of special emphasis, and it appears that progress will be on-going.

Formulating a New Strategic Plan

In 2002 Naugatuck Valley Community College reviewed its mission, vision, and values, as well as the Board of Trustees' goal categories that were integral to its 1997-2002 Strategic Plan. Data from the current Community-Technical College System's reports on students were examined. NVCC's Interim Plan was benchmarked against best practices and model plans. Prior to its adoption, The Interim Plan was made available online campus-wide by the President through his *Weekly Bulletin*, followed by a comment period. The Interim Plan was adopted without additional environmental scanning.

In February 2002 a Strategic Planning Taskforce to lay the foundation for a new Strategic Plan was established. This effort included representatives from College-wide constituencies. The President appointed Dean Smotroff, Dean of Community and Economic Development, to be Chair of the Taskforce and charged it in March 2002 with the following:

- Review the current strategic planning process
- Research and recommend best practices for strategic planning
- Engage the College community in the revision of the strategic planning process
- Conduct environmental scanning research
- Write the next three-year plan to improve NVCC's effectiveness
- Link the strategic planning process to the budget process
- Improve reporting to the Department of Higher Education on effectiveness measures

Five basic principles for developing NVCC's new Strategic Plan were adopted:

- The process offered broad opportunity for College-wide input including accountability, and specialized planning exercises utilizing existing College advisory structures. The College community was informed through committees, written and electronic communications, and Professional Staff Meetings.
- The new plan built upon the major goal categories established by the Board of Trustees.
- Goals were aligned with Connecticut's Department of Higher Education Performance Measures, economic development initiatives, and accreditation requirements.
- Strategic objectives and activities were to be stated in measurable terms, with institutional effectiveness indicators.
- A learner-centered philosophy guided the College's decision-making with review and revision an integral part of the plan.

Six strategic directions served as goals categories upon which individual Units, Divisions, and Departments could develop their measurable objectives and strategic activities. These included 21st Century Academic Models-Best Practices, Workforce Development, Communication, Finance/Resource Development, Technology, and Management of Human Resources. Four subcommittees were established: Survey, Timeline, Institutional Research/Institutional Studies (IRIS), and Models and Best Practices Committees.

The Survey Subcommittee rated the College as doing a fair job of measuring mission achievement and pointed to the absence of effective measurement tools and compatible metrics. Recommendations to get all faculty and staff fully engaged in the strategic planning process were made.

The IRIS Subcommittee engaged in prioritizing recommendations for College-wide studies. Ten best practices models were distributed to Taskforce members for review, analysis and planning. Data from the Timeline Subcommittee supported a 2-year development process which included research and planning.

A series of presentations were made at Professional Staff Meetings to engage faculty and staff in the environmental scanning process, the revision of the mission and vision statements, and the construction of goals and objectives. Presentations were made by the Chair, members of the Taskforce, as well as President Martha Smith and Dean Andrew Meyers from Anne Arundel Community College, nationally recognized community college administrators who have demonstrated strategic planning success. After the series of presentations, Workshaper Consultant Jackie Anderson was retained to facilitate the revision of the College mission and vision statements in an all-day workshop that was scheduled for a cross-section of faculty, staff, and students. The new language was officially adopted at a College-wide Professional Staff meeting by unanimous vote. Environmental scanning occurred over the summer and concluded in October 2003. The Taskforce created an initial plan. The President took the leadership role advancing the new three-year plan by creating a new Writing and Analysis Team to recast the plan. The re-written plan was adopted in May 2004. (Refer to Strategic Plan in Appendix A.)

The newly adopted Strategic Plan included the following **Mission:** *Offering quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.* It included a **Vision:** *The first choice for cultivating learning, leaders and lives in innovative ways.* It had seven goals as “pillars” of the document: Academic Excellence, Institutional Effectiveness, Student Development, Community Relations, Diversity, Workforce Development and Employee Professional Development. Two Goal Champions and varying numbers of Objective Initiators were appointed for each of the seven goals to spearhead activities aimed at achieving goals and objectives. The NVCC Department of Institutional Research, recently formed, was engaged to set up a tracking system to measure goal achievement twice per year; mid-year and year end. The first year of the three-year plan was given an acronym called SPIN (Strategic Planning Initiated Now). An Oversight Committee consisting of Goal Champions – two per goal – and an equal number of faculty was established. The Oversight Committee met that first year and twice per year each year thereafter to review presentations about goal/objective achievement.

In the second year of the plan the acronym was MAPS (Moving Ahead and Planning Strategically). Recognizing that strategic planning needs to be tied to resource allocations, a modest amount of funding was set aside contingent upon achieving our credit enrollment growth and income to be spent on specific Goal Team initiatives. The enrollment goal was achieved, and the Oversight Committee heard requests and made

recommendations to fund deserving initiatives attached to MAPS. The setting aside of dollars was repeated in the third year. That year the acronym was GAGE (Goals Achieved; Goals Emerging). By this time Institutional Research had set up and made operational a complete online tracking system which showed the percentage of completion for each of our Goals and subordinate objectives in thermometer-type depiction. Concurrent with carrying out the third year of the three-year Strategic Plan, the process of reviewing and updating the Plan began. The mid-year evaluation determined that many of our objectives had been accomplished or had become operational. Operational meant that they were “adopted” by a department or division of the College and were now part of the on-going fabric of our operation. As a result, at the end of the third year in May 2007 (see Appendix B) a number of objectives were moved to operational status. The updated three-year Strategic Plan of the next cycle (2007-2010) was endorsed by a vote of the full Professional Staff in May 2007. The newly developed, more transparent, College-wide budget development cycle provides for strategic planning initiatives to be included in the budget requests as an integral part of the process. A new acronym for the fourth year will be KIWI (Keep Improving With Imagination).

Strategic planning is still an evolving process at NVCC. The Strategic Plan has become the “sounding board” for considering alternative scenarios of possible action for most, if not all, decisions – fiscal and otherwise. Likewise, consensus is often reached, and many outcomes connected to the Strategic Plan’s goals and objectives have been accomplished. An outstanding outcome of this process has been accomplished without overburdening staff with paperwork or reporting requirements. The Strategic Plan is a handy and important tool to guide the College in decision-making.

Harmonizing the Contracts

Since the merger of Connecticut’s twelve community colleges and five technical colleges in 1992, a major goal has been the harmonization of the contracts of faculty and staff under the various collective bargaining agreements.

Historically, the harmonization of the conditions of employment for teaching staff in particular, has been problematic. Ten years after the merger, faculty workload harmonization was completed, but it was only in this year’s negotiations that progress was made in the area of compensation. Since the merger, a so-called Unit Placement Agreement provides that new hires are assigned to a bargaining unit so that the ratio now reflects the same proportionality as in 1992. In the case of faculty members these assignments are not restricted by subject area, so that “faculty members within the same department may be members of different unions working under different contracts.” This continued to be worked on in negotiations.

The disparity in wages was the result of the State’s budget crisis in 2002-03 with negotiations in which the Congress of Connecticut Community Colleges (4C’s) agreed to give up already-negotiated wages for one year but the American Federation of Technical College Teachers (AFT) did not. This difference in concessions noted above resulted in the AFT and 4C’s faculty being on different salary grids. It should be noted here that the

administrative units under the 4C's and AFSCME have been harmonized and merged into one collective bargaining agreement for more than a decade.

AFT and 4C's collective bargaining agreements continue to be negotiated separately, and for contract lengths that are out of sync. Recent arbitration awards have made progress in the Annual Increment disparity, and allocation of monies for Promotion & Longevity Payments equity.

It is noteworthy that although complete harmonization of the 4C's and AFT contracts has not been attained by contract negotiations, the differences are much smaller than before negotiations began. In addition some non-monetary differences in the contracts have been resolved.

While the College has progressed steadily toward harmonizing the two faculty collective bargaining units (4C's and AFT) contracts and employment circumstances, disparities still exist in several contractual areas. *NVCC has no control over the bargaining contracts and different "rules" still apply.*

As part of the College's Strategic Plan initiatives, additional monies from the College budget have been set aside to supplement contractual professional development funds through the following activities: special internal grants, speakers for Professional Staff meetings, in-service workshops through the Department of Administrative Services, and faculty/staff orientation.

Staffing in Student Services

A major administrative restructuring occurred in August 2006 when the responsibilities of the Dean of Learning and Student Development were divided, resulting in the establishment of two deanships – the Dean of Academic Affairs and the Dean of Student Services. The new Dean of Student Services is responsible for the offices of Admissions, Registration, Financial Aid, Counseling and Advising, Placement Testing, Career Services, Health and Disability Services, and Student Activities. He oversees planning, programming and evaluation of these offices and their directors. The Dean of Student Services has responsibility for the coordination of admission and enrollment management, retention of continuing students, student engagement and activities, and the enforcement of the student code of conduct. Also, the Dean conducts regular meetings of the Student Services Leadership Team, participates in College-wide committees and taskforces, serves on *ad hoc* committees, meets with community leaders, and participates in student activities.

In addition, the Dean has a particular interest in ensuring appropriate levels of professional staffing, balancing programming initiatives, developing and implementing innovative strategies for student service unit work loads, increasing student retention and introducing new services that meet the best practices in community colleges.

After reviewing and evaluating current staffing levels in each office, the Dean has made the following changes:

- Staffing in Career Services (clerical) has been implemented.

- A new job developer has been added to assist the director in developing community connections for jobs and internships. This is a top priority for 2007-2008.
- The vacant position of Financial Aid Director was filled in 2006 with a permanent appointment instead of with an acting director.
- A counselor position for the Counseling and Advising Center to support continuing students, probation students and general counseling is being developed.
- Additional secretarial support for the Dean's Office and Student Services Departments is being assessed.

Supporting the Learning Resources Center (Library) in the Areas of Materials and Staffing

(See Standard Seven Narrative p. 32)

As noted on page 12, the State experienced a budget crisis in 2002-03. Consequently, the Learning Resources Center's (LRC) distributed budget did decline but all departments had a much leaner budget. However, whenever possible, the LRC was given additional resources when available. For example, although only allocated \$157,000 in FY 03-04, the actual budget spent was \$188,588. Although the actual budget spent varied year-to-year, NVCC has made a concerted effort to maintain and enhance the LRC resources whenever possible.

In addition, in FY 2002-03, \$35,000 from the "parking fines" account was transferred to the LRC budget. The LRC also has access to the Traurig endowment fund (see page 33).

Although there has been turnover in the LRC since 2002, there remains only one position unfilled (Library Technical Assistant). This is currently being filled by two 17-hour educational assistants.

Addressing Deferred Maintenance

In the last five fiscal years the College has made a commitment to significantly increase spending in the area of facility maintenance, including routine custodial, as well as infrastructure and Heating, Ventilation and Air Conditioning (HVAC). The facilities operating budget (not including salaries, benefits, or energy consumption) has increased by 68%, or an average of almost 14% per year. Notable expenditures have occurred in the areas of facades of buildings, flooring, asbestos abatement, the improvement of room furnishings, custodial machinery and equipment, and carpeting and painting. In the past five years, the College has spent a considerable amount of money in the area of HVAC on such items as pumps, compressors, air handlers, valves, tanks, and heat exchangers. (See Appendix C for a comprehensive list of major maintenance expenditures made from operating funds.) Not included on the list are hundreds of thousands of dollars for routine minor expenditures.

The College has also been fortunate in obtaining bond money from the Community-Technical College System Office and other sources to perform seven major construction projects totaling over \$5 million for new roofs, concrete reconstruction in the two parking

garages, chiller repair and re-tubing, a major sprinkler system replacement, a new kitchen/commons area, and a major renovation to the Child Development Center. These projects are listed at the end of Appendix C.

The custodial and craft worker staff of the College has an impact, of course, on facility maintenance and the indoor air quality project explained below. In the past five years, the College has improved the staff both in terms of quality and quantity. Training has improved performance of the staff, and in terms of quantity, the College has for the first time in over ten years, actually added custodial staff—one full-time and three part-time custodians. This has made a noticeable difference in the cleanliness and the state of housekeeping campus-wide.

Improving Air Quality

The *Tools for Schools* Program, an EPA initiative, was implemented to address on-going indoor air quality (IAQ) concerns in Ekstrom Hall. NVCC is the first College in the CT Community-Technical College System to use this program. A group of employee volunteers received training and assistance from the CT Department of Health and a Certified Industrial Hygienist (CIH).

The project was divided into two main parts: data collection/analyses and the development of an Indoor Air Management Plan (IAMP). The volunteers distributed room-specific checklists, which had been modified to meet our needs, to every staff member to help identify IAQ concerns. In Part I the data collected identified problems or trends related to poor IAQ that were then addressed in Part II. The following is a recap of that project's findings:

Part I: Summary of Major Findings from Data Collection/Analyses

- Inadequate housekeeping throughout the building
- Dirty ceiling tiles caused by leaking plumbing or black particulate matter released from disintegrating HVAC duct lining
- Thermal discomfort related to poor temperature and humidity control and extended periods of HVAC shutdown
- Inadequate or non-existent air flow in many areas. This problem was specifically cited in the 2002 VFA engineering report.
- Substantial IAQ problems in the BioPrep room on the 4th floor

Part II: Highlights of the Indoor Air Management Plan (IAMP) for Ekstrom Hall

The IAMP for Ekstrom Hall was developed to proactively address the findings in Part I. The Plan includes four sections: 1) scheduled maintenance activities, 2) capital and 3) non-capital mechanical improvements, and 4) administrative controls.

Maintenance Activities

- Substitute “green” cleaning products. Status: In use where possible
- Adherence to the table of maintenance activities given in Appendix D. Establish a maintenance log to track completion. Status: Not yet done

Mechanical Improvements (Capital Expense)

Note: Due to the expense of these items, a definitive timeline for completion is not available.

- Repair or replace VAV boxes, as advised by the 2002 Facilities Condition Assessment (VFA, Inc.). Discussions regarding funding have commenced between the Dean of Administration and the System Office.
- Insulate plumbing in ceilings to eliminate condensation that causes leaks
- Effectively repair foundation leaks at the southeast side of building

Mechanical Improvements (Non-Capital)

The table lists the non-capital improvements, categorized according to those that have been completed and those that still need to be addressed.

Completed Items	Items Pending
<ul style="list-style-type: none"> ▪ Vent the Museum to the outside and prohibit its use as office space ▪ Upgrade air handler filters to a MERV >8 and a 50-70% efficiency rating for 2 µm particles ▪ Install CO detectors on 3rd and 4th floors ▪ Lock circuit boxes and switches that supply current to the chemical hoods and exhaust fans ▪ Purchase 3 new vacuums for Ekstrom Hall ▪ Relocate outside smoking locations away from entryways ▪ Restrict dissection labs to the 4th floor labs ▪ Perform radon testing 	<ul style="list-style-type: none"> ▪ Resolve poor air ventilation in all rest rooms ▪ Purchase a CO₂ meter ▪ Rebalance HVAC system and validate air supply at 20 cfm of fresh air per occupant ▪ Install auxiliary vents above four large photocopiers ▪ Ensure that the air handler operates continually when the building is occupied

Administrative Controls

- Establish a means to notify employees of hazardous chemicals use, and schedule work during times of low building occupancy. Contractors and vendors will be asked to submit MSDS prior to the start of any such work.
Status: Implementation in progress
- Hire more custodians. The current cleaning load per custodian is between 21,167 to 33,197 sq. ft., well above established guidelines. Status: Pending
- The Team requested a budget of \$50,000 for *Tools for Schools* needs.
Status: \$5,000 was allocated for the 2006 fiscal year

Outcomes and Current Situation

The program started in Ekstrom Hall with the intent to expand it to the rest of the campus within two years. Volunteers collected data and developed an IAMP accepted by NVCC management. The combined effort of volunteers and managerial support for the program has resulted in positive gains, particularly in the area of non-capital mechanical improvements. However, the implementation of the entire IAMP has not come to fruition. This program requires an increasing commitment in an effort to continue to improve the IAQ through the prescribed aforementioned goals.

NARRATIVE

STANDARD ONE: MISSION AND PURPOSES

NVCC has a clear and understandable statement of Mission and Purpose. The mission and purposes of Connecticut's Community-Technical Colleges were re-affirmed by a Board of Trustees resolution on February 24, 2003, which states "That the Board of Trustees of Community-Technical Colleges reaffirms its commitment to the twelve Connecticut Community Colleges and their mission that ensures access and academic success for students seeking the opportunities offered by higher education and required by the high demand workplace of the 21st Century." Naugatuck Valley Community College had reviewed and revised its Mission and Vision Statements as the first steps of the Strategic Planning process that began in the Fall of 2002.

NVCC's Mission is *"to offer quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential."* The Mission Statement has been published and included in semester course schedules for the credit and non-credit offerings, degree program brochures, and other campus publications. In Spring 2007 the Mission Statement was displayed on large professionally manufactured signs in ten prominent locations on campus. The final version of The Strategic Plan of 2004-2007 was built upon this revised and revitalized Mission Statement. The Vision Statement, *"NVCC should be the first choice for cultivating learning, leaders, and lives in innovative ways"* is illuminated at the entrance and exit of the College on Chase Parkway.

Both the credit and non-credit units of the College have responded to the revised Mission Statement in a variety of ways. The College has offered a number of delivery modes for student learning and student access that include distance learning through online courses, hybrid courses, and blended courses. Banner administrative software permits student to apply, register, use library data bases, and access multiple sources of information from a computer station without on ground or person-to-person contact.

Programs and certificates have been expanded based on the requirements of the community. Both local hospitals, St. Mary's and Waterbury, have a great demand for nurses. In partnership with these hospitals, NVCC has been able to expand the nursing class from 80 students per year to 110 students.

Examples of how the College's Mission supports both education and service to the community include the following: 1) in response to homeland security concerns and Connecticut law, the non-credit unit offers a Security Officer Certification training in cooperation with the State of Connecticut; 2) the non-credit unit, in cooperation with the Engineering Technologies Division and Construction Education Center, Inc., has developed a 90-hour Construction Certificate program; 3) the Early Childhood Education Program continues to offer degree and certificate programs, pre-school education for toddlers in the Discovery School, and Child Development Training through a Statewide initiative for caregivers of children from birth to age five. This training allows participants to qualify for a Child Development Associate Credential; 4) the dance

program offers credit and non-credit courses for public school teachers so that they can be certified by the State of Connecticut; and 5) the ESL program has been moved entirely to the academic unit of the College, but courses are offered as blended to suit individual student needs. Students are tested, placed and advised. These are only a sample of the number of initiatives the NVCC has accomplished during the past few years.

Naugatuck Valley Community College's mission touches many lives that range from the children in the toddler program, to high school students in the ConnCAP program, to workers who are re-training through the Workforce Investment Act (WIA) program, to senior citizens who sample arts and cultural programs.

Distance learning, the Internet, WebCT, e-mail, and other media and communication avenues have expanded the mission and vision beyond the borders of NVCC's physical campus.

Institutional Effectiveness

The review of the Mission of NVCC was initiated through the President's Cabinet, the Strategic Planning Council, and the Analysis and Writing Team from April 2003 through May 2004. That process is described on pages 10-12. The Mission Statement, Vision Statement and strategic goals are currently published in the College catalog, other printed material and on the College's Website.

STANDARD TWO: PLANNING AND EVALUATION

Planning and evaluation are an integral part of the College's redesigned strategic planning processes. In accordance with the recommendations of the NEASC Evaluation Team during its site visit of October 20-23, 2002, NVCC established an Office of Institutional Research (OIR) in January 2004. Under the supervision of the Dean of Community & Economic Development, a director was assigned to the hybrid position of Director of Non-Credit Programs/Institutional Research. A three-year plan of work was developed to enable the OIR to centralize data collection and analysis. In July 2004, the OIR was moved to the Dean of Administration. That employee was reassigned to the position of Director of Institutional Research, and a full-time Research Specialist was hired to support the activities of that office.

The OIR has engaged in a wide variety of research activities since its inception. Examples of this include: the administration of the CCSSE in 2004 and 2006, the faculty version of the CCSSE, IPEDS reports, the graduate survey, clearinghouse data analysis, strategic plan assessment, and many more. (See Appendix E.)

Institutional Effectiveness

The Strategic Plan is evaluated in multiple formats. Each goal champion (chair) submits an electronic tracking form listing goal progress twice a year showing completion levels for the overall Strategic Plan and individual goals. The Office of Institutional Research posts the data on the Strategic Plan Website. Additionally, the President and the Cabinet meet twice a year with the Strategic Planning Oversight Committee, composed of all the Goal Champions, to review progress and to discuss potential funding of projects directly

linked to the Strategic Plan. As of Spring 2007, budget requests for the Strategic Plan goals were evaluated and reviewed through the College's normal budget process.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The Statewide organizational structure for Connecticut's 12 Community-Technical Colleges has remained essentially unchanged since 2002. Governance remains vested in several connected agencies including the Connecticut State Legislature, the Board of Governors for Higher Education (BOG) and the Board of Trustees for Community-Technical Colleges (BOT).

The responsibilities of the Board of Governors and the Board of Governors' Standing Advisory Committee have changed only slightly, but it is important to note that one of the two faculty representatives and one of the two administrative representatives of this committee are on the professional staff of Naugatuck Valley Community College.

The ultimate authority for the governance of NVCC remains with the Board of Trustees. It is worth noting that two NVCC students have been elected to the BOT during the last five years. These student trustees have full voting rights. NVCC has had five students elected in the last fifteen years. The Chancellor is the chief agent of the BOT and remains responsible for assuring System compliance with BOT policies.

The President is the chief executive officer of the College with the responsibility of ensuring that NVCC's strategic goals and mission are fulfilled. The President's *Weekly Bulletin* remains an essential part of the governance process. (See Appendix L.)

The Cabinet consists of administrators from the following units: The Administrative Services Unit (Dean), the Academic Affairs Unit (Dean), the Student Services Unit (Dean), the Community and Economic Development Unit (Dean), the Resource Development Unit (Associate Dean) and Human Resources (Director). The Administrative Services Unit is responsible for business operations, marketing, payroll and human resources, information technology, facility management, security, and budget/fiscal control. The Dean of the Administrative Services Unit was hired since the NEASC 2002 comprehensive report. The Dean of the Academic Affairs Unit is responsible for implementing credit academic offerings at NVCC – now the third largest community college in Connecticut based on credit enrollment. A team of administrators (Learning Team) assists the Dean of the Academic Unit in developing, supervising and evaluating the College's instructional programs, faculty and effectiveness. The Student Services Unit is newly-created and staffed by the Dean of Student Services (see Areas Identified for Special Emphasis, p. 13). Major functions for this Unit include development and management of student services staff, enrollment services, financial aid, student development and retention. The Community and Economic Development Unit has responsibility for a broad array of services to the College and to the communities in NVCC's service area with a focus on workforce development, facilities management, outreach and new program development. The Resource Development Unit is responsible for soliciting grants from private, State, and Federal sources, assisting other units in grant preparation and administration, alumni fund raising, and the NVCC Foundation. Human

Resources is responsible for hiring processes, contract interpretation and personnel training. (See Appendix F.)

NVCC Management Reorganization Since 2002

The Management Team of the College, which includes the President, Deans, Associate Deans, Human Resources Director, Assistant Director of Human Resources and the President's Executive Assistant was restructured during 2006 and 2007. This was done to address an increase and imbalance in work load in certain key areas to deal with growth in the size of, and shift toward, a younger credit student population, to bring about increased efficiency and coordination, and to implement recommendations made by the 2002 NEASC Visiting Team in its last accreditation report to the College. The bullet statements below summarize the restructure:

- The Dean of Learning and Student Development was divided into two positions both reporting to the President directly. The Dean of Academic Affairs supervises the six academic divisions, the Learning Resources Center, CONNCAP, Tech Prep, Academic Distance Learning and Academic Assessment & Professional Development. The Dean of Student Services, which was filled in August 2006, supervises Admissions, Financial Aid (from Administrative Services), Counseling, Career Services, Student Activities/Student Government, and the Registrar.
- A new position of Associate Dean of Information Technology was created and reports to the Dean of Administration. This was filled in August 2006. He currently supervises all IT staff, the Director of Distance Learning, and the Director of Institutional Research.
- The Director of Marketing position became vacant due to a resignation, and the reporting relationship was shifted to the Dean of Administration from the Dean of Community and Economic Development.
- The Dean of Community and Economic Development continues to develop outreach and non-credit program initiatives reflecting the new mission.

Other Naugatuck Valley Community College Organization Features

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, materials, and monies are used for scholarships, faculty development, instructional enhancements, innovative projects, and facilities improvement.

Regional Advisory Council

NVCC's 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 identifying regional higher education needs. At its May

2007 meeting, the Regional Advisory Council (RAC) members completed a survey to determine how well the College was doing in accomplishing its mission. Items in the survey included NVCC-RAC communication, and the extent to which the RAC is aware of the College's Strategic Plan, new academic programs and administrative structure. The RAC gave the College high marks in every category. (See Appendix G.)

College Advisory System (CAS) – Role of Faculty

The following committees are dealt with more expansively in other Standards of this Interim Report but are noted here to indicate their importance in the College's governance structure and the role of faculty in overseeing the College's academic programs.

Curriculum and Educational Affairs Committee: responsible for review and development of recommendations in the areas of curriculum, new certificate and associate degree programs, program requirements and educational matters.

Academic Standards Committee: responsible for the standards of the College including the review, development and monitoring of grading systems, honors, probation, suspension, etc.

Student Affairs Committee: responsible for local student procedures and rules (often based on Board of Trustees' policies), student services appeals and scholarship recommendations.

Agenda Committee: responsible for oversight of the processes and operations of the other three committees, determine proper committee for proposal consideration, review and determine if proposals recommended from the other three committees are ready to be placed on the agenda of the full professional staff meeting for consideration, to monitor the College Advisory System and, when necessary, recommend modifications of the system structure or processes. (See Appendix H.)

Faculty Senate

In 2006 the full-time faculty recommended to the President that a newly-formed organization called the Faculty Senate be recognized. The purpose of the Senate is to strengthen the concept of "faculty", to discuss faculty views and concerns regarding College matters and their ability to do their jobs, and to improve communications and provide structured input to the President on governance, faculty collaboration and NEASC evaluative matters. The Academic Dean fully supported the faculty on this proposal. (See Appendix H.)

Ad hoc Committees and Task Forces

Ad hoc committees are created as needed by the College and student community. Examples are Strategic Goals Task Force, Basic Skills Council, Academic Computing Team, Commencement Committee, Distance Learning Committee, Web Committee and others.

Student Government Association

The Student Government Association (SGA) is responsible for the disbursement of funds from student activities fees to develop and support extracurricular activities. The Student Government Association, comprised of representation from the general student population, meets on a regular basis. The Executive Officers which include a president, vice-president, secretary, and treasurer meet weekly. Additionally, student senators

representing established clubs also meet weekly. The SGA has sponsored many major events both on and off campus including but not limited to food drives for the local soup kitchen, annual Christmas presents for under-privileged children in conjunction with the Salvation Army, blood drives with the American Red Cross, and a walk-a-thon for the American Cancer Society. The SGA has also sponsored speakers, workshops on etiquette and leadership, and the largest social event of the year, the Leadership Banquet. The SGA has been very active in promoting both student leadership and positive community relations.

Collective Bargaining Committees

The Collective Bargaining Agreements continue to have significant impact on the College’s organization and governance relative to the conditions of employment. The faculty bargaining units have separate agreements and, therefore, separate standing committees that determine the protocols and procedures for promotion, tenure, and sabbatical leave and professional development.

Institutional Effectiveness

The Cabinet, through analysis and strategic assessment, was restructured (adding a Dean of Student Services). The effectiveness of the Regional Advisory Council has been assessed. The College’s Advisory System’s standing committees are evaluated annually through a College-wide survey given in the spring semester and the results are published in the President’s *Weekly Bulletin*. During Summer 2006 the Faculty Senate was re-activated and is now considered a formal committee.

STANDARD FOUR: THE ACADEMIC PROGRAM

NVCC operates a comprehensive, dynamic and up-to-date academic program – both credit and non-credit – that is closely monitored in order to maintain currency in meeting the needs of its students and the community.

The Question of Low Enrollment Programs

Although there are still low enrolled programs at the College, the College has made an effort to either suspend or terminate several programs. These include the following:

Suspended	Terminated	Identified for Termination 07-08
Business Office Technology	Chemical Engineering	Plastics & Rubber Engineering Technology
EMT-Paramedic	On-Line Computer Information Systems (CIS)	Industrial Management and Supervision
	Website Development for E-Commerce Option	Quality Assurance
	Telecommunications Option	

On the other hand, the College has made a conscious decision to re-invigorate several other programs. These include the following: Aviation Science (by offering only the management curriculum with the flight curriculum provided by our airport partners);

Electronic Engineering and Manufacturing (community interest and need influenced our decision to hire new full-time faculty and begin new articulations with four-year colleges); Fine Arts (enrollments are solid within the Fine Arts curriculum); and Fire Technology. The decision to re-invigorate those programs was initially affirmed by the President, who declared that career programs were the priority. Since the adoption of the Strategic Plan, career programs remain the priority.

Academic Institutional Research

The Office of Institutional Research was reconstituted and fully staffed in 2004. Since that time, faculty has used those resources to formulate Program/Discipline Reviews. As a member on all Strategic Plan Goals committees, the IR director has been instrumental in providing the expertise needed to ensure timely, reliable, and effective data for a wide variety of academic research/inquiry questions. (See Appendix E.)

Educational Outcomes

NVCC will begin an assessment of the effectiveness of the general education core in Spring 2007. The College has decided to use the ETS MAPP test to measure general education learning. The goal is to have all graduating students take this examination. The data will be used to establish a benchmark with which to begin the review of the general education core. In addition, the Director of Academic Assessment and Professional Development collected methods that provide direct and indirect evidence of student learning. (See Appendix I.)

Educational Assistant (EA) Support

Budget distributions over the last few years have restored much of the funding for tutoring and academic support (EAs). In addition, the Office of Resource Development has been able to secure significant donations earmarked specifically for tutoring. This has benefited the Mathematics, Biology, Writing and ASD Centers. Funding for specialized centers such as, accounting, computer, nursing, etc., has been a priority and matched by grants and/or donations.

Communication and Planning Among Credit and Non-Credit Faculty and Staff

For effective and efficient use of resources, student registration has been centralized in one office for all credit and non-credit students. The College has moved to include more course offerings available for both credit and non-credit students through blended courses. These courses are offered in CAD/D, Music, Dance, ESL, Statistical Process Control, etc. For example, working in collaboration between credit and non-credit faculty, a new Construction Certificate was spearheaded by the non-credit faculty, but approved as a credit certificate. The Admissions Office and the Deans of Academic Affairs and Community and Economic Development collaborated to offer Advancer+ to assist students for Accuplacer testing. One of the more important collaborations has been in the ESL program. The credit and non-credit courses have been fully integrated and offered 'side-by-side' for all students. The administration has recognized the importance of this program and committed a full-time, 12-month director to guide and expand this program. Communication is open and effective between the credit and non-credit areas.

Teaching with Technology

Educational technology has permeated all aspects of educational delivery. The use of the Internet as an instructional tool, and the increase in availability of Web-based knowledge has resulted in the need to incorporate technology into classrooms and labs. Educational technologies offer a powerful support for learning through inquiry and problem solving, linkages of classrooms and individuals via the Internet, and allows for simulation of real world problems. Faculty have been encouraged to incorporate the use of technology in the classroom as a component of their teaching. Purchases and installation of Smart Classrooms across campus, trainings on the use of technology in teaching, and the regular upgrade of computer labs enhance this approach.

Academic Computing Team (ACT)

The Academic Computing Team (ACT) is an *ad hoc* standing committee which provides recommendations and prioritizations concerning technology and computing needs, faculty utilization of technology, and delivery of distance learning, Web-enhanced and hybrid courses. During the 2005-2006 academic year, ACT identified classrooms across campus to be converted to Smart Classrooms. These classrooms are equipped with computers/monitors and projection screens which allow for Internet access, access to WebCT, PowerPoint use, and document cameras.

Newer Technologies

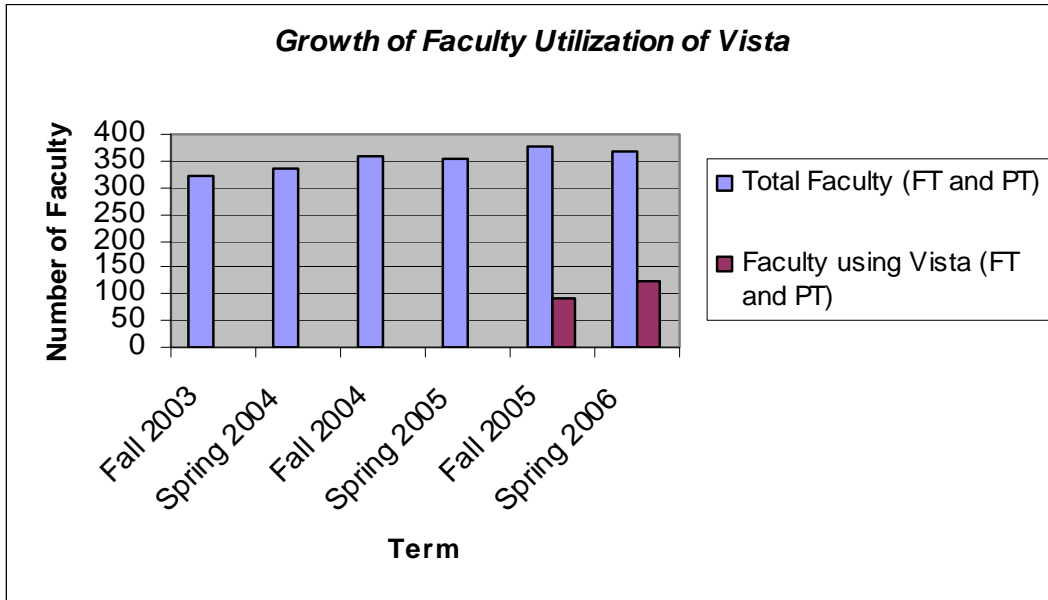
Existing computer labs continue to be upgraded as new versions of software and operating systems become available. Additional LCD carts have been purchased so that faculty can utilize this equipment during class time to access material or their course WebCT shells. Podcasts and vodcasts (video pod cast) are used by faculty for presentation of educational content or saved to the Web for later viewing. These newer modalities allow for greater distribution of resources for teaching and learning.

The Digital Arts Technology degree program with three options (Audio/Video, Graphics/Animation, Multimedia/Web) was approved in the Summer of 2002. The first semester of the new program began in the Fall of 2002 with 23 enrolled students. As of Fall 2006 the program has over 140 students declared as Digital Arts majors as well as 150 enrolled in Digital Arts electives. Because of the rapid dynamic changes in the digital arts field, content must be frequently updated. In order to stay abreast with industry, instructors are required on the average to replace 30 to 40 percent of the content in each academic year. Due to the strong interest in this discipline area, lab space is in high demand. The Digital Arts certificate programs are preparing individuals who have already completed a degree and are looking for skill-enhancement opportunities. Additionally, there is a very strong interest by students in a Game Design option. If added lab space is secured for the Digital Arts degree, a Game Design option will be implemented.

WebCT Online, Hybrid and Web-Enhanced Courses

Faculty has increased their use of WebCT from Fall 2000 to the present. There were 16 online courses in Fall 2000. This has increased steadily to 29 online courses in Fall 2006 representing a growth of 20%. Hybrid course offerings started in Fall 2005. Hybrid is defined as courses whose contact hours are split between online and on-ground (in a classroom). Faculty use of WebCT for on-ground course enhancement has also

increased. In the Fall 2003 semester, a total of 744 course sections were offered. Of those, 135 courses and 323 faculty utilized WebCT Vista to enhance their courses. In Spring 2006, of the 808 course sections offered, 248 courses and 370 faculty utilized WebCT Vista representing a 31% increase in the use of WebCT. The following bar graph demonstrates the growth in faculty use of WebCT to post syllabi, assignments, lecture material, and promote threaded discussion of class material outside the classroom.



Faculty Use of Instructional Technology

To obtain data for this Interim Report, selected faculty were interviewed concerning their use of technology. The more common types of technologies described include DVDs, VHS tapes, CDs, LCD carts, and ePacks.

Allied Health/Nursing/Physical Education Division

All full-time faculty utilize WebCT to enhance their courses. Syllabi, discussion boards, assignments and quizzes are accessible online by students. Digital imaging has replaced x-ray film in radiology. Consequently, the Radiologic Technology Program, using donated funds from a community benefactor, installed the College’s first smart classroom. Radiologic Technology students returning to the College at the end of their clinical day may view imported images from clinical affiliates, allowing for integration of clinical experiences with post clinical learning experiences. To protect patient confidentiality, the images go through an anonymization process before the radiograph is displayed using the lab’s protection system. SimX-ray is used on campus which allows students to practice radiological techniques. Over the past 18 months, SimMan has been used by both nursing and respiratory faculty in lab. SimMan provides realistic clinical situations for allied health and nursing students. The robot can be programmed to simulate live medical emergencies and conditions allowing for students-simulated practice in assessment and treatment of clinical conditions. In the future, the Allied Health programs plan to increase the number of robots so that every student can practice using this technology on campus.

Arts and Humanities Division

Within the Arts and Humanities Division, WebCT Vista and ConnectWeb are used for online, hybrid, and Web-enhanced on campus writing composition classes. The Digital Arts Technology Program utilizes a computer lab, and several multimedia software programs such as Director, Flash and Dreamweaver. For their Audio/Video option, electronic synthesizers, a separate music computer lab and music composition software allow students to compose their own music, and have it transcribed into notation. Quark Express and Adobe Illustrator are software titles used to teach graphic design classes. The *Tamarack*, the student newspaper, published by NVCC's Journalism class, relies on Quark and digital cameras to produce each edition. Students in Photography I and II provide their own cameras, but have use of a dark room to learn about developing film. Academic Skills Development (ASD) classes use Reading Road Trip software with their students.

Business Division

The Business Division teaches hybrid and online courses. In a business communication course, students set up their own Website and post their resumes to market themselves to prospective employers. In accounting classes, eBooks and ePacks are used exclusively as a component of classroom learning. Computer science faculty have implemented the use of Skills Assessment Manager Software (SAMS) as a pre-and post- test measure of student computer literacy. SAMS is also used as training software which allows students to evaluate their learning of computer based applications. Within the Hospitality Program, students use Chef Tech, a computer program which looks at the nutrient content of foods, and allows for scheduling and ordering of food, and the ability to program for certain diets.

Founders Hall classroom F224b has a Networking lab which allows student to set up and troubleshoot networks in the Networking Essentials class. Students learn about LAN use, security measures, and support for area networks. The Computer Science Department is using Active Server Pages (ASP). This software provides the knowledge necessary to design and develop dynamic Web pages using Active Server Pages. ASP will allow students to learn how to connect to data from any Open DataBase Connectivity (ODBC)-compliant database, and create database-driven HTML forms and reports. Students will also use standard ASP software components to implement dynamic Web pages.

Behavioral and Social Sciences Division

Classes are often taught in the lab to provide instruction in using the Internet for research, training on using WebCT, and instruction on specific software which supports Behavioral and Social Sciences courses. The Behavior Modification course utilizes the program called Sniffy the Rat to teach skills such as reinforcement and extinction. Students in the Theories of Personality course have started to use Second Life as a virtual learning environment. This program promotes collaboration, training, and education among faculty and students. Instructors set up their own virtual environment and give students assignments involving an online 3-D simulated world. The Criminal Justice Program utilizes simulation software, Crash Zone and Crime Zone, in which students create crime scenes as a component of their learning experience.

Engineering Technologies Division

The Engineering Division encompasses Manufacturing, Electronics, Mechanical and Automotive Technologies. Master CAM software (Version 10) is used to generate code that will be installed in Computer Numerical Control (CNC) machines which are used to manufacture parts. Students learn about automation equipment used to increase assembly productivity. AutoCAD and NetOPS are examples of software used within engineering. The Fire Technology Program is in the process of creating a sprinkler laboratory to train students in installation and repair of fire sprinklers.

Mathematics and Science Division

The Mathematics and Science Division uses simulation software, created by the Biology faculty, to better understand how specific biological concepts function such as photosynthesis, genetics problems, population genetics, “what if” scenarios, osmosis, enzyme kinetics, DNA and protein synthesis. Simulation software is used in sections of Introduction to Biology, General Botany, and Biotechnology. In mathematics, TI graphing calculators, interactive mathematics software, and MyMathLab are used.

Community and Economic Development

The Center for Business and Industry Training held professional development classes for instructors to teach them how to integrate video into PowerPoint presentations and to inform them of the many Internet resources available to them.

Non-credit Nursing/Allied Health and Community Education programs also use technology when teaching courses such as LCD projectors, video/DVDs and a variety of software programs. Test generating software as well as the MLS listing system is used for Real Estate courses. For Payroll and Estimating classes, Excel software is utilized.

Connecticut Distance Learning Consortium (CTDLC)

The CTDLC provides the infrastructure and coordination of Web-based delivery systems for students attending NVCC. Students who utilize WebCT for distance learning courses, hybrid, or Web-enhanced courses have access to a 24 hour *Help Desk* to address technological issues either at home or on campus. The CTDLC also offers online tutoring (eTutoring.org) in the areas of writing, math, and statistics.

Distance Learning Director

The Director of Distance Learning inspires and motivates faculty to infuse technology into the classroom and provides direction and support to faculty in developing and implementing distance learning technology in the College’s course offerings. The Director has been instrumental in the training of faculty to use WebCT, assisting them with getting course content into WebCT shells so that they can be accessed for classroom instruction, and providing ongoing technological support so that teaching with technology runs smoothly. Training for faculty which supports the use of technology in their teaching include Creating Content with WebCT Vista, Creating and Managing Assessments using Respondus, Teaching Tools: Communications, Assignments, and Group Activities in WebCT Vista, and Getting Started with WebCT Vista. During the Spring 2007 semester, a Distance Learning Certificate Program was being developed and coordinated through the Distance Learning Director and WebCT mentors.

Use of Technology and Smart Classrooms Survey – Fall 2006

A survey was developed by a psychology professor to identify how faculty use Smart Classrooms and technology as a component of their teaching. This survey asked about use of Smart Classrooms, the types of technologies used during class time, motivations behind faculty use of technology, impediments to use of technology and ideas about increasing motivation to use technology to teach. These surveys were distributed to all full-time faculty attending a Professional Staff Meeting. The survey itself and the results appear in Appendix J. Based on the information from this survey, technology has become an integral part of teaching. The primary reasons cited for using technology are that it motivates students, it enhances students' ability to learn, and it is part of every day life. Faculty indicate that they would like more access to Smart Classrooms.

Challenges and Concerns

One of the primary challenges as it relates to the use of technology for instruction is the availability of equipment and classrooms. Another area that is requiring attention is the use of video streaming. Many faculty have developed digital media files in audio and video format which they would like to run on their WebCT course shells. For instructors of distance learning or hybrid classes, the use of a video file is helpful in explaining content, and also allows for more ADA compatibility of online courses. One challenge that the College has met is the significant improvement in Bandwidth. In April 2007 the IT department was able to increase Bandwidth ten-fold from 10 mb to 100 mb to accommodate student access to the Internet and various Web resources.

Institutional Effectiveness

NVCC uses Accuplacer to assess students at the point of entrance to degree programs. Students wishing to take an English, mathematics, or ESL class are tested and placed using this Connecticut Community College required placement test. ESL students also complete a writing sample. Students seeking entrance to the Nursing degree program must take the NLN pre-test.

Programs and courses are evaluated regularly by faculty, division directors, and academic divisions. Faculty, coordinators, and department chairs from both the Academic Unit and the Community and Economic Development (CED) Unit review syllabi each semester. Annually the catalog course descriptions, course numbers, prerequisites, and program outcomes are reviewed and updated. Program coordinators and academic directors review and update charts indicating methods that provide direct and indirect evidence of student learning for each degree program. The CED Unit reviews course and program outcomes on a regular basis. Program and discipline reviews, which are required by the Board of Trustees, are done on a cycle. The System academic deans and System Office made the assessment that the current instrument for program and discipline review was too cumbersome, and produced and distributed a streamlined instrument for System use. In addition, Strategic Goal 1 designed and piloted a new program review tool. During the past year, the Dean of Academic Affairs and academic division directors agreed to and published a 5-year plan for program and discipline reviews. (See Appendix K.)

The Faculty Senate volunteered to review and revise the College's Common Core of General Education during the 2006-2008 academic years. In conjunction with the Core,

the College implemented MAPP testing (Measure of Academic Proficiency and Progress) for graduates of the Class of 2007 and beyond.

Over the past five years, the Connecticut Community-Technical College System initiated and completed a Common Course Numbering (CCN) project that assessed course content and transferability among the community colleges and to four-year institutions. Faculty teams from across the System reviewed each course syllabus for 80% content and outcomes comparison and assigned a common number. In addition, the five Connecticut Community Colleges offering a nursing program are developing a common nursing curriculum to be implemented in Fall 2008. Credit free courses in the CED Unit use rating sheets to evaluate each course on the last class meeting.

Since 2000 the CT CTC System has been using standardized Student Evaluation of Faculty (SEOF) forms to evaluate all faculty in the academic unit. The scores are tabulated and returned to the faculty. SEOF summary sheets are included in full-time faculty professional files and are used in faculty evaluations. The Dean of Academic Affairs and academic directors use the rating sheets as one factor in the re-hiring of adjunct faculty.

STANDARD FIVE: FACULTY

One of NVCC's strengths is its well qualified and innovative faculty. In Fall 2006 the number of full-time faculty was 101 as compared to 104 in Fall 2002. The number of adjuncts has significantly increased from 227 in Fall 2002 to 276 in Fall 2006. The Arts and Humanities (A/H) Division had the largest increase due to expanded offerings in ESL for both on-campus and off-campus locations. The A/H Division also has expanded specialty offerings in Fine Arts degree courses in dance, music and digital arts. The need for remediation in writing and mathematics has also increased the number of adjunct instructors. Of the 36 faculty hired since 2002, 25 are still at the College. Nineteen of these were only temporary or grant hires. Of these, eight were subsequently successful in securing full-time appointments at the College.

Among the twelve Connecticut Community Colleges, NVCC is known as a leader in piloting innovative programs, technology, and the newest approaches in teaching and learning, and the NVCC faculty takes the lead in these areas. Faculty are younger, technically savvy, and use many different elements of technology to complement pedagogy. Evidence of their extensive use of technology can be found in Standard Four. The Dean of Academic Affairs and the Director of Academic Assessment and Professional Development have worked closely to provide new faculty an orientation that has developed into a year-long program including extended orientation sessions and one-to-one sessions about the faculty evaluation process. In addition, the Center for Teaching has supported all faculty but especially new hires focusing on pedagogy and best practices.

While the College has progressed steadily toward harmonizing faculty salary structures of the two collective bargaining units, disparities still exist in several contractual areas (the amount of professional development funds, promotion guidelines, academic

calendar, high-end salaries, and compensation for program chairs). These issues are discussed on pages 12-13. In order to equalize the working conditions and compensations for these units, the College continues addressing locally-controlled issues on campus and advocating for contractually-mandated changes off campus.

Faculty have professional development opportunities locally through the Center for Teaching and from the Office of Academic Assessment and Professional Development. The Director of Academic Assessment and Professional Development regularly informs faculty of workshops and conference opportunities both in-State and out-of-State. Each year, as part of its professional meetings and occasional symposia, a number of regionally and nationally respected authorities on a variety of subjects are brought to the campus as presenters for faculty, staff, students, and often the community. The Human Resources Department encourages both faculty and staff to take courses from the State of Connecticut Department of Administrative Services. The System Office provides professional development workshops, seminars, and all-day events for faculty and staff annually. During the 2006-2007 year, the Professional Development Strategic Planning Committee provided funding through competitive grants for professional development activities.

Institutional Effectiveness

The filling of faculty positions is determined by the Dean of Academic Affairs based on the budget and enrollment figures.

Faculty are evaluated through the Connecticut Community College System Faculty Development and Review Plan (FDRP). This negotiated instrument has five parts: instructional observation, self appraisal, professional development plan, student evaluation of faculty and overall performance. Forms, samples, guidelines, and training modules can be found on the Community College System Website. Tenured faculty are evaluated on a three-year cycle. New faculty are evaluated annually for three consecutive years and then join the three-year cycle. If a faculty member is rated as “needs improvement,” the faculty member and division director work together to create a specific plan to improve faculty performance through monitored professional development activities. Full-time faculty are tracked within the three-year cycle and reviewed by the division director or coordinator to ensure that individual goals and objectives have been achieved and teaching has improved.

Furthermore, within the last two academic years, adjunct faculty have also been evaluated using these proscribed forms. All adjunct evaluations use the instructional observation and overall performance forms. Adjuncts are required to be evaluated during the first semester hired, and every third semester or course thereafter. The Academic Unit has tracked adjunct evaluation since 1998 and has data reflecting the number and date of adjuncts evaluated.

Non-credit adjunct faculty and trainers within the CED Unit are content experts from the community that must meet College standards for hiring and performance. All non-credit faculty and trainers are observed and evaluated upon initial hire and periodically thereafter.

During the Spring 2006 semester through Strategic Goal 5, a needs assessment of campus-wide professional development was completed on March 9 and 10 through an interview process. Upon completion of interviews, a report containing written recommendations was submitted to the President with recommendations for faculty and staff professional development.

STANDARD SIX: STUDENTS

Staffing in Academic Support Services

The hiring of a Dean of Student Services in August 2006 has positively impacted both academic support and student services. In addition, as noted in Standard 4 institutional effectiveness section, ESL and tutorial support services (which remain in academic affairs) have been strengthened and funded over the last five years. The College has evaluated how students were placed into English courses and revised the testing by Sentence Skills and eliminated the essay to make placement decisions more accurate. Academic advising remains a collaborative function involving faculty, counselors and students services. To maximize the number of students who are advised, the College implemented a ‘hold’ on registration during students’ first semester. Only after an advisement meeting with a faculty member or counselor can this ‘hold’ be lifted. The Registrar’s Office works closely with the Counseling Office during registration to ensure students are properly advised prior to registering.

The College has restructured student services over the last five years to create efficiencies and to support student success. Assessment through the Strategic Plan clearly indicated that student services needed a Dean to oversee its multiple and various services. The new Dean was hired in 2006.

For the last three years, the Community College System had made a concerted effort with the legislature to increase funding for full-time faculty and this year it did the same for support staff. In addition, the College has made an effort to prioritize hiring that included student support services. The Dean of Student Services, IT support for students/staff (Associate Dean of IT), an assignment of an additional position to Counseling, a full-time Student Activities director, an ESL director, a librarian, and clerical support in several student services offices are examples of the growth in academic support services.

In addition, several offices were restructured to provide better support to students. Cooperative Education was decentralized to the academic divisions and that office was reconfigured into Career Services. As noted in Standard 4, ESL has been restructured and a director hired to oversee that program. Minority and international services were assigned to a new associate director of admissions position.

New Models and Strategies

Although the College has not specifically targeted any one group to improve retention, it has put into place several strategies. In 2002 the Dean of Academic Affairs, formerly the Dean of Learning and Student Development, initiated a program called “Super-probation”, which was initially aimed at students who had been on probation for more than 5 semesters and who had not achieved a 2.00 GPA. Students were unable to register

and had to be seen by an advisor. Subsequent to that, the Dean's Office expanded this to include more at-risk students. In Spring 2004 the Community College System revised Board Policy 3.8 (Satisfactory Academic Progress) and automated this process through Banner. Currently students who are on academic warning, probation, or suspension are sent a letter, are unable to register, and must be seen by an advisor.

In 2006 the Dean of Student Services formed an Enrollment and Retention Task Force that includes point-of-entry assessment, scheduling and registration assessment, and exploration of a 'freshman experience'. Retention is a priority as outlined in the Strategic Plan.

Institutional Effectiveness

Through the Strategic Plan and the Enrollment and Retention Task Force, orientation is assessed through a student survey. Annually in November, NVCC distributes by mail two surveys to the most recent graduating class. The Graduate Survey and the Graduate Satisfaction Survey are used by all twelve colleges in the Connecticut Community College System. The data from these surveys are compiled by the System Office and specific College data are sent to each campus. (Additionally, NVCC surveys students on Commencement Day.) In 2004 the President established the Enrollment Team composed of members of Student Services, the Academic Unit and the Administrative Unit. The team met approximately once a month to discuss ways to improve delivery of services to students in such areas as the bookstore, parking, registration, and advisement. In cooperation with the Dean of Administration's Unit, the team decided on a bench mark enrollment goal figure for each semester. Enrollment registration was and has been tracked on a weekly basis and the data disseminated to all units on campus. The College participated twice in the Community College Survey on Student Engagement during the Spring 2004 and Spring 2006 semesters. Results of the survey were distributed to members of the campus community. Enrollment Services evaluates the number of applications, Accuplacer testing sessions, placement scores, head count and FTE each semester. During the Spring 2006 semester, representatives from the Community College System reviewed the cut scores for English and mathematics for the Accuplacer placement test. Annually, the Student Services Unit reviews the process and procedures for Commencement after the event.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

Key aspects of the mission of Naugatuck Valley Community College are supporting quality education and training. To aid in achieving this mission, Goal Two of the NVCC Strategic Plan--Institutional Efficiency and Effectiveness--supports the Learning Resources Center (LRC) through Objective 2.4: Promote budget and bonding systems which support state-of-the-art facilities by providing up-to-date technology, equipment, and infrastructure. The College's mission is, in turn, supported by the mission of the LRC:

Guided by the mission of Naugatuck Valley Community College, NEASC's and other accreditation standards, and the American Library Association's Library Bill of Rights, the Max R. Traurig

Learning Resources Center/Library supports the active learning of its diverse customers with the services and instruction of a well-trained staff and timely access to informational resources in a variety of formats, locally and throughout the world.

Although the College has distributed less financial support to the LRC beginning in FY 2003, this decrease was reflected by budget cuts in all departmental budgets because of the State's budget crisis. However, as noted on page 14, the College has made a concerted effort to supplement the LRC budget whenever possible. The LRC spent \$172,000 in FY03, \$188,000 in FY04, \$181,000 in FY05, \$185,000 in FY06 and was allocated \$240,000 for FY07. In addition, over the last five years, \$50,000 was expended from the Traurig Endowment Fund and Capital Equipment Bond Funds for various supplies and equipment for the LRC.

The staffing in the LRC has varied over the last five years; however, there is only one vacant full-time position, the Library Technical Assistant. Currently that position is being covered by two 17-hour Educational Assistants.

Training and support in the use of the library takes a number of forms. Library instruction sessions are the principal means by which students are trained in research techniques and databases. The number of these sessions has grown in recent years, from 129 in FY 2004 to 158 in FY 2005, reaching 2,451 and 2,713 students respectively. In all library instruction sessions, time is spent teaching students how to evaluate the quality of library sources and Web pages. These skills are also stressed in Academic Skills Development classes where students are required to evaluate three sources. Library patrons receive support at the reference desk in the use of resources. Librarian-patron reference transactions have grown from 5,290 in FY 2004 to 6,290 in FY 2005.

Instructional technology is used primarily in the LRC in conjunction with library instruction. For example, Camtasia tutorials show students how to access library databases from a remote location and how to find academic/reputable information via Google. In Fall 2006 the LRC uploaded a ten minute "This is Our Library" podcast to be used as a library audio tour for new faculty, staff and students.

In 2004 the LRC published a comprehensive Policy Manual, with sections on selection of library materials, acquisitions, cataloging policies, circulation, reference and information services, and facilities use policies. A visual summary of the System-wide computer use policy is placed by computer workstations in the reference area and Electronic Classroom. Links to this policy are also on the IT Department Website.

In the past few years the LRC has made great strides to ensure that distance education students and others off-campus have access to the same library and information resources and services as on-campus students. Information resources such as electronic databases and the online catalog can be accessed remotely. Requests for most library services are available as online forms. These include course reserves, library card application, library instruction request, and requests for new materials. The LRC publishes a periodic online newsletter which highlights library resources and services that support NVCC's educational mission. Specifically, the issue of "*Between the Bookends*", the LRC

newsletter, focuses on research-quality Web pages listed in the library catalog, enhancements to the library's online database system (Voyager), frequently-asked questions about our library databases, and the use of "wikis" in academic settings.

The quantity and quality of print resources varies greatly by academic discipline, depending on how well faculty members keep up-to-date on ordering materials for the print collection. The highest faculty involvement in the ordering process has been in nursing and allied health and their collections reflect this in currency and quality. The most dated material is in science, mathematics, engineering and manufacturing. More faculty intervention in these areas is needed in weeding out and ordering books.

There is ample room for students to study on the fourth floor of the library and in L501 and L524 on the fifth floor. Two group study rooms are available on a first-come, first-served basis.

The quantity and quality of databases for student research is enhanced by the library's participation in the Connecticut Digital Library (iCONN). The offerings from iCONN are supplemented by subject-specific databases that are used by particular disciplines.

Institutional Effectiveness

Every semester a questionnaire is administered to the College community to help evaluate NVCC's library, information resources and services, and instructional and information technology. The survey gathers suggestions for improvement and estimates frequency of use, specific services that are utilized, and satisfaction with the performance of LRC staff. The LRC compiles an annual report which includes data on the number of patrons who utilize the NVCC library, the number of library instructional classes and the number of cataloged volumes, etc. The LRC also provides data to academic program and discipline reviews.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

NVCC has a history of planning and assessing the physical and technological needs of the College and has addressed deferred maintenance (page 14) and air quality improvement (page 15) in the Areas of Special Emphasis.

The Information Technology (IT) Department supports multiple levels of technology across campus including hardware, software, network infrastructure, and Smart Classrooms. There are approximately 1,400 PCs in Smart Classrooms, student labs and faculty/staff offices, servers, laptops, specialty equipment throughout the campus, and over 110 printers. The College is currently on a three to four year replacement cycle for most hardware.

As technology becomes more pervasive in institutions of higher education, the NVCC Information Technology Department continues to respond by installing state-of-the-art equipment and by enhancing employees' and students' skills into these new exciting areas.

A reorganization was recently completed which has resulted in the departments of Institutional Research, Web Services, Distance Learning, and Telecommunications now becoming a part of IT. In the area of staffing, progress was made with the establishment of a new position of Associate Dean of Information Technology who now leads the consolidated department and represents the College at the System level. In addition, two IT Tech I full-time permanent positions have been established. With the addition of a Voice over IP telephone system in the Summer of 2007, and the completion of the Technology Building in 2008 to include the addition of about 300 personal computers, ten labs, and four server rooms, it will be necessary to add more support staff next year. It is hoped that the General Assembly will provide resources for the needed staff additions.

Funding continues to be a challenge for Information Technology. The annual operating budget was decreased significantly in FY2002, as was the case College-wide and throughout all State agencies. The Operating Budget began a recovery over the next few years, and today exceeds \$200,000 annually. Even with lean operating funds, the College was fortunate to receive money through the System Office from two bond programs: The Strategic Technology Initiative and Capital Equipment Bond Funds. Over the past seven years, over \$3.2 million was received and expended under these two programs for infrastructure overhaul, personal computers and laptops, switched network devices, and equipment for twenty-three smart classrooms. The equipment and infrastructure improvements have been a welcome addition.

The System-wide Microsoft site license allows the College to remain current with Microsoft software packages (e.g. Windows OS, Microsoft Office Suite, Visual Studio, etc). Other academic software purchases are initiated by faculty and academic division directors to maintain currency in specific content areas such as CAD/D and Multimedia. During the 2005 calendar year, the IT staff responded to more than 4500 Helpdesk requests, with most problems resolved within 24 to 48 hours. Use of the online Help Desk feature has assisted the IT staff to track, prioritize, and respond to hardware and software problems in a timely manner. Banner has been re-engineered from the ground up and is now fully Web-based. Overall the move to the Web has been welcomed by faculty and staff.

Banner Online (the student portion) allows for Web registration and provides students the opportunity to maintain and view their transcripts, course schedules and advising information online in an easy-to-use format. Internet Native Banner (faculty/staff) is used extensively throughout the Community College System for consistent collection and distribution of student, faculty and staff data. The newest component of Banner is Curriculum Advisement Program Planning (CAPP). CAPP is an automated degree audit program and advising tool used to monitor degree/certificate progress in order to support student goals and monitor student progress. CAPP allows faculty advisors more time for advising, rather than spending hours plotting out a student's progress toward completion of their goals. CAPP will be released in December 2007 to students online in order to track their own progress and "what if" scenarios. IT staff members provide technical support to Banner users and training for faculty and staff to help overcome some of the perceived obstacles.

NVCC's cabling infrastructure overhaul is now complete. The entire campus is at category 6 cabling with gigabit fiber at the backbone. The College is an entirely switched environment with multiple routers for redundancy. All networking equipment is protected by high-wattage rated Uninterruptible Power Supplies. Emergency backup power is also available in the most critical network areas. A wireless network is currently being considered with hopes of implementation sometime during the next 18 months.

The training needs of faculty and staff are professionally met through classes offered by the IT department. Classes in managing Outlook E-Mail, FrontPage, Smart Classrooms, Banner Online for faculty and staff, Access 2003, and Excel 2003 are representative of the offerings. The total number of courses offered January through December 2006 was 175 courses, with 536 faculty and staff signing up to take the courses. Faculty and staff use the IT online sign-up and are satisfied with the customized training environment. They are encouraged to respond with new training requests when the need arises. Future IT training will include self-paced online courses with multimedia content. These courses will be designed for employees who find it difficult to attend a traditional course offering and enable employees to access diverse training content from their homes. As part of our Office 2007 and Windows Vista implementation, the IT department will offer training throughout 2007.

Institutional Effectiveness

As noted above, NVCC has a history of planning and assessing the physical and technological needs of the College. In Fall 2000 with aid from an outside consultant, a comprehensive feasibility study was conducted to determine if Founders Hall could be renovated. The resulting study was NVCC's *Facilities Master Plan*. The decision to build the new Technology Building rather than renovating Founders Hall was based on that plan. After many years of delay, the Technology Building is under construction with a scheduled opening of Fall 2008. This will impact other areas of the campus and plans are in place for the re-location of offices, functions and departments. As a part of the construction, the Office of Resource Development has planned a Capital Campaign for the building in order to more fully equip it with state-of-the-art technology.

In cooperation with the CTC System Office, representatives from across the System participated in the plans that are on-going for the installation and implementation of the Luminis computer platform to accommodate faculty and student needs for all constituents in the 12 college System. The College has completed many projects that were previously deferred. (See Appendix C.)

STANDARD NINE: FINANCIAL RESOURCES

The College has multiple sources to finance its operation. NVCC receives a General Fund appropriation from the Connecticut General Assembly that is allocated by formula through the Community-Technical Colleges Chancellor's Office. It covers about 50% of the operating costs for the College, but most importantly, it funds collective bargaining agreements, including fringe benefits and annual "roll out" of those costs over time. The other half of the College's annual revenue comes primarily from tuition and fees for credit courses, and to a lesser degree bookstore sales and tuition from non-credit courses.

The General Fund appropriation has been relatively flat over the last five years with some allowance for inflation. Therefore, it has been necessary to raise tuition several times. To ensure comparability, the System benchmarks its tuition and fee increases with other community colleges in New England. Connecticut Community Colleges' costs are still around the average for New England states. The General Assembly appropriation and tuition/fees have been adequate in the last five years to cover current services, which means operating at the same level as the previous year with an inflation factor included. Capital equipment and construction funding has been readily available, although they have experienced delays in getting bonding approvals. Though budgets have been tight and students have had to pay higher tuition, the quality of academic offerings and services to the students has not been negatively impacted.

There has been very little additional funding for new initiatives and/or program expansion except in legislatively targeted areas such as nursing. As a result, NVCC has more aggressively pursued grants and Foundation fund-raising in order to increase its available financial resources. The NVCC Office of Resource Development (ORD) has been the liaison with, and administrative support for, the Foundation.

ORD collaborates with NVCC personnel, manages the NVCC Foundation, Inc., and reaches out to the community in order to advance NVCC's goals. Gifts, grants, and net income from fund-raising events fund five NVCC strategic goals: academic excellence, institutional effectiveness, student development, community relations, and workforce development.

The following are examples of significant results over the past several years:

- Major annual support from Waterbury Hospital Health Center and St. Mary's Hospital to fund clinical and classroom nursing faculty positions.
- Major gift that funded renovation and state-of-the-art instructional equipment for the Radiologic Technology laboratory.
- Major gift to establish an endowed music scholarship for promising vocal students.
- A competitive three-year grant to expand and institutionalize an Internship Program for students in the engineering, hospitality, horticulture, and computer science programs.
- Approximately \$30,000 per year for tutoring as the result of the ORD on-line auction and annual Mystery Theater.
- Approximately \$300,000 each year for tutoring and scholarships through staff, alumni and community contributions.
- A multi-year STEM grant helped NVCC design and test strategies to increase the enrollment, retention and graduation rate of students in Science, Technology, Engineering and Mathematics.
- System-wide successful grant application to the U.S. Department of Labor for increasing retention and graduation of students in various Nursing and Allied Health degree programs and a second U.S. DOL grant to enhance Allied Health student recruitment and preparation for admission.
- The College's first ever capital campaign to help bridge the \$4-\$5 million shortfall needed to equip NVCC's new Technology Building. As of April 2007,

during the campaign “silent phase” nearly \$500,000 has been raised through major gifts, fund-raising events, and “family” appeals.

- A number of private foundation grants for instructional activities/items such as software for the Horticulture program, pre-nursing curriculum development, and mathematics tutoring lab staff.

FIPSE Grant 2002-2005

The CTDLC FIPSE grant project was designed to offer collaborative innovative solutions to provide services for online and onsite students.

NSF Grant 2003-2006

The National Science Foundation awarded the College a three-year, \$999,938 grant entitled, “Partners to Attract and Sustain Adult Learners” (PASAL). A strategy to increase the number of STEM majors focused on converting undeclared or liberal arts students into STEM majors.

Electronic Portfolio Grant 2005-2006

From September 2005 through June 2006 NVCC participated in a grant-funded ePortfolio Project with the CTDLC. The purpose of this project was to introduce the use of e-portfolios to first year nursing students.

Institutional Effectiveness

NVCC operates in a fiscally responsible manner within the policies and procedures of the State and Board of Trustees. The Connecticut Community College System is audited annually externally by PricewaterhouseCoopers LLP and internally by the CT State Auditors. The fiscal section of the Chancellor’s Office – acting for the Board of Trustees – maintains oversight of budget operations for NVCC the same as is done for the other eleven colleges in the System. Because of some expressed concern locally about how budget dollars are distributed on campus, in 2005 the Dean of Administration established a new budget development process for the College. After two cycles, the administration, directors, coordinators, and department chairs evaluated the process through a survey from the IR office. The results of the survey (page 9) indicate that the budget process has improved the transparency of the allotment of funding to units and departments.

STANDARD TEN: PUBLIC DISCLOSURE

The Office of College Marketing (OCM) continues to make strides in improving systems that provide information to the public we serve. From fine-tuning the look and feel of marketing materials through comprehensive survey work, the OCM staff continues to grow and enhance the services provided. The OCM coordinates most of the major publications and information disseminated to the public including credit and non-credit catalogs and schedules, advertising, press releases, direct mail, Website (home pages and landing pages), billboards, and contact with newspaper and media representatives. A 12-month plan of work is in place giving the College a presence in the communities we serve. The following are a number of initiatives that have taken place since the NEASC 2002 team’s visit.

To address the need to provide a list of part-time faculty in the College catalog, a clarification was made to the 2006-07 catalog which states, "A complete listing of our adjunct faculty is available through the Human Resources Department." Additionally, part-time faculty listings are available by reviewing the Banner Online course listings. Due to the constantly changing nature of part-time faculty listings and the large number of part-time faculty that would need to be listed, it is more efficient to provide electronic means for accessing that information.

The College Mission Statement was placed inside the admissions collateral materials (viewbook and fact sheet), in the credit schedule and the College catalog. A redesign of the non-credit Fall 2006 catalog resulted in regional accolades from the National Council for Marketing and Public Relations, including a Gold Medallion Award. Continued efforts across campus to communicate the mission are on-going.

NVCC recognized that its Website was not adequately structured to meet the future needs of the College and community. Despite two major reworks of the Website, it was concluded that a complete re-design was essential to meet our future strategic goal of communicating more effectively with a decidedly more diverse constituency. During 2006-2007 the project was placed under the co-leadership of the Associate Dean of Information Technology and the Dean of Community and Economic Development. They recommended the formation of a committee responsible for vendor review and selection.

Several proposals were received and underwent intense review by the committee. Four vendors were invited to campus for a portfolio presentation and meeting with the committee. The collective committee spent two hours with each vendor, and evaluated the presentations on specific criteria resulting in a new Web design. The vendor selected for this multi-year project was DotMarketing.

In March 2007 NVCC upgraded the part-time Web Developer to a full-time position and added the position of Content Manager.

Institutional Effectiveness

To begin the process of addressing the need for a new Website, OCM working with Information Technology, conducted a Web Assessment Workshop on June 6, 2006, with consultant Dr. Pam Cox-Otto where a broad cross-section of faculty and staff were engaged in a full-day workshop to evaluate and set forth a vision for a new College Website.

The OCM retained the services of a communications company (Interact Communications) whose sole clientele is comprised of community colleges. Early in the Fall 2006 semester, the OCM conducted a National Media Preference Survey by distributing an email survey opportunity to all incoming Fall credit students. This survey was intended to provide information regarding media preferences in order to more fully understand our audience with regard to communication by the College as well as improving the selection of the best media buys for efficient and effective budget spending.

The College Catalog is updated annually by all units of the College to ensure accuracy of any changes in Board of Trustees and campus policies, degree programs, course descriptions, prerequisites, and program outcomes. The catalog updates faculty and professional staff directories and office phone listings. The College complies with Federal regulations and discloses campus crime statistics on the Public Safety page of the College Website. A hard copy brochure of the report is sent to all registered students in the Fall semesters.

STANDARD ELEVEN: INTEGRITY

Within the last five years, the volume of communication and access to information and policies has dramatically increased through the use of the Internet. NVCC is governed by policies from both the Board of Trustees of Community-Technical Colleges (BOT) and the Connecticut Department of Higher Education (DHE). Both bodies post their board agendas and other information at their Websites. In 2003, the BOT established and published a Mission and CORE values policy as guiding principles re-affirming their commitment to the Community-Technical Colleges. Our governing bodies, the State of Connecticut, the CTC System Office and NVCC all endeavor to communicate and inform the general public of the most up-to-date and accurate information.

The Connecticut Office of State Ethics (OSE) was officially created on July 1, 2005, by Public Act 05-183. The OSE is an independent watchdog agency for the State of Connecticut that administers Connecticut General Statutes, Chapter 10, Parts I and II. Each State agency has its own ethic policy and all State officials and employees (except judges) are covered by Part I of the Code of Ethics for Public Officials. The Code of Ethics applies to current or potential State contractors and legislators as well. The Code of Ethics for Community Colleges and Code of Ethics for Public Officials and State Employees are included in the *NVCC Employees' Policies and Procedures Manual* and available to the general public through NVCC's Website. The State of Connecticut Website for OSE contains complete information regarding the regulations, guides, and the Annual Report by the OSE Executive Director.

Through various print and Website sources, policies are readily available for employees, students and the general public. The office of Human Resources assists employees with information, questions, and concerns regarding policies, contractual obligations, and benefits. In 2005 the *Employees' Policies and Procedures Manual* went online as a living document on the NVCC Website. Previously the manual was updated in print approximately every two years and distributed to employees. Now the online document is updated as any new policies or procedures change. Additionally, any changes in System-wide or local policies are announced in the *President's Weekly Bulletin* which is distributed campus-wide. As a companion to the *Employees' Policies and Procedures Manual*, the Dean of Academic Affairs Office annually distributes the *Adjunct Faculty Handbook* to all adjunct faculty in the fall semester. This reference handbook is also available online at the NVCC Website. Copies of the faculty and staff contracts are given to new employees at the point of hire through the Human Resources Office.

Communication to students has a much broader range than five years ago. Policies for students are available in a variety of documents and formats. The College Catalog and the Student Handbook are accessible in print and online. Materials such as the Student Handbook, the *Happening* (student activities news bulletin) and links providing information on graduation, FERPA, and financial aid are all available on the NVCC Website. All syllabi are in print and some are available at division pages or instructors Websites. Enhancement materials to courses are available through WebCT. The Arts and Humanities Division requires faculty to post all syllabi on WebCT. Some program specific handbooks such as Nursing and Early Childhood Education are only in print. Students can contact faculty or staff by phone or e-mail; their preference is e-mail.

Policies that pertain to faculty, staff and students have been distributed widely. These policies extend from Federal regulations concerning FERPA, State and System policies concerning sexual harassment and workplace violence, as well as local campus policies concerning smoking on campus and keeping the campus clean. Computer use policies are posted campus-wide.

The Affirmative Action Office distributes and monitors guidelines for employee hiring and diversity based on the College's CHRO-approved Affirmative Action plan. Employment information is posted on campus, in local newspapers, on the NVCC Website, the System Website and the State of Connecticut Department of Administrative Services Website. Positions are advertised in targeted periodicals to attract candidates of diverse background. Search committee membership is listed in the President's *Weekly Bulletin* well in advance of committee work. The Affirmative Action Officer meets with the committee for "the charge", monitors the process, and reviews the associated official forms to comply with affirmative action policies and hiring goals.

As one of the seven goals of the Strategic Plan, diversity is a College-wide concern. The Diversity Strategic Planning Committee scheduled diversity training for the professional staff in January 2006 and for the unclassified staff in February 2007. Several staff members attended the National Conference on Race and Ethnicity (NCORE) conferences in 2006 and 2007. Additionally, employees have access to multiple sources of professional development diversity training in this area through State agencies, workshops or conferences. As outlined in the Strategic Plan, 130 students in the Student Government Association attended and completed diversity training during the past two academic years. As a result of their training, students planned four specific events for the Spring 2007 semester to address multiculturalism and diversity.

NVCC annually hosts the ConnCAP program, a year long intervention program for approximately 100 local public high school minority students. The ConnCAP program, which has been in existence since 1987, emphasizes mathematics, science and technology as well as providing services in tutoring, mentoring, cultural activities and a six-week intensive summer program.

The College made some gains in the credit enrollment of full-time and part-time minority students. In 2002, 385 Black-Non Hispanic students were enrolled and in 2006 that number increased to 501. Hispanic students also increased in enrollment from 366 students in 2002 to 492 students in 2006. (See CIHE forms.)

In addition to staff and faculty training, and recruitment of minority students, the College had made other efforts toward diversity on campus. The Behavioral/Social Science Division has taken the lead in the promotion of diversity by sponsoring free-of-charge conferences to students and the general public over the last five years. Topics of these conferences have included mental health, law, the presidential election, identity theft, Alzheimer's disease, Muslims in America, Constitution Day, the Middle East, the death penalty, behavior modification, shaken baby syndrome, and body image among others.

The Institutional Review Board (IRB), an internal advisory committee to the Office of Institutional Research, has submitted to the President and Dean of Academic Affairs for approval and dissemination a final draft of an Ethical Practice policy statement and process for the Protection of Human Subjects in campus research.

Based on the Strategic Planning Committee's recommendations, the Learning Resources Center (LRC) has increased its holding in texts and videos relating to diversity topics. The LRC regularly promotes Black History month with a bulletin board display and featured books, videos and audio recordings. During the year, the LRC promotes various holidays and cultural events with books and other display items. Future plans for the Diversity Strategic Planning Committee include the establishment of a College-wide Multi-Cultural Council and a Student Survival Guide.

The NVCC Foundation operates under State of Connecticut statutes and regulations. The NVCC Foundation keeps records and provides reporting for State and private audits as well as State mandated reports. New State of Connecticut regulations regarding gifts to colleges are explicitly followed. During the past several years, the State of Connecticut has rigid ethics policies, especially, with regard to the awarding of contracts and accepting of gifts.

Institutional Effectiveness

The College continues to inform employees and students concerning policies, procedures, and employment on a regular basis through the President's *Weekly Bulletin* via campus-wide Outlook. The College Website is in the process of overhaul and renewal. Not only is this mechanism important to faculty and students, the general public can obtain a variety of information including cultural events, employment opportunities and contractual bids. Our efforts in diversity continue to grow and will expand under the umbrella of the New Strategic Plan for 2007-2010.

PLANS

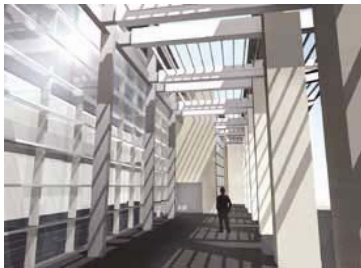


A New Technology Building

The Technology Building, the first new building on the NVCC campus in 17 years, will provide technologically advanced academic environments that students, area businesses and community groups will use to enhance their learning experiences. The 100,000 square foot building will allow the College to consolidate all its technology-focused curricula on campus under one roof.

It is located on the eastern half of NVCC's 110-acre campus. This location will reinforce the internal connections that exist presently while also creating a dramatic architectural expression visible to both the campus community and the larger community beyond. The architectural design of the building continues the modern expression of the main campus while at the same time establishing a distinct identity that reflects the building's main function as a place for technological innovation.

A new interior bridge across an exterior landscaped open area will connect Ekstrom Hall to the new building. A bold entry element with a large glass art display facing east will accentuate the main entrance, and for many students this will become the entrance to the campus as a whole. The new building will replace seven small, temporary modular structures (the Terrace Buildings) in use for the past 34 years.



The building will house the following programs:

- Automotive Technology
- Engineering Technologies
- Hospitality Management
- Horticulture

The new building will specifically provide the following spaces:

- Twenty classrooms to be used as computer labs and general classrooms
- An updated Automotive Technology Center
- New kitchen and dining facilities for the Hospitality Management program
- A greenhouse laboratory for the Horticulture program
- Laboratories for the Engineering Technologies programs
- A Fitness Center

Featured in all classrooms will be advanced smart classroom technology, and wireless connectivity will be available in common areas. Occupancy is scheduled for Fall 2008.

“The Technology Building will help meet the critical workforce needs of Connecticut by also serving as a training area for business and industry.”

NVCC President Richard L. Sanders

Executive Unit – Office of the President

Naugatuck Valley Community College’s mission and vision statements provide the framework for planning the future. As the College’s staff and the community watch the construction of the new Technology Building, NVCC approaches several major trends on the horizon. Some of these are not included in the Strategic Plan for 2007-2010, but are an important part of preparing for our future.

As an outgrowth of the new Technology Building, the College needs to research and complete an updated Facilities Master Plan dealing with the rest of the campus. Founders Hall, which previously housed the technology degree programs, can now be converted to usable and viable spaces for emerging programs and activities. The administration must identify resources to renovate the building so that it can meet student and campus needs.

Both facilities and workforce needs are changing. There is a high demand for a number of different types of workforce training especially in the areas of nursing and allied health. Expanding enrollment opportunities in these areas and exploring emerging health careers is a joint effort by the credit and non-credit units of the College, the Department of Labor, and our health care partners at the two local hospitals. To meet the demand of workforce training, the College may need to explore satellite operations to offer specific courses.

As a part of workforce training, the College has self-identified a need for supervisory training during the next academic year. The College has a number of both full-time and part-time employees who never intended to be supervisors and are now leading and evaluating others. Supervisory skills need to be upgraded so that they can be prepared to do their jobs well. The office of Human Resources is preparing training for these staff members for Fall 2007.

Academic Affairs Unit

The Dean of Academic Affairs and the newly-formed Faculty Senate are working closely on defining just what the ‘well-educated’ community college student should be. The College will review its academic effectiveness and educational outcomes, in re-defining its general education core. The first steps have been taken with two College-wide meetings and several Faculty Senate meetings devoted to this undertaking. Baseline data for assessment of the effectiveness of the current general education core is being collected by utilizing the ETS-Measure of Academic Proficiency and Progress (MAPP) test and faculty classroom appraisals. NVCC is using the general education outcomes

guidelines from NEASC and the Connecticut Department of Higher Education in this assessment.

The assessment of the viability of all degrees and certificates offered at NVCC, utilizing the Program and Discipline Review process, is on-going. The creation of a five-year master plan for evaluation will greatly strengthen this process. (See Appendix K). Although several programs have been suspended and terminated, it is clear that this must be a continuous process. The corollary to this is to create new programs that meet community needs. The newly approved DARC (Drug and Alcohol Recovery Counselor) degree program and new certificates in construction technology, 2D and 3D computer-aided drafting, CNC machining, electronic music and audio production, and graphics and animation are examples of this growth.

Student success is central to the mission of the Academic Affairs Unit. Forging new relationships with K-12 and adult education partners to strengthen student preparedness and college readiness will ensure this success. The Academic Affairs Unit and the Student Services Unit are working in concert to effect these efforts. These initiatives include the following: creating a 'first year experience', providing early academic counseling, strengthening faculty engagement with students, and designing a caring atmosphere at the College. Assessment of the effectiveness of these initiatives will provide both units a blueprint for ensuring student success.

The Strategic Plan's emphasis on academic excellence and student success has created an exciting opportunity for the academic unit to continue to significantly impact the very fiber of Naugatuck Valley Community College; the academic unit is the core of the institution.

Administration Unit

The Office of the Dean of Administration has the following goals for the following departments:

- The IT Department will create its own strategic plan that will include the update of infrastructure, improvement of IT security measures, and the growth of Distance Learning courses.
- The IT Department will supervise telecommunications including the telephone system and install the new Voice over IP (VOIP) for the campus during Summer 2007.
- The Facilities Department hired a new director in July 2007. The new director's charge is to create and adopt a 5-year capital equipment plan that includes the improvement of custodial care, effective preventive maintenance for all equipment, and installing building automation systems in campus buildings.
- The Public Safety Department will initiate programs in emergency preparedness, threat assessment and critical incidents response to prevent incidents of campus violence. Public Safety will address parking issues and add parking space in accordance with enrollment.

- The Finance Department will develop a source of funding for information technology purchases not dependent on State bonding, and continue to improve the reserves.
- The Marketing Department will hire a new director. The new director's tasks include a marketing strategic plan that includes the creation of a Marketing Advisory Committee to assist NVCC to make the best use of our marketing resources.

Student Services Unit

The Office of the Dean of Student Services has stated the following goals:

- To improve communication throughout the campus by creating an information/communication booth and coordinate new ways to market the College
- To improve student services by creating a seamless process for admissions, registration, financial aid and advisement and an impeccable Student Services Center involved in career services, health services and student activities
- To build bridges between student services and the academic units by creating and coordinating new marketing programs for academic areas, especially small academic programs

Community and Economic Development Unit

The primary focus of full-time and part-time Community and Economic Development (CED) staff will be to re-position programs and services in the marketplace in response to increased competition and continued rapid change. CED will engage part-time instructors and trainers, non-credit advisory councils and agency and organization partners to rise to the challenge of identifying or developing progressive redesigns of curricula that align with skill-sets in demand. CED will participate in the continuous improvement of the College's and the System's strategic plans and review goals, objectives, and activities to align resources whenever possible in support of the mission and vision. This level of environmental scanning should yield annual incremental shifts in program emphasis in line with best practices. In addition, these strategic changes will need to be considered from multiple perspectives including the following: alignment with the College's budget development process, evolution of new community college reporting metrics, field-testing of new off-semester schedules (e.g., winter sessions, accelerated courses, online), continued development of partnership projects; and continued customization of programs and services to area organizations.

Over the next five years, it is the intention of the CED Unit to actively engage in program research, redesign and repositioning. Strong working relationships must continue to evolve with the following:

- Office of College Marketing to develop new external and internal communication campaigns
- Admissions Office to assist in recruitment and intake of adult learners from multiple partnership projects including workforce investment board programs, adult education programs, corporate university projects and training programs, as well as municipal, State, and Federal projects

- Registration and Outreach operations to improve customer service
- Office of Institutional Research to continue to study the patterns and trends among adult learners in the community
- Center for Career Services to share leads from area companies for cooperative education, jobs, and training
- Dean of Academic Affairs and academic divisions to foster additional options for sharing resources, personnel, facilities, equipment, and possibly sharing advisory boards
- Academic departments to do joint planning
- IT Department to make further inroads into distance learning opportunities
- The Office of Facilities Scheduling and Events Planning will progress with scheduling software and Banner integration efforts

Resource Development Unit

The Office of Resource Development (ORD) roles include the following: liaison to NVCC Foundation, Inc., assist with grants, contribute to NVCC public relations through promotions and events, cultivate major gifts, and conduct fund raising activities. Since the NVCC Foundation, Inc. does not have staff, with the exception of a contracted services of a part-time bookkeeper, and the ORD does not anticipate staff growth, the emphasis in future years will be increasing ORD's effectiveness through use of the following:

- Using technology to improve efficiency of management and fund-raising
- Tapping expert external consultation as needed
- Adapting best practices from other College development strategies
- Enhancing ORD staff skills
- Further systematizing ORD's targeted appeals
- Increasing the fund raising volunteer base
- Intensifying collaboration with faculty to produce winning grant proposals

The most significant ORD effort during the next two years is its first ever capital campaign, an essential contribution to the \$4-\$5 million gap in NVCC's new Technology Building's furniture, fixtures, and equipment budget. Four other major initiatives planned for the next five years are to expand planned giving, alumni engagement, leadership volunteerism, and employer partnerships with academic programs.

Conclusion

This Interim Report is an accurate assessment of the comprehensive changes that have occurred at Naugatuck Valley Community College since our Decennial Report of 2002. Mission-driven improvements have been accomplished on several fronts and the College continues to be an instrument for positive change. Our new Strategic Plan will assist us in solving problems that will inevitably arise and will serve as a template for building on existing innovations as well as exploring new ideas for the future.

Factors for realizing NVCC's Mission include an effective State of Connecticut organizational structure for its twelve community colleges, the talents of our faculty and administrative staff and the College's pledge to institutional effectiveness. Most

importantly we are committed to the momentum of on-going systematic research and assessment in all the College's components. For all these reasons NVCC is well-positioned to provide students with the education and skills they will need to transfer to a four-year college/university, or join the workforce immediately after graduation. In doing so, students can discharge the offices of their professional lives with reputation.