STRATEGIC PLAN 2016-2026

NAUGATUCK VALLEY COMMUNITY COLLEGE

TOWARD A
SPLENDID COLLEGE

Morning Song

The red dawn is now rearranging the earth

Thought by thought

Beauty by beauty

Each sunrise a link in the ladder

Thought by thought

Beauty by beauty

The ladder the backbone

Of shimmering deity

Thought by thought

Beauty by beauty

Child stirring in the web of your mother

Do not be afraid

Old man turning to walk through the door

Do not be afraid

by Joy Harjo

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Mission

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

Vision

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

TOWARD A SPLENDID COLLEGE

NVCC's Strategic Plan 2016–2026

CONTENTS

welcome

PRESIDENT'S MESSAGE

Dear NVCC Family,

It is with great pride that I share with you *Toward a Splendid College: NVCC's Strategic Plan 2016-2026*.

As I write this, Joy Harjo's words have significant resonance, for they underscore the need to keep our eyes on the next horizon and face the future with the courage to dream. Today more than ever, it is important to put on the table our best and noblest aspirations for our students. It is only by dreaming big that we can create a future that is viable, generous, sustainable, and creatively flexible.

We are keenly aware that we continue to struggle with reductions to our budget, not unlike what we are seeing transpiring in other systems of higher education throughout the nation. But difficult budgetary times do not deter us from dreaming big. They just oblige us to become more collaborative and deliberate as we move forward.

That is why our dreams are grounded in lessons learned and thoughtful planning. To create this ten-year plan, we spent a year reflecting on past accomplishments, collecting data, conducting trend analyses, and engaging different constituencies on and off campus. The result: our new plan reaffirms our existing five goals while placing "Students achieve their goals" at the center. With six years of strategic plan implementation under our belts, we now know we need to build systems and processes so that our culture of practice can become even more student-centered. Systems change requires a long view–one of the major reasons this plan has a ten-year horizon. Our experience has also taught us we cannot improve outcomes for students without having clear targets for faculty, for our programs, for our community, and for our institution. That is why in this plan you see ten priority areas in which to take action and 40 measurable targets against which we will regularly benchmark our progress so that we can make adjustments and refinements as we go.

This plan includes many big dreams. At the top of our list you will find the successful build-out of the new facilities for our Danbury Campus and the growth of strong academic programs at both of our campuses. We will expand our Jobs on Campus Initiative, create an International Center for the Arts, strengthen the research foundation for students taking liberal arts courses, and continue industry-sector activities that this year produced a new associate degree in Cybersecurity. Our Advanced Manufacturing Technology Center's work and the TAA grant-supported efforts to advance employers' needs in manufacturing will grow in significant ways, as we continue to contribute to the revitalization of a much-needed industry in Connecticut. Our work with both the Waterbury and Danbury public school systems will continue to advance the dreams of many, now with additional support from the Dual Enrollment Pell Opportunity pilot funding that Naugatuck Valley Community College, along with five other community colleges in Connecticut, was able to secure.

The next decade will see us become entrepreneurial in the number of institution-building grant proposals submitted each year and in the number of partnerships in support of industry and community needs, as well as the educational needs of our students. It will find us more intentional about teaching and learning, scholarship and engagement, advisement and retention, and about program review and development. Engagement of full- and part-time faculty and staff will be key, so that they can grow as professionals and contribute to the advancement of NVCC as a leading higher education institution where students truly achieve what they set out to accomplish.

Today, all our educational systems must do better at helping students become engaged global citizens. It is our hope that this new plan will help our increasingly diverse student body take their experience at NVCC to help them make and live in a better world.

The stakes are high for our next decade. With greater economic volatility and a college degree increasingly making the difference between a low-paying job and a career, community colleges must recognize their critical role in ensuring not just quality of life, but future social mobility for diverse generations of Americans in years to come.

As this new dawn awakens, despite the unknowns and challenges ahead, we remind ourselves to approach our future with hope, not fear. For, as you've often heard me quote from Pablo Neruda's 1971 Nobel Laureate Speech, "All paths lead to the same goal; to convey to others what we are…but in this dance or in this song, there are fulfilled the most ancient rites of our conscience in the awareness of being human and of believing in a common destiny." Together, we continue to strive to achieve our promise as educators and community change-makers. Our students deserve no less.

Mil gracias y bendiciones.

Daisy Cocco De Filippis, Ph.D.
President, Naugatuck Valley Community College
September, 2016

overview

NVCC STRATEGIC PLAN 2016–2026 OVERVIEW

NVCC's strategic plan is guided by the five Connecticut State Colleges and Universities (CSCU) Goals. This plan reaffirms the five NVCC goals that have grounded our strategic planning processes since 2010, yet places our student-centered goal as the driving force for all that we do. Students are the reason we are all here, and we can only be a splendid college if we are focused on their experience and success.

Ten priorities–two per goal–will represent thematic areas of core work for the next ten years. Forty targets have been set to clarify the impact we are seeking and by which we will assess our progress. These targets range from student completion, job placement, and transfer outcomes, to process measures of internal systems change necessary for us to become even more student-centered and effective at what we do.

NVCC Faculty and Staff Make a Difference.

- Leadership and Service
- Research

NVCC Programs Meet and Beat Academic and Industry Standards.

- Cutting-edge Curriculum
- Innovation and Entrepreneurship

At NVCC, Students Achieve Their Goals.

- Completion, Job Placement, and Transfer
- Equity in Achievement

NVCC is an Effective, Performance-based Institution.

- Institutionalizing Data and Assessment Systems
- Strategic Institutional Growth and Support

NVCC is an Engine of Change within Waterbury, Danbury, and the Broader Community.

- Pre-collegiate Pathways
- Workforce Pathways

40 Targets

- 10 Student Outcomes
- 30 Systems Change Measures

WHERE INVESTMENT MEETS VALUE

In an election year, when so many candidates are talking about what they will do to make our nation better, let's consider how community colleges can play a role.

Higher Education

Together, the 1,108 community colleges across the nation enroll about 7.3 million students, representing nearly half of all U.S. undergraduates and upwards of 40% of first-time freshmen.[1] Most low-income and Native American, Hispanic, and Black undergraduates consistently enroll in community colleges. Indeed, community colleges have long been recognized for their role in providing postsecondary educational access for underrepresented students. While there's general acknowledgement that community colleges across the country need to improve student completion outcomes, NVCC and others have doubled down and outlined more aggressive completion agendas.

Economy

A recent economic impact report released by the American Association of Community Colleges found that in one year alone, the net total impact of community college equaled 5.4% of U.S. GDP, with $809 billion in added income. This same report found that the ROI for a student's investment in community college education is $3.80 for every dollar that a student spends. Future projections include $285.7 billion in added tax revenues from students earning higher wages, and $19.2 billion in taxpayer savings as students experience better health, lower crime rates, and reduced utilization of safety net services.[2]

Jobs

The Center on Education and the Workforce at Georgetown University has released a new report that shows over 95% of jobs created during the recovery (basically since 2010) have gone to workers with a college education. A key finding: some college has made the difference for 11.5 of the 11.6 workers who gained employment between 2010 and 2016.[3]

NVCC makes contributions on all these fronts. While our focus remains centered on the education of students, we regularly invest in partnerships that contribute to the social and economic betterment of our service region. We recognize our role in providing education and training that leads to real jobs. We help students achieve their goals, whether that means gaining employment or transferring to continue their education.

Our hard work has yielded significant results on educational, economic, and employment fronts:

- **NVCC completions continue to rise.** Our awards of degrees and certificates have topped 1,000 for the past five years, with more than 1,300 awards to 1,000 graduates and rising.

- **Evening bus service in Waterbury has exceeded one million riders and UPass rides now equal about 600,000 since 2012.** This has led to a newly established transportation linkage between our Waterbury and Danbury campuses. That means students can better get to school, travel home, and go to work using these inexpensive and convenient transportation alternatives. A ride between Waterbury and Danbury costs a student $2, while the UPass is $10 per semester for unlimited rides.

- **NVCC graduates secure employment.** Our latest survey shows that close to 90% of graduating students are employed a year after graduation.

This strategic plan takes our accomplishments to the next level. It looks out at the next decade and focuses on the systems, processes, and structures we need in place to become the splendid college to which we aspire. At its core, this plan is designed to help us best invest time and resources in what most resonates with our values. Its five goals, ten priorities, and forty targets will give us the direction we need to make our community college become an even more effective agent of change. Ultimately, this plan will guide us so that we can help make our nation better–one student, one college, and one community at a time.

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[1] American Association of Community Colleges Fact Sheet 2016.
[2] *Where Value Meets Values: The Economic Impact of Community Colleges.* (2014 Feb). Economic Modeling Specialists, Intl, a report of The American Association of Community Colleges.
[3] *America's Divided Recovery: College Haves and Have-Nots.* (2016 June). Center on Education and the Workforce. Georgetown University.

Planning Methodology

More than 500 faculty, staff, students, and community leaders contributed to the creation of this ten-year strategic plan over the course of thirteen months. A Strategic Planning Leadership Group led the planning process, working with an independent planning consultant who provided guidance and facilitation support at key points. [See page 40 of this document for a list of participants.] Additional NVCC stakeholders had multiple opportunities for input. The product of this process was informed by quantitative and qualitative evidence collected at each stage. Primary sources of information include the 2013-2016 strategic plan, midpoint, and final reports. These documents can be found on NVCC's website.

NVCC Strategic Planning • September 2015 - September 2016	
Phases	**Activities**
1. Identifying key priorities and data mining (September-February)	• Convened Strategic Planning Leadership Group at fall 2015 President's retreat to reflect on NVCC's "big-picture" challenges and opportunities for the next 10 years
	• Distributed key documents (e.g., last plan, recent accreditation reports) to the Strategic Planning Leadership Group
	• Facilitated 6 fall 2015 forums for faculty and staff to solicit input on strategic priorities
	• Reviewed literature and other college websites and plans to consider environmental scanning context and data impacting the plan
	• Initiated data collection as part of the creation of the 2013-2016 Strategic Plan Final Report
2. Plan construction and vetting (February-August)	• Convened Strategic Planning Leadership Group to review forum feedback and craft an initial plan
	• Completed the 2013-2016 Strategic Plan Final Report using data to inform setting benchmarks for the plan
	• Vetted initial plan with additional input from 100 faculty, staff and community members
	• Reconvened Strategic Planning Leadership Group to review input and finalize the plan, with measurable targets
	• Benchmarked targets with Institutional Research staff
3. Full strategic plan crafting and completion (August-September)	• Constructed elements of the plan into a narrative document
	• Identified an initial approach to plan implementation
	• Integrated plan with NEASC self-study process and with NVCC Facilities Master Plan
	• Presented plan to key campus leadership and college community

OUR COLLEGE, OUR COMMUNITY, OUR CONTEXT

INSTITUTIONAL PROFILE

Naugatuck Valley Community College resulted from the 1992 merger of Mattatuck Community College and Waterbury State Technical College through legislation enacted by the Connecticut General Assembly. NVCC's main Waterbury campus is located at the crossroads of State Highway 8 and Interstate 84. NVCC's Danbury Campus will move to new expanded quarters in September 2016 to be located at the corner of Main and West Streets. Both campuses are accessible by public transportation and serve over 22 towns and cities in the west central part of Connecticut.

NVCC offers 100+ associate degree and credit certificate programs. It also offers non-credit courses and certification programs in 14 job-related areas, often customized to fulfill industry specific training, job skills upgrading, and personal enrichment interests.

NVCC prepares students for transfer to other institutions and the workplace. A strong core of liberal arts and general education gives students a broad background to change or modify career direction or to transfer to other institutions. For those students who come to the college academically underprepared, developmental skills-building opportunities help them succeed. The college offers course-based supports, such as modified Supplemental Instruction, to ready students for college-level mathematics, reading, and writing. Through NVCC's Academic Center for Excellence, students can access individualized tutoring and testing supports. Additional support services at the college include counseling, advising, financial aid, disabilities services, peer tutoring, services for veterans and a Veterans Oasis room, minority student services, a bookstore, student government, and other student organizations.

STUDENT PROFILE

NVCC's fall 2015 credit enrollment was about 7,000, with 34% enrolled full-time, earning the college the #2 position in FTE enrollment among the state's community colleges. The continuing education student unduplicated fall 2015 headcount was about 735, with these students enrolled in workforce development programs predominantly in the areas of business, manufacturing and health.

In recent years, NVCC's student body has become increasingly diverse, earning NVCC the distinction of becoming one of only three public community colleges in Connecticut to be designated as a Hispanic Serving Institution. Hispanic and Pell-eligible enrollment has grown considerably over the last five years (by 21% and 9%, respectively), as has their associate degree completion (by 60% and 39%).

Among the top programs, students have enrolled in General Studies, Liberal Arts, Business Management, Human Services, and Nursing. Students primarily come from Waterbury, Naugatuck, Danbury, Watertown, New Milford and Wolcott. Many NVCC students need financial support to attend. For the 2015-2016 academic year, 5,262 students received financial aid totaling $13,909,544 (paid out). In fall 2015, about 58% of entering students lacked college-level skills and had to enroll in at least one developmental class in math, writing, and/or reading to prepare them for their courses.

NVCC Student Profile Fall 2015	
Enrollment	7,001
Full-Time	34%
Part-Time	66%
Average Age	26 (43% of students are 18-21 yrs.)
Gender	57% Female
Race/Ethnicity	52% White
	26% Hispanic
	10% Black
	4% Multi-racial
	3% Asian
	.2% American Indian
	4.8% Other
Pell-Eligible	41%
Top Towns Students Live In	29.2% Waterbury
	13.6% Danbury

FACULTY AND STAFF PROFILE

NVCC has 108 full-time credit and 300+ part-time credit faculty positions, 42 part-time non-credit instructors, 29 part-time clinical faculty, and 176 full-time staff members. Twenty-four percent of current full-time faculty hold doctoral degrees and 74% hold masters degrees.

SERVICE REGION PROFILE

The college's primary service region includes 22 towns. Waterbury (pop. 109,887) and Danbury (pop. 82,781), flanked by small rural and suburban communities, serve as anchor cities in NVCC's region.[4] Accordingly, Waterbury and Danbury represent NVCC's two largest feeder areas (29.2% and 13.6% of student enrollment, respectively),[5] as well as two major Connecticut cities where Hispanics represent fast-growing populations (34.2% and 27.1% of the population)[6] and where many residents are economically disadvantaged (24.2% and 11.1% of the population living in poverty).[7] NVCC has campuses located in each of these cities.

Once a thriving manufacturing area, the greater Waterbury labor market was once home to brass, tire, spring, metalworking, and defense-related industries. Waterbury was known then as the "Brass City of the World," but over time, foreign competition, low market demand and other factors affected area jobs and the economy. Today's Waterbury adapted to an economy supported by technology related ventures, health care occupations largely sustained by two hospitals, numerous retail employers, and smaller manufacturing firms characterized by their use of modern technologies.

Danbury, once known as the "Hat City,", is now economically supported by industries ranging from health care and pharmaceutical businesses to aerospace, chemicals, finance, and business services. While such economic adaptation is promising, Danbury and Waterbury both still face the challenges of many other urban centers: high poverty levels, low academic achievement, and unemployment. Both cities represent places where so many immigrants and first-in-their-family college students need and welcome the presence of a community college.

Job creation, worker retention, company survival and business growth are critical factors in the economic and social future of Waterbury, Danbury, and their surrounding towns. With many regional employers seeking the hard and soft skills from employees that associate degree and certificate programs can provide, clearly the education and job training that NVCC offers are essential ingredients for a recovering economy and successful future. This strategic plan addresses NVCC's partnering roles in that recovery and future.


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[4] Waterbury, Connecticut and Danbury, CT – CT Economic Resource Center (CERC) Town Profiles 2016.
[5] NVCC Office of Institutional Research, Fall 2015 Enrollment Analysis.
[6] Waterbury, Connecticut and Danbury, CT – CERC.
[7] Ibid.

AN INVESTMENT IN KNOWLEDGE ALWAYS PAYS THE BEST INTEREST
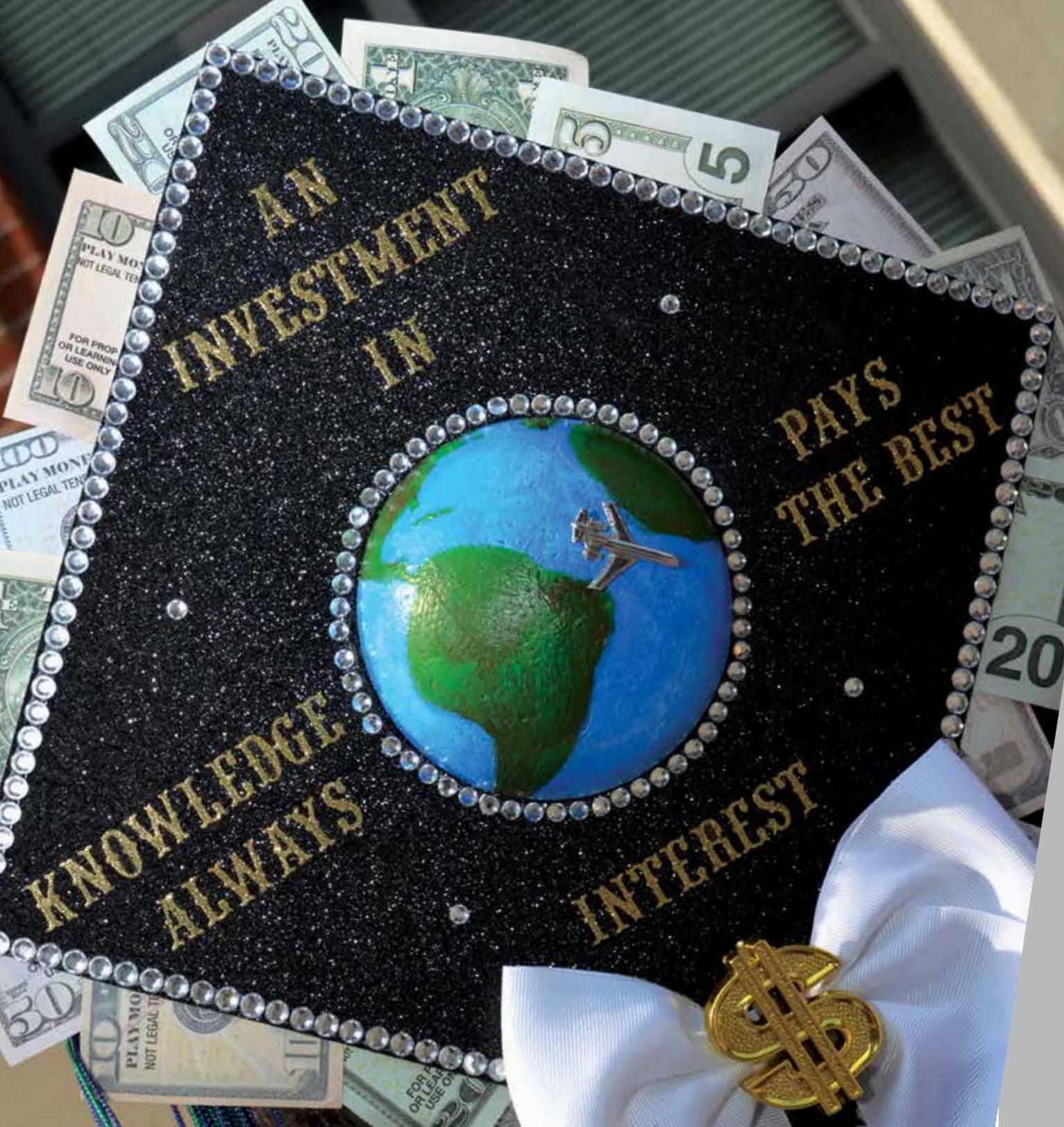
trends

Notable Higher Education Practices

To develop this plan, NVCC discussed higher education practices, which have been shown to improve student targets. Some of the most notable that NVCC will build upon:

1. **Dual enrollment (i.e., high school students also enrolled in college courses) is becoming increasingly popular and impactful.** Recent reports have shown upwards of 80% of high school students are also enrolled in college courses.[8] Studies in Florida, New York City, and California have found that dual enrollment participation can have a positive effect on college enrollment and persistence, credit accumulation, and student GPA's while in college.[9]

2. **New methods are transforming developmental education.** Increasingly, developmental courses and course sequences have proven insufficient at improving student skills needed to be successful at the college level.[10] Simultaneously, studies have emerged that "summer bridge-style" developmental programs are working and having a positive impact on student outcomes, particularly credit earning and retention.[11]

Research has also suggested that additional approaches, such as embedding developmental content into gateway courses, may be better options than having students take stand-alone developmental course sequences.[12]

3. **Advisement innovations are being tested and impacting completion.** Programs like the City University of New York's (CUNY) Accelerated Study in Associate Programs (ASAP) have brought national attention to the importance of developing advisement systems. ASAP, which is centered on intrusive advisement, has substantially impacted participant three-year graduation rates, as well as transfer to four-year colleges.[13]

4. **Accelerated completion pathways via cohort-based approaches.** More and more emphasis is now being placed on the importance of timely progression–how, for example, even small increases in credit accumulation appear to significantly impact graduation rate increases.[14] Notable interventions have been rigorously evaluated, including CUNY's ASAP program.[15]

While studies have shown active engagement affects learning and achievement of academic goals for all students,[16] it appears to be even more important for underrepresented groups.[17]

5. **Promoting junior status transfer to four-year colleges.** Policies supporting the transfer of community college credits significantly impact both retention and degree completion.[18]

In the following pages you'll read about how NVCC will scale up its work in many of these areas over the next 10 years, including via: dual enrollment options such as NVCC's Danbury Early College Opportunity (DECO) program; innovations in developmental education such as expanded summer bridges; intrusive advisement systems development; expansion of cohort-based approaches like NVCC's Workforce Achievers Value Education program (WAVE); and implementation of more and more junior transfer options, like the Transfer and Articulation Program (TAP) Pathways.

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8 Thomas, N., Marken, S., Gray, L., and Lewis, L. (2013). Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2010–11 (NCES 2013-001). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

9 Hughes, Karp, and Stacey (2012 Feb). What We Know About Dual Enrollment. A research brief from the Community College Research Center, Columbia University.

10 Bailey, T., Jaggars, S., & Scott-Clayton, J. (2013). Characterizing the Effectiveness of Developmental Education: A Response to Recent Criticism. Community College Research Center, Columbia U.; and Martorell, P., & McFarlin, Jr., I. (2011). Help or hindrance? The effects of college remediation on academic and labor market outcomes. *Review of Economics and Statistics,* 93(2), 436–454.

11 Attewell, P., Isserles, R., & Jang, S. (2013). Getting a Jump on the Degree: The Effects of USIP for Community College Students. Academic Momentum Project, CUNY.

12 Core Principles for Transforming Remedial Education: A Joint Statement. (2012). Charles A. Dana Center, Complete College America, Inc., Education Commission of the States, and Jobs for the Future.

13 Scrivener, S., et al. (2015). Doubling Graduation Rates. Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. MDRC.

14 Binder, M. & Krause, K. (2015). Providing Incentives for Timely Progress Toward Earning a College Degree: Results from a Performance-Based Scholarship Experiment. MDRC.

15 Scrivener, S., et al. (2015).

16 McClenney, K., Marti, C., & Adkins, C. (2007). Student Engagement and Student Outcomes: Key Findings from CCSSE Validation Research. Community College Leadership Program. The University of Texas at Austin, p. 1.

17 Lee, L.A., Hansen, L.E., & Wilson, D.M. (2006). The Impact of Affective and Relational Factors on Classroom Experience and Career Outlook among First-year Engineering Undergraduates. Presented at the Frontiers in Education 36th Annual Conference, Oct. 27-31, San Diego, CA.

18 Malcolm, S., and Feder, M. (Eds.). (2016). *Barriers and Opportunities for 2-Year and 4-Year STEM Degrees: Systemic Change to Support Students' Diverse Pathways.* Washington, D.C.: National Academies Press, chapter 5, p. 15

goal one

At NVCC, students achieve their goals.

PRIORITY 1
Completion, Job Placement, and Transfer

Why...

After years of quiet service, community colleges are now increasingly recognized for their invaluable role in higher education.

With greater recognition comes increased scrutiny. Community colleges have been applauded for their critical role in increasing access to higher education.[19] However, the data show student completion is poor. Some recent findings: less than 40% of students who start at a community college complete a degree or certificate within six years.[20] And only about 1 in 5 community college students in the U.S. graduates in three years.[21]

Failing to address student completion becomes increasingly consequential. While thirty years ago people with a high school education made up almost three quarters of the U.S. workforce and the majority earned a middle class wage, today they represent only about 40% of the workforce and they tend to earn far less than those with some college. The difference in lifetime earnings for a person with a high school education and those with a college degree is estimated at about $1 million.[22] National research shows that the unemployment rate decreases and average weekly earnings rise at every level of educational attainment.[23]

At NVCC, we have laid important groundwork to ensure students meet these significant milestones. Job placement for those completing degrees and certificates is high–upwards of 90% for students in high-demand career areas like allied health and manufacturing. Awards of degrees and certificates (non-credit and credit) and headcount transfers are trending upward. Yet overall completion and transfer rates have been slow to improve. More needs to be done to accelerate student timely completion of degrees and certificates.

In this next 10-year plan, NVCC will build on what is working nationally and programs demonstrating impact internally to dramatically improve its completion, job placement, and transfer efforts. Students cannot achieve their goals if we don't make dramatic improvements in this priority area.

What...

- Develop intrusive advisement systems that engage NVCC faculty and staff, NVCC students and parents, high school guidance counselors, and four-year college transfer liaisons.

- Re-engineer policies and processes to clarify required engagement between advisors and students.

- Improve communications regarding curricular changes, such as via an updated website, catalog, faculty and student handbooks, and other efforts to ensure access to up-to-date information.

- Develop new and re-invigorated models of developmental learning, such as supplemental instruction/embedded tutors, accelerated options, and non-credit options.

- Innovate and expand summer bridge approaches.

- Expand FYE, including "One Book, One College" activities.

- Expand cohort-based learning approaches for students.

- Expand the Jobs on Campus Initiative.

- Expand supports to prepare high-achieving students for admissions into highly selective Northeast colleges through need-blind admissions processes.

- Create new TAP Pathways and more articulation agreements that allow students to transfer as juniors.

- Regularly assess and integrate key retention supports.

- Expand key retention supports, such as evening child care.

- Conduct annual analysis of student completion, job placement and transfer outcomes by degree and certificate program.

[19] Bailey, T., Jaggars, S., and Jenkins, D. (2015). Redesigning America's Community Colleges: A Clearer Path to Student Success. Cambridge, MA: Harvard University Press, p. 1.
[20] Ibid.
[21] U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Graduation Rates Component (provisional data).
[22] Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century. (Feb. 2011). Pathways to Prosperity Project. Harvard Graduate School of Education, p. 2.
[23] Career Pathways: One City Working Together. New York City, p. 18.

"As one of only three public community colleges in CT to be designated as a Hispanic Serving Institution, NVCC recognizes its critical role in preparing diverse next-generation students for the workforce."

PRIORITY 2
Equity in Achievement

Why...

Community colleges have long served as the primary entry points to higher education for many underrepresented groups. They enroll 52% of African American, 43% of Asian or Pacific Islander, and 57% and 62%, respectively, of Hispanic and Native American undergraduates.[24] They consistently serve a disproportionate number of first-generation and low-income college students,[25] with about 4 in 10 community college students being Pell Grant recipients.[26]

While notable for providing access to higher education for diverse students, minority and poor students fare among the worst when it comes to community college completion nationwide. More has to be done to match equity in access with equity in outcomes.[27]

As one of only three public community colleges in Connecticut to be designated as a Hispanic Serving Institution, NVCC recognizes its critical role in preparing diverse next-generation students for the workforce. In recent years, the College has made concerted efforts to improve equity for students in underrepresented groups. Hispanic and Pell enrollment has grown considerably over the last five years (by 21% and 9%, respectively), as has their associate degree completion (by 60% and 39%, respectively). Yet when compared to gains achieved by the student body average, poor and minority student progress on key achievement outcomes needs to improve. This priority area of focus will help close that achievement gap.

What...

- Expand celebration of multi-culturalism, diversity, and inclusion, with a calendar of events established.

- Expand efforts to increase inclusivity of services, such as orientations in Spanish.

- Offer professional development in foreign languages and on intercultural and socioeconomic awareness.

- Expand specialized supports to target populations, such as veterans and undocumented students.

- Build cultural relevance and diversity into courses and classrooms.

- Assess structures at NVCC that may reinforce unconscious bias and may negatively impact the environment underrepresented students experience.

- Expand mentoring programs for underrepresented students.

- Conduct annual analysis of student completion, job placement and transfer outcomes by degree and certificate program, including analyses of student achievement by race/ethnicity, and economic status.

- Expand recruitment efforts that increase diversity of those employed at NVCC (full-time, part-time, adjuncts), such as additional bilingual faculty.

24 American Association of Community Colleges 2016 Fact Sheet.
25 Bailey, Jaggars, and Jenkins. (2015). Redesigning America's Community Colleges, p. 1.
26 AACC 2016 Fact Sheet.
27 Zatynski, M., Witham, K., and Wyner, J. (2016). Structural Equity: Big-Picture Thinking and Partnerships that Improve Community College Student Outcomes. The Aspen Institute College Excellence Program.

goal two

NVCC faculty and staff make a difference – at the college, in the community, in their fields of study, and in the lives of students.

PRIORITY 3
Leadership and Service

Why...

Who will become our next generation community college leaders? How do we best prepare them to take on the leadership opportunities and challenges of tomorrow?

With about eighty percent of U.S. community college Presidents expected to retire by 2025[28] and the generation of faculty and staff who came to work at community colleges in the 1960's and 1970's now facing retirement,[29] these are very real questions community colleges must now urgently face. That means community colleges must proactively prepare those within and those to be hired for what it means to effectively lead their institutions. As noted by the American Association of Community Colleges (AACC), leadership skills have now "widened because of greater student diversity, advances in technology, accountability demands, and globalization."[30] New competencies are required of all staff at all levels. Community colleges must ensure next generation faculty, staff, and administrators can learn these competencies and demonstrate them on the job.

NVCC has an experienced and committed team of faculty, staff, and administrators that currently leads the college. However, over the next decade, NVCC too will likely experience significant leadership transitions. This priority area of focus will help faculty, staff, and administrators professionally develop and receive the supports they need to be successful in their work. Being successful means seeing opportunities for career advancement, while also understanding what is expected, especially when it comes to how to best serve the students and the communities NVCC's mission targets.

What...

- Adopt standards of service for all units and regularly assess progress toward them.
- Offer regular guidance regarding professional development and community engagement opportunities to all faculty and staff.
- Develop new faculty orientation processes that include more senior staff guidance and support.
- Increase adjunct professional development supports.
- Increase evening and weekend instructor supports and resources.
- Expand service opportunities for junior faculty and staff.
- Sustain current and then increase full-time faculty recruitment and hiring.

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28 Phillippe, K. (2016, April). AACC CEO Survey: Compensation Washington, DC: American Association of Community Colleges.
29 AACC website, Faculty and Staff at Community Colleges, 2016.
30 Thoughts on Leadership, downloaded on 9/1/16 from AACC web page located at http://www.aacc.nche.edu/newsevents/Events/ leadershipsuite/Pages/thoughts.aspx.

"Improving undergraduate research at NVCC also means creating opportunities for faculty to expand their research practice, so that students can work alongside faculty in grant-funded research projects, not as objects of research but as researchers themselves."

PRIORITY 4
Research

Why...

Undergraduate research is an effective method for setting a strong foundation for student success. Studies have shown that undergraduate research can help students develop problem-solving skills and work habits. It can motivate them to continue their education. It connects what they learn in the classroom with what they will experience on the job. It even can improve retention.[31] Yet undergraduate research hasn't taken root in many community colleges. While it has become integral at many four-year colleges, community college faculty often view research as a "curricular enhancement" or "value added" curricular component rather than integral to student curricular experiences.[32] Whether to help strengthen the foundation of learning for nearly half of baccalaureate students who typically first earn some credit at a community college, or to solidify skills that benefit students in the world of work, research could become better embedded in community college educational practice.

NVCC already has in place many elements on which to build a strong research foundation. Faculty are increasingly submitting research-related proposals to federal grantmaking programs. More faculty are earning doctorates and publishing scholarly works. We have grown our culture of scholarship, from hosting a Fulbright Scholar-In-Residence to embedding research into our Honors Program.

Yet more work needs to be done to help faculty integrate research across the curriculum so that students can benefit from the value research brings. Improving undergraduate research at NVCC also means creating opportunities for faculty to expand their research practice, so that students can work alongside faculty in grant-funded research projects, not as objects of research but as researchers themselves.

What...

- Expand faculty research support, increasing opportunities for them to access funding and share findings.
- Create new models for pedagogical research that engage students as researchers.
- Provide a strong introduction for students into undergraduate research via the Liberal Arts.
- Expand information literacy activities for students.
- Deepen Honors Program research opportunities.
- Develop research e-portfolios.

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[31] Hensel, N. and Cejda, B. (2014). Tapping the Potential of All: Undergraduate Research at Community Colleges. The Council on Undergraduate Research.

[32] Ibid.

goal three

NVCC programs meet and beat academic and industry standards.

PRIORITY 5
Cutting-edge Curriculum

Why...

At their core, community colleges help students learn. Maintaining this focus requires capacity to assess and adapt curricula so that teaching and learning remains state-of-the-art.

Community colleges across the country are experimenting with curriculum improvement in a number of ways. The national shift to a completion agenda has increased attention on well-crafted and assessed learning outcomes, ensuring students receive credentials that prepare them for life and work.[33] This often means aligning non-credit and credit options, so that students can select which ones best serve their immediate needs and long-term goals. Many community colleges are experimenting with new learning models, from hybrid learning, to technology-enhanced and flipped classrooms.[34] Faculty are recognizing the need to shift from traditional teaching methods, such as heavy reliance on lecturing to new evidence-based pedagogies, including time for classroom discussion and group projects that basically allow for more student-driven experiences.[35]

While curricular review is well underway at NVCC, more emphasis is needed to ensure curriculum innovation is systematized and regularly assessed for ongoing adaptation.

This priority area will help NVCC focus on a range of curriculum development activities, from ensuring that the learning outcomes of existing and new academic programs align with academic and industry standards, to expanding use of learning models and pedagogical methods that meet the needs of our increasingly diverse student body.

What...

- Establish new non-credit to credit pathways, starting with allied health.
- Create new academic degree and certificate programs, such as Cybersecurity and others that address industry and community needs.
- Develop new Science, Technology, Engineering, Arts, and Math (STEAM) programs, which include the development of pipeline connections jointly with high schools, state universities and UConn.
- Establish more-frequent program review cycles that ensure environmental scanning and outcomes assessment review recommendations that emerge are addressed.
- Tailor Gen Ed/Liberal Arts competencies/outcomes specific to academic programs.
- Expand efforts to ensure quality instruction in the classroom.
- Assess existing and implement new technologies to improve teaching and learning (e.g., online courses, SMART classrooms, technology-based library and other academic supports).

[33] de los Santos, G.E. and Milliron, M. (2015). League for Innovation Trends Report. Chandler, AZ: League for Innovation in the Community College, p. 3.
[34] League for Innovation Trends Report, p. 4.
[35] Malcolm, S., and Feder, M. (Eds.). (2016). Barriers and Opportunities for 2-Year and 4-Year STEM Degrees, Chapter 4, p. 4.
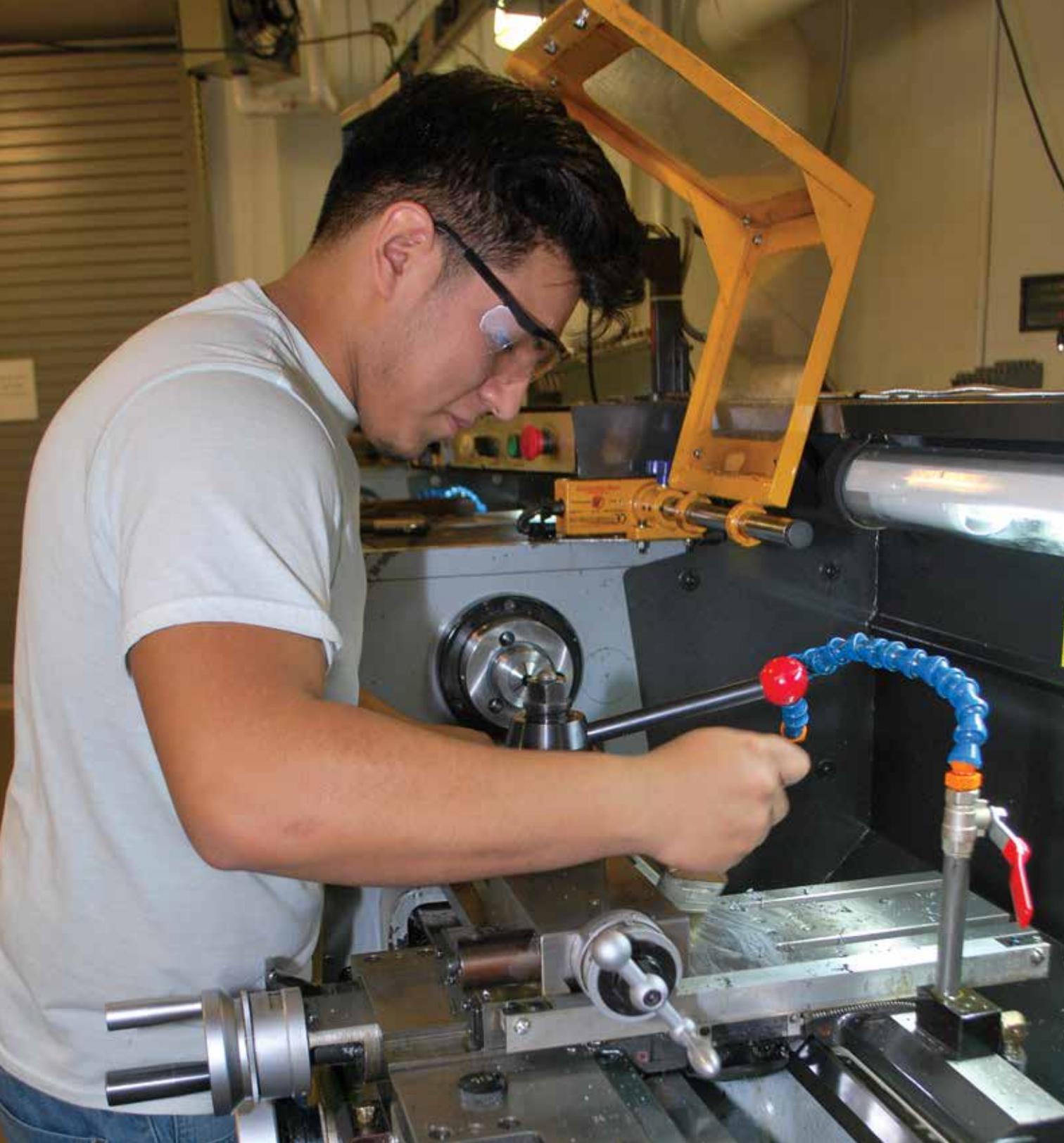
"Having staff and faculty who can be flexible with making these kinds of ongoing adjustments to programs and services requires an openness to unchartered ways of teaching and working."

PRIORITY 6
Innovation and Entrepreneurship

Why...

Twenty-first century community colleges must become more nimble, innovative, and risk-taking to respond to complex student needs, be competitive in the higher education marketplace, and, bottom line, remain in business. Being data-driven is no longer optional–our funders and accreditors require it. Ensuring a high-quality curriculum that responds to immediate employer interests and needs and also trains students for future, unknown jobs necessitates constant recalibration. Having staff and faculty who can be flexible with making these kinds of ongoing adjustments to programs and services requires an openness to unchartered ways of teaching and working.

At NVCC, NEASC (our accreditor) commended our spirit of innovation during its last visit in 2012. We've begun to develop mechanisms, like the Committee on Sponsored Programs and Grants and Beautiful Communications to better support innovation. Yet we know we can and must do more. To truly embrace an entrepreneurial spirit, we have to ask ourselves questions like:

- How do we get to the point where we can more nimbly adjust the curriculum?

- How do we better bridge non-credit and credit options?

- While our connections to industry are strengths, how can we better innovate with external partners –from hospitals to manufacturers and public high schools?

- How can we more effectively use data to make decisions–such as to scale up initiatives that are working? And then how do we scale up quickly and effectively?

- How do we better take advantage of grant opportunities as they come?

- How can we clarify our expectations that faculty and staff approach their work in an innovative and entrepreneurial fashion?

- How can we better embed entrepreneurship into our curriculum–so that students become skilled at it?

- How do we increase our overall ability to be adaptive, without creating feelings of initiative fatigue?

Some of the answers lie in picking the mechanisms that can best support innovation. For example, how can we best fund faculty and staff strategic-plan related innovation on the ground? Building our assessment practice and professional development dedicated to innovation can help us know what's working well, so that we can make decisions to scale up programs and services we find to be most effective.

We can also make some decisions about where innovation may be most needed–within particular programs and services–and where to refresh some of our community partnerships so that they remain vital. Building a culture of innovation also means knowing when to say no, as well as leaving space for the unknown.

What...

- Expand Committee on Sponsored Programs and Grants awards and our Beautiful Communications projects.

- Develop rewards for faculty and staff innovation by unit.

- Develop professional days dedicated to innovation.

- Conduct assessment to determine where innovation is needed.

- Engage adjuncts in innovation-related activities.

- Connect faculty across courses and disciplines to improve teaching and learning.

- Expand processes and forums to gain student and community input on ways NVCC can become more innovative.
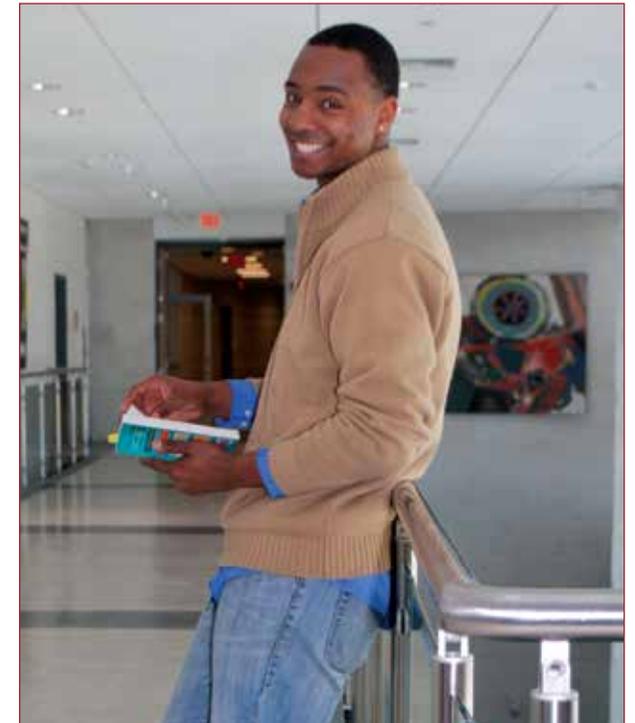
goal four

NVCC is an engine of change within Waterbury, Danbury, and the broader community.

PRIORITY 7
Pre-collegiate Pathways

Why...

While community colleges have historically maintained strong connections with high schools, more and more are implementing structures that accelerate student success and improve student college outcomes. Research has shown that early college models – including dual enrollment programs (where students are enrolled simultaneously in high school and a community college) and middle colleges (where students attend an alternative high school, often on a community college campus, and take community college courses)–improve high school graduation rates and college degree attainment, especially for poorer, minority students with lower levels of pre-high school achievement.[36]

NVCC has already forged strong community partnerships to build pre-collegiate pathways for students. Through its $11.2 million federally funded GEAR UP grant with the City of Waterbury, about 2,500 middle and high school students are mentored each year, with hundreds of other students benefitting from GEAR UP's other efforts, including an early warning intervention program and leadership development offerings. NVCC's College Career Pathways (CCP) program annually helps hundreds of high school students across our region take college-level courses. Through our newly created Danbury Early College Opportunity (DECO) program, NVCC's dual enrollment model, 102 high school students enrolled in fall 2015, and 89 are already re-enrolled for fall 2016.

While these efforts benefit thousands of students, we know we must to do more to expand pre-collegiate pathways to the many thousands more who may not make it to college without access to these kinds of options.

Through this priority, we will expand the structures through which students access college-level offerings and deepen partnerships with those who advise and guide high school students, so together we can help students make better choices about their future.

What...

- Expand dual enrollment options, including DECO and Pell Dual Enrollment.
- Refine and expand College Career Pathways course options with regional high schools.
- Develop a Middle College to house the Academy of Math and Sciences.
- Grow Bridge To College programs, including via renewal of the GEAR UP grant.
- Increase outreach to high school leaders, including guidance counselors.
- Increase advisement and placement testing provided in high schools.

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[36] Berger, A. et al. (2013). Early College, Early Success: Early College High School Initiative Impact Study. American Institutes for Research. Washington, DC, p. v-vi.

"For our nation, we cannot prosper without having a well-skilled workforce that preserves our economic competitiveness."

PRIORITY 8
Workforce Pathways

Why...

Industry and community college partnerships have proliferated in recent years. Strong educational and economic imperatives drive these collaborations. They benefit colleges, because students often view educational and training programs developed jointly with industry more favorably, especially when economic times are tough.[37] Businesses benefit when programs meet their workforce training needs. For workers, having some college can make a significant impact on their lifetime earning potential, especially for individuals not on a traditional college track. For our nation, we cannot prosper without having a well-skilled workforce that preserves our economic competitiveness.

NVCC has long recognized the value of working closely with industry toward these mutual and broader society benefits. Many industry engagement efforts are already in place, from industry summits, to advisory boards and deeper collaborations with industry in curriculum development and the expansion of experiential learning opportunities for students. Through this priority, NVCC will expand on these existing partnerships, such as with local manufacturers, to offer advanced manufacturing training at our Advanced Manufacturing Technology Center and at local high schools in Waterbury and Danbury.

We will work with businesses across industry areas to ensure that our curriculum offerings align with workforce needs. That means systematizing processes for industry engagement, so that our academic degree programs and non-credit and credit certificates benefit from industry insights and resources.

What...

- Complete the existing cycle of industry sector summits and identify new opportunities for additional summits such as in areas of computer and business technology, and begin the cycle again.

- Sustain NVCC's partnership with the Northwest Regional Workforce Investment Board.

- Sustain and grow manufacturing partnerships in Waterbury and Danbury.

- Engage all degree program advisory board members in annual collaborations.

- Expand experiential learning (e.g., service learning, and internship opportunities) across disciplines.

- Develop a weekend college option for students juggling work with their studies (if proven feasible by environmental scanning).

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37 *Community College and Business Partnerships Take Root.* Council for Advancement and Support of Education, Community College Advancement News, February 14, 2012.

goal five

NVCC is an effective, performance-based institution.

Institutionalizing Data and Assessment Systems

Why...

Much of this 10-year plan is about strengthening NVCC's culture of engagement and environmental scanning so that we can do a better job of innovating and making real-time adjustments that improve our practice. This cannot be accomplished without developing a more robust institutional research presence on campus. We need greater capacity to collect and analyze data. Systems will be developed so that stakeholders across campus have more regular access to information that improves our operations, programs, and services.

The benefits of stronger institutional research capacity are many. Greater transparency about how students fare when they attend NVCC will help us publicly demonstrate our effectiveness and attract the next generation of NVCC students. Having greater capacity to evidence what's working and not will help us make real-time adjustments that improve our effectiveness. Access to more-regular data will help us convince funders, from the state to grantmaking institutions, many of whom have shifted to performance-based funding, to increase their investment in what we do. And like it or not, being able to demonstrate consistent use of data for continuous improvement is now expected.

Since the Spellings Commission spotlighted problems with the U.S. postsecondary education system and how too many students don't successfully make it through,[38] many funders and accrediting bodies now require evidence that community colleges monitor and make progress on student and institutional outcomes.[39] Indeed, NVCC's own accrediting body now requires all accredited institutions to undertake assessment and demonstrate continuous improvement across all aspects of our work, from the classroom to our operations.[40]

What...

- Increase Institutional Research (IR) staff.

- Create a central IR data repository and data tracking systems.

- Regularize data distribution internally, including using data analytics such as of course sections with poorer student performance.

- Create public data portals that connect students, guidance counselors, and others to data about NVCC academic, transfer, and employment outcomes.

- Build systems for IR-led college-wide environmental scanning with faculty and staff engagement.

- Expand supports to data collection/analyses needed for grants management.

- Implement ongoing review systems for NEASC and program-specific accreditations, including for new programs.

- Develop clear systems to respond to immediate data requests.

- Create opportunities for annual dialogues on data, with data contextualized and summarized for campus discussion.

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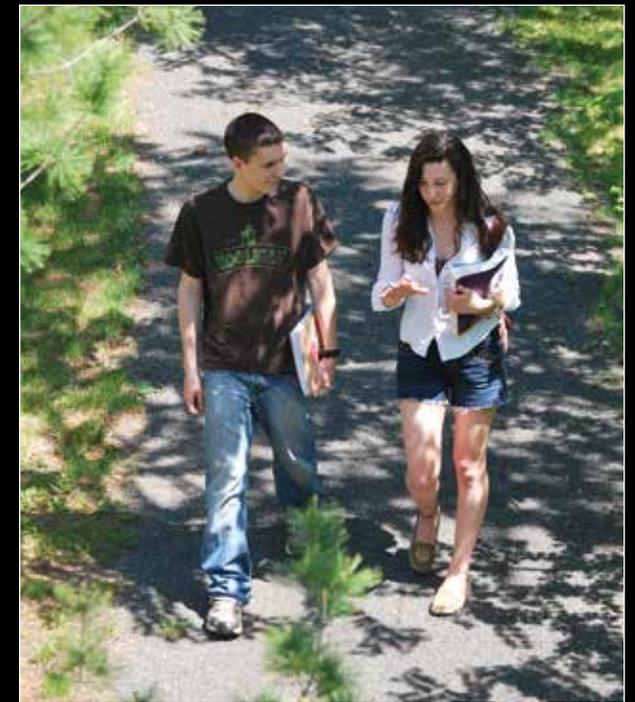
38 U.S. Department of Education, A Test of Leadership: Charting the Future of U.S. Higher Education. Washington, D.C., 2006.
39 Redesigning America's Community Colleges, p. 5.
40 Standards for Accreditation (2016). Commission on Institutions of Higher Education (CIHE), New England Association of Schools and Colleges (NEASC).

"This priority reminds us that some strategic institutional investments can help leverage great returns in our quest to create a splendid college."

PRIORITY 10
Strategic Institutional Growth and Support

Why...

Effective operations undergird the success of any institution. This priority outlines activities that will help NVCC strengthen capacity in a number of strategic operational areas.

The activities below aren't just "behind-the-scenes" work. All relate to ways in which we can enrich how students, faculty, staff, and community experience NVCC. Whether it's improving our physical space via the Facilities Master Plan, trying new recruitment and communications methods that set us apart, seeking new sources of funds that make possible new scholarships or programs, or coordinating across plans to improve our internal capacity, greater satisfaction and pride comes with being part of a well-run and resourced institution.

NVCC has demonstrated how it can weather tough economic times and still remain in the black. This priority reminds us that some strategic institutional investments can help leverage great returns in our quest to create a splendid college.

What...

- Develop a recruitment marketing campaign that clarifies what sets NVCC apart to different audiences, including high schools, industry, and potential students.
- Implement NVCC's Facilities Master Plan, which includes specific building and renovations, including a new Center for Health Sciences, the Danbury Campus build-out, a new Math and Science building, campus beautification, library renovation, and student-centered social spaces.

- Ensure strong facilities security and ADA compliance.
- Expand local transportation linkages and advocacy for funding them.
- Upgrade communications, including NVCC's website and social media presence.
- Upgrade NVCC's technology inside and outside the classroom by first assessing what is needed and clarifying the role that technology should play in key aspects of our work, including faculty and staff development and student advising.
- Create a grants office at NVCC.
- Expand outreach to alumni to increase their engagement and giving.
- Increase funding for scholarships.
- Support capital campaigns and other fundraising activities by the College and also by the Foundation.
- Develop an International Center for the Arts.
- Align planning and implementation practices, connecting strategic planning with other major institutional planning processes (academic, enrollment management, information technology, institutional effectiveness, and accreditation).
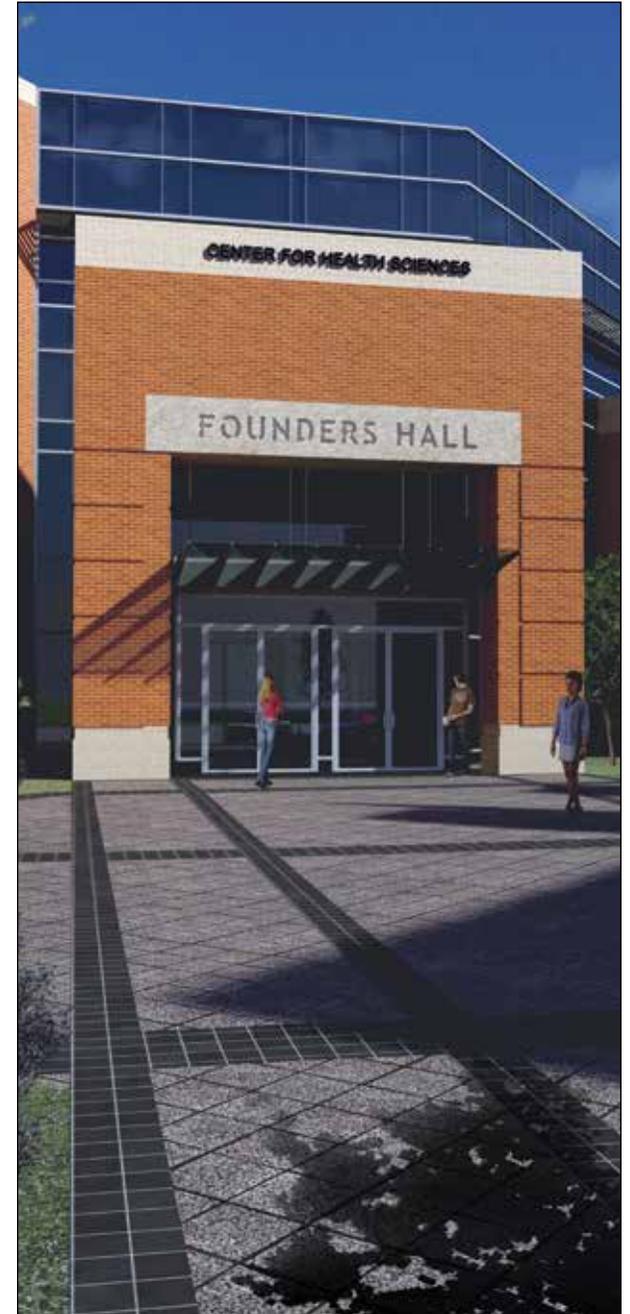
Strategic Plan Targets and Baselines 2016-2026

NVCC has identified 40 targets with baselines against which it will assess its progress. Many of these targets are student outcomes and outputs, designed to help us understand the difference we are making on student success. Others represent process outcomes and outputs, that will help us gauge the extent to which we are able to bring about the systems change necessary to become even more student-centered in our work.

Each year, NVCC will benchmark progress internally according to these targets, with a public report to be produced at the five-year and ten-year points.

Toward a Splendid College: NVCC's Strategic Plan 2016-2026

GOAL 1: AT NVCC, STUDENTS ACHIEVE THEIR GOALS.		
Priorities	**Targets**	**Baselines**
1. Completion, Job Placement, and Transfer	1. Exceeded the national average of three-year completion for all first-time full-time (FT/FT) students pursuing associate degrees.	• 26% national public community college FT/FT three-year completion average • 12.8% NVCC FT/FT three-year completion average
	2. Decreased median time to completion in each graduation year for all associate degree and credit certificate students.	• 9 academic semester median time to completion for all associate degree students • 3 academic semester median time to completion for all credit certificate students (for those who entered just seeking certificates)
	3. 10-year average of 1,500 credentials–degrees and certificates awarded annually.	• 1,259 degrees and certificates in most recent year
	4. All students complete developmental education either through pre-matriculation options or within one semester.	• 53% of first-time developmental students currently completing in one semester • Pre-matriculation baseline in development

	5. 80% of students surveyed report that an advisor helped them set academic goals and create a plan for achieving those goals.	• CCSSE survey results for Academic Advising/Planning [Question - 13.1a]:
		  –Often/Sometimes–64%
		  –Rarely/Never–28%
		  –Don't Know/NA–8%

	6. Exceeded the national averages of fall-to-fall retention for first-time full-time and first-time part-time students pursuing associate degrees.	• 60%/43% [FT/PT] national public community college fall-to-fall retention average • 62%/44% [FT/PT] NVCC fall-to-fall retention average
	7. Maintained 90%+ average job placement within a year after graduation across degrees and credit and non-credit certificates.	• 89.5% average job placement (based on existing job placement survey of all graduates 1 year after graduation)
	8. Increased headcount transfer of NVCC students–of those with and without NVCC degrees, including their representation among four-year college graduates–by 10% every three years of the plan.	• 282 headcount–transfer before earning a NVCC degree • 152 headcount–transfer after earning a NVCC degree • Baseline cohort in development of NVCC transfers who complete a four-year degree–either with or without an NVCC degree

2. Equity in Achievement	9. Achievement gap for Pell, African American, and Hispanic students completing, getting placed in jobs, and transferring is at par or closer to the average for all NVCC students completing associate degrees and certificates (credit and non-credit).	• Completers of associate degrees and certificates (credit):
		  –9% Pell
		  –6% African American
		  –10% Hispanic
		• Baselines in development for job completion and transfer of Pell, African American, and Hispanic students

	10. Full-time and part-time faculty and staff racial/ethnic composition is closer to our service region's racial/ethnic demographics.	• FT Faculty – 3% Hispanic, 9% African American, 3% Asian • FT Staff – 11% Hispanic, 9% African American, 3% Asian • All Students - 26% Hispanic, 10% African American, 3% Asian

Toward a Splendid College: NVCC's Strategic Plan 2016-2026

GOAL 2: NVCC FACULTY AND STAFF MAKE A DIFFERENCE – AT THE COLLEGE, IN THE COMMUNITY, IN THEIR FIELDS OF STUDY, AND IN THE LIVES OF STUDENTS.		
Priorities	**Targets**	**Baselines**
3. Leadership and Service	11. All units have established and publicly displayed standards of service that are annually reviewed, assessed, and refined.	• Draft standards of service for all units in development
	12. All new full-time and part-time personnel receive an orientation from senior staff/faculty and are assigned a senior staff or faculty member to support them for their first six months.	• Orientations of FT and PT personnel exist, involvement of senior staff/faculty and 6-month supports for new personnel to be established
	13. All full-time faculty and staff receive 1:1 guidance from supervisors to help them identify opportunities for professional credentialing and community engagement that help them achieve their potential as future leaders.	• 1:1 guidance from supervisors available, but systemic engagement of faculty and staff with supervisors on professional development to be established
	14. All adjuncts have access to two to four flexibly offered opportunities each year to participate in professional development at NVCC.	• 30 offerings with over 90 unduplicated attendees (includes adjuncts - systems for tracking adjuncts specifically in development) • Flexibility of offerings to be addressed

	15. Mechanisms are in place to ensure that all evening and weekend instructors have the resources and information they need to teach successfully.	• Resources currently regularly in place for evening/weekend instructors (until 7-8pm on Mon.-Thurs. and 3+ hours on Sat. and/or Sun.):
		  –Waterbury: ACE, Library, on-site administrator, and IT help desk
		  –Danbury: on-site administrator

	16. Increased number of full-time faculty positions by 5% by the end of this plan.	• 108 authorized full-time faculty positions
4. Research	17. More faculty research grants that bring new money to research on campus and engage more faculty per division.	• Faculty research grants to be secured
	18. More students engaged in learning the basics of research methods as part of the curriculum.	• Student research engagement includes about 20 students per semester in Honors Program research • An advisory group on information literacy is in development, as are student research e-portfolios
	19. More students engaged as researchers in grant-funded research opportunities, including associated publications.	• Students to be engaged in grant-funded research

Toward a Splendid College: NVCC's Strategic Plan 2016-2026

	GOAL 3: NVCC PROGRAMS MEET AND BEAT ACADEMIC AND INDUSTRY STANDARDS.	
Priorities	**Targets**	**Baselines**
5. Cutting-edge Curriculum	20. Increased non-credit to credit pathways–at least one in each workforce program area* by 2026.	• 1 certificate in manufacturing with non-credit/credit components
	21. At least 5 new academic programs launched by 2026.	• 1 program to be launched in Fall 2016 (Cybersecurity)
	22. All academic degree programs reviewed every three to five years to assess the extent to which they meet industry and higher education relevancy and viability.	• 20% of academic programs currently reviewed annually via Academic Program Review (APR) • Steps underway to ensure recommendations for improvement that emerge via the APR process (including from industry advisory boards) are addressed
	23. Gen Ed competencies in each academic program provide a solid foundation for students to transfer or seek employment.	• CSCU Gen Ed competencies have been established in all academic programs • Gen Ed competencies to be tailored specifically to each program
	24. All course-based student learning outcomes are annually mapped to course deliverables and assignments, and for all programs, learning outcomes are mapped to courses as part of Academic Program Review.	• Student learning outcomes are established for all degree programs • Program outcomes have been mapped to courses in 2 programs (Electronic Engineering Technology and Mechanical Engineering Technology) • Processes for mapping course learning outcomes to course deliverables and mapping more program outcomes to courses are in development
	25. More faculty have adopted a *Learning Facilitation* approach in their teaching practice, which utilizes high-impact practices and focuses on student motivation and learning how to learn.	• Presentations on high-impact practices have been shared with faculty • Additional methods to help faculty adopt a learning facilitation approach in development

6. Innovation and Entrepreneurship	26. Growth of systems for developing and recognizing innovation in each unit.	• Current systems for developing and recognizing innovation:
		  –President's Medal (5 awardees most recent year)
		  –Merit Awards (51 awards most recent year)
		  –Outstanding Faculty Advisor Award (1 awardee per year)
		  –Systems for developing and recognizing innovation in each unit to be created (e.g., to include PD days, rewards and awards)

	27. Expanded seed funding processes in place to support faculty and staff innovation.	• Current seed funding processes supporting innovation:
		  –Committee on Sponsored Programs and Grants (1 award)
		  –Beautiful Communications projects and other seed funding processes in development

*Workforce programs are education and training programs that can lead directly to employment in that field area, without the need for additional credentials.

Toward a Splendid College: NVCC's Strategic Plan 2016-2026

GOAL 4: NVCC IS AN ENGINE OF CHANGE WITHIN WATERBURY, DANBURY, AND THE BROADER COMMUNITY.		
Priorities	**Targets**	**Baselines**
7. Pre-collegiate Pathways	28. Enrollment in early college and dual enrollment opportunities at NVCC reaches 250-300 annually (includes Middle College, DECO, Dual Pell).	• 89 of 102 original DECO freshmen continuing • Dual Pell and Middle College in development
	29. Bridge to College youth served annually tops 3,000 and College Career Pathways engages 750-800 regional high school students in NVCC courses annually.	• 2,500 Bridge to College students served annually • 500 College Career Pathways (CCP) students served annually
	30. Deepened partnerships exist with all major feeder high school guidance counseling offices.	• Averaged 5 visits per year to each high school in the service region, but averaged more in Waterbury and Danbury (15-20, depending on the school). Systems for tracking guidance counseling office visits in development
8. Workforce Pathways	31. Each workforce certificate program (non-credit and credit) has a specified two-year program review cycle and plan for engagement of industry partners to provide advisement on the curriculum regarding relevancy to the workforce.	• 34 workforce certificate programs attached to associate degree programs are currently reviewed via APR processes • 4 workforce credit certificates and 11 non-credit certificates credentialed by national or state associations • 41 workforce non-credit and credit certificate programs currently have advisory boards
	32. Every associate degree workforce program offers student experiential learning opportunities with employers (e.g., summer job opportunities, service learning, internships, clinicals).	• 10 workforce associate degree programs have experiential learning opportunities in place (Automotive Tech, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Horticulture, Human Services, Nursing, Physical Therapy Assistant, Radiologic Technology, Respiratory Therapy)

Toward a Splendid College: NVCC's Strategic Plan 2016-2026

GOAL 5: NVCC IS AN EFFECTIVE PERFORMANCE-BASED INSTITUTION.		
Priorities	**Targets**	**Baselines**
9. Institutionalizing Data and Assessment Systems	33. Institutional Research (IR) staffing capacity built to 3.5 FTEs to expand IR functionality.	• 1.5 FTE's currently staffing IR
	34. Increased institutionalization of data and assessment systems that include: annual data tracking, distribution, and dialogue (e.g., Annual Factbook); environmental scanning; and the creation of public data portals.	• Current IR reports - Credit Student Profile and Academic Program Dashboards • New systems, reports, feedback mechanisms, analyses of distribution/access to be developed
10. Strategic Institutional Growth and Support	35. NVCC's headcount enrollment increased to 8,500+ by 2026, as per the NVCC Facilities Master Plan.	• 7,001 headcount enrollment
	36. Grants Office established with permanent staffing.	• Dedicated permanent staff focused on grant-seeking to be hired
	37. Receive one major institution building grant per year.	• 2 federal grants awarded (GEAR UP, TAAACT) • Grant applications for institution-wide support to be prepared
	38. Increased functionality of institutional advancement and grant activity.	• Systems for institutional advancement to be developed (from alumni outreach to institutional fundraising)
	39. International Center for the Arts established.	• A committee of faculty has been organized to lay the groundwork for the development of the Center • 3 Fulbright Scholars-In-Residence at NVCC over the last 4 years • NVCC's art collection at about 50 pieces, with new works being secured for the Waterbury and Danbury campuses
	40. Ongoing updating, implementation, and increased alignment across major institutional plans, including the Facilities Master Plan (FMP), as well as academic, enrollment management, development, IT, and institutional effectiveness plans.	• FMP approved and funding to be secured • Additional plans to be updated and aligned

NVCC will implement this plan using its Wildly Important Goals (WIGs) process. Each year operational plans will be created across college units guided by the goals, priorities, and targets outlined in this plan, as well as by Board of Regents strategic priorities and NVCC Presidential Goals identified for that academic year.

During the first year of the implementation of this plan, NVCC will ensure that the strategic priorities, associated activities, and targets become well-integrated into future WIGs. This includes identifying possible changes to the WIGs template, engagement activities to create the WIGs, and WIGs assessment practices.

Strategic Plan Implementation Annual Cycle

September	• Draft of Wildly Important Goals (WIGs)—the college's annual operational plan—is circulated widely across campus, then finalized for campus-wide distribution. • All College Meeting: President works closely with Institutional Research (IR) staff and publicly reports progress on last year's goals, priorities, and targets. President also presents highlights from proposed WIGs for coming year. • Management Team meets to discuss details of WIGs implementation.
November	• Continuous improvement: Campus units discuss status of WIGs activities and determine steps where needed to address barriers to action or to take advantage of new opportunities.
December	• All College Meeting: President provides update on strategic plan WIGs activity to the college and community partners.
January - February	• Annual Leadership Breakfast informs state and municipal government officials about strategic plan WIGs activity. Officials identify their priorities for the coming year. Priorities are integrated into the strategic plan or WIGs, as appropriate. • IR shares preliminary data on progress towards strategic plan targets. Units draft brief mid-point reports on their WIGs progress that are shared with the Policy Team of the President's Cabinet.
March	• President distributes update on WIGs activity to college and community partners via the Weekly Bulletin.
April - May	• Continuous improvement: Campus units discuss status of activities and determine steps where needed to address barriers to action or to take advantage of new opportunities. • Units submit and then IR compiles a college-wide, end-of-the-year report of progress on the strategic plan targets. • End-of-the-year reports sent to the President and discussed with the Policy Team. • Policy Team discusses roadblocks to success and recommends plans to remove them for the next academic year. • Policy Team sets college-wide priorities for the upcoming year, based on analysis of mid-point reports for current year, and IR analysis of progress toward strategic plan targets. • All College Meeting: President distributes final report on WIGs activity to the college and community partners.
June - August	• Annual Community Meeting: Share strategic plan WIGs progress and outline proposed activities for coming year. College and community partners are engaged for input. • Units use inclusive participation processes to draft WIGs for the coming year and complete end-of-year reports for the current year. • Units submit and then IR informs the proposed college-wide WIGs for the upcoming year. • Policy Team reviews reports and data, then discusses any needed revisions to the WIGs, based on progress toward strategic plan targets, and any additional data from environmental scanning. • Annual reports and proposed WIGs are shared with NVCC's Institutional Planning Council (IPC).
Other	• Meetings held at various points each semester with college, multiple community stakeholders–and with the NVCC Foundation, Regional Advisory Council, legislative delegation, and municipal officials–to share progress on the strategic plan WIGs and to solicit feedback. • IPC convenes two times per semester to receive reports and discuss recommendations regarding the current WIGs and the creation of new WIGs for the coming year.

Strategic Planning Leadership Group

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James Troup, M.G.A.
Provost and Senior Dean of Administration

Kim Carolina, M.B.A.
Director of Human Resources and Labor Relations

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Dean of Student Services

Waldemar S. Kostrzewa, M.A.
Dean of Community Engagement

Irene Rios-Knauf, Ed.D.
Dean of Academic Affairs

Lisa Dresdner, Ph.D.
Associate Dean of Liberal Arts &
Behavioral/Social Sciences

Mitchell Holmes, M.B.A.
Academic Division Director, Business

Conal Larkin, M.S.
Associate Dean of Information Technology

Beth A. Monchun, B.A.
Executive Assistant / Office of the President

Ronald Picard, Ph.D.
Associate Dean of Academic Affairs

Anna-Nanine S. Pond, M.P.A.
Strategic Planning Consultant

Lisa M. Rodrigues-Doolabh, Ph.D.
Director of Institutional Research

Antonio R. Santiago, M.S.
Associate Dean of Danbury Campus

Alan J. Sturtz, Ed.D.
Educational Assistant, Institutional Research

Kathy Taylor, J.D.
Assistant Professor, Legal Studies

Sydney Voghel-Ochs, B.S.
Director of Marketing and Public Relations

NVCC CORE VALUES

student centeredness

academic rigor

leadership

accountability

respect

trust

effective communications

human diversity

community outreach

civic engagement

beautiful and positive ideas

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