Naugatuck Valley Community College
Institutional Self-Study

Prepared for:
New England Association of Schools and Colleges
Commission on Institutions of Higher Education

September 2012

Table of Contents

Institutional Characteristics Form..... i

Organizational Charts vii

Table of CIHE Actions..... xi**v**

Introduction. xv

Institutional Overview..... xxi

Narrative

Standard One: Mission and Purposes..... 1

Standard Two: Planning and Evaluation 6

Standard Three: Organization and Governance..... 16

Standard Four: The Academic Program 26

Standard Five: Faculty..... 53

Standard Six: Students..... 71

Standard Seven: Library and Other Information Resources..... 88

Standard Eight: Physical and Technological Resources 98

Standard Nine: Financial Resources..... 109

Standard Ten: Public Disclosure 121

Standard Eleven: Integrity..... 131

Appendices under separate cover

Appendix One …….Affirmation of Compliance

Appendix Two……..E Series

Appendix Three……S Forms

Appendix Four…….Audited Financial Statement 2010-11

Appendix Five…….Auditor's Management Letter

Appendix Six……List of Workroom Documents

Institutional Characteristics Form Revised September 2009

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

Date September 2012

1. Corporate name of institution: Naugatuck Valley Community College
2. Date institution was chartered or authorized: 1992*
3. Date institution enrolled first students in degree programs: 1992*
4. Date institution awarded first degrees: 1993*

**see item 19 re history.]*

5. Type of control:

Public

- ☒ State
- ☐ City
- ☐ Other

(Specify) _____

Private

- ☐ Independent, not-for-profit
- ☐ Religious Group

(Name of Church) _____

- ☐ Proprietary
- ☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Ct. State Legislature: **Public Act 92-126, Section 27(a) Associate of Arts, Associate of Science**

7. Level of postsecondary offering (check all that apply)

- ☐ Less than one year of work
- ☒ At least one but less than two years
- ☒ Diploma or certificate programs of at least two but less than four years
- ☒ Associate degree granting program of at least two years
- ☐ Four- or five-year baccalaureate degree granting program
- ☐ First professional degree
- ☐ Master's and/or work beyond the first professional degree
- ☐ Work beyond master's level but not at the doctoral level (e.g., Specialist in Education)
- ☐ A doctor of philosophy or equivalent degree
- ☐ Other doctoral programs _____
- ☐ Other (Specify)

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

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

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate _ **15**_credit hours

b) Graduate _____credit hours

c) Professional _____credit hours

11. Student population:

a) Degree-seeking students: fall 2011 and spring 2012

	Undergraduate	Graduate	Total
Full-time student headcount	13,093		13,093
Part-time student headcount	8,009		8,009
FTE	8,502		8,502

b) Number of students (headcount) in non-credit, short-term courses: 1347

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2012	2012	2019
Automated Manufacturing Technology	Accreditation Board for Engineering & Technology (ABET	1967	2010	2016-2017
Electronic Engineering Technology	Accreditation Board for Engineering & Technology (ABET)	1967	2010	2016-2017
Mechanical Engineering	Accreditation Board for Engineering & Technology (ABET)	1967	2010	2016-2017
Nursing	National League for Nursing Accrediting Commission (NLNAC)	1976	2010	2017
Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	1998	2003	2013
Radiologic Technology	The Joint Review Committee on Education in Radiologic Technology (JRCERT)	1972	2010	2018
Respiratory Therapist	Committee on Accreditation for Respiratory Care (CoArc)	2001	2011	2021

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

	Full degree	50%-99%	FTE
A. In-state Locations			
N/A			
B. Out-of-state Locations			
N/A			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program."

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
General Education	Associates	More than 50%	2722
Liberal Arts	Associates	More than 50%	832

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    http://www.nv.edu/Portals/0/Documents/HR/NVCCOrgChart.pdf

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

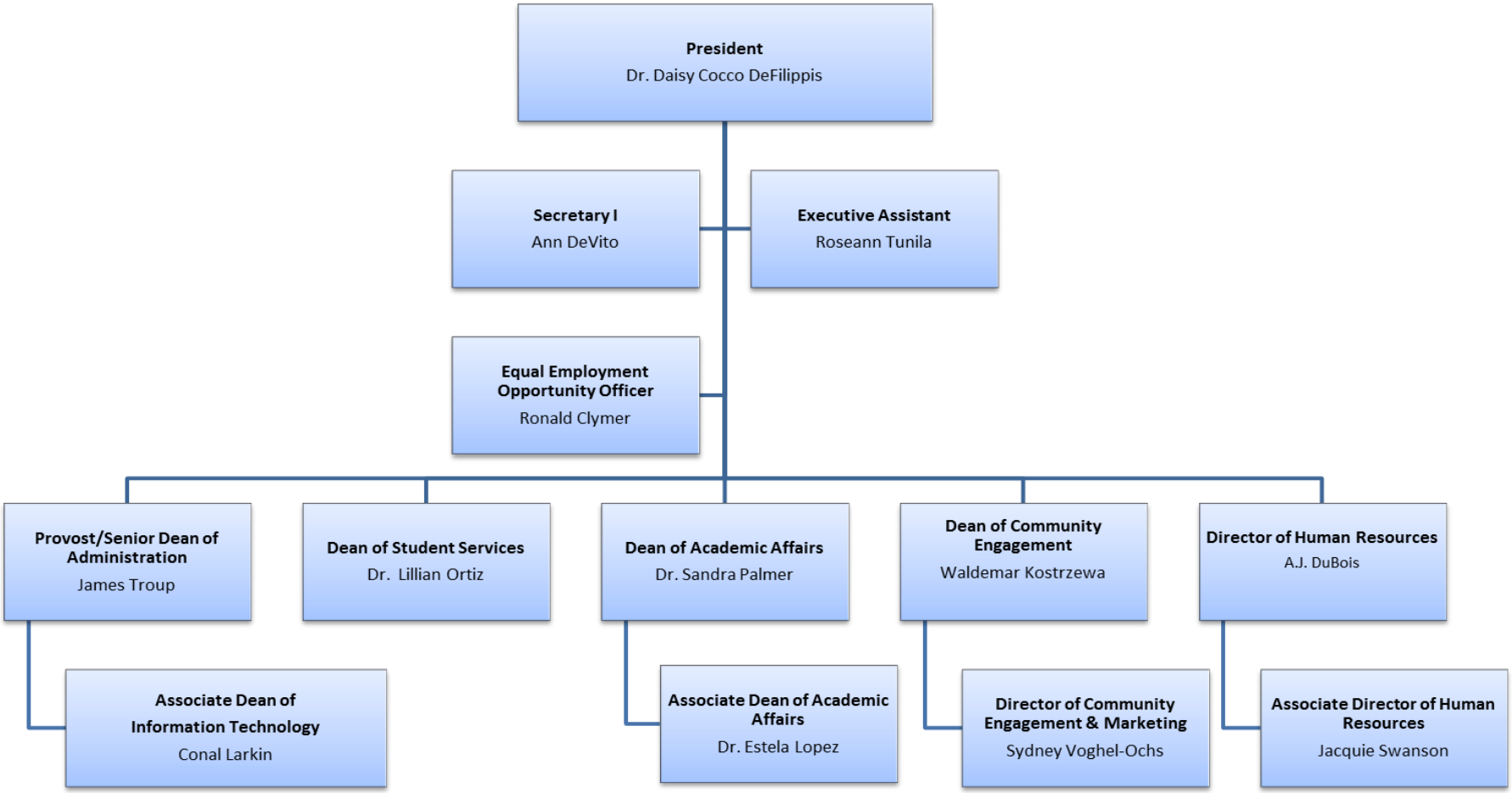
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair, Board of Regents	Lewis J. Robinson, Jr.	Chair, Board of Regents	2011
President, Board of Regents	Robert Kennedy, Ph.D.	President, Board of Regents	2011
President/CEO	Daisy Cocco De Filippis, Ph.D.	President	2008
Executive Vice President	James Troup	Provost/Sr. Admin. Dean	2004
Chief Academic Officer	Sandra Palmer, Ph.D.	Dean of Academic Affairs	2010
Deans of Schools and Colleges	N/A	Division Directors	-
Chief Financial Officer	James Troup	Provost/Sr. Admin. Dean	2004
Chief Student Services Officer	Lillian Ortiz, Ph.D.	Dean of Student Services	2011
Planning	N/A	Institutional Planning Committee	-
Institutional Research	Lauren Haddad Friedman	Director, OIR	2011
Assessment	Lauren Haddad Friedman	Director, OIR	2011
Development	Waldemar Kostrzewa	Dean of Community Engagement	2008
Library	Samuel Brown, Ph.D.	Director	2004
Chief Information Officer	Conal Larkin	Associate Dean -Info Technology	2006
Continuing Education	Laurie Hornbecker	Director	2002
Grants/Research	Sydney Vogel-Ochs	Director	2011
Admissions	Linda Stango	Director	2008
Registrar	Joan Arbusto	Registrar	2002
Financial Aid	Catherine Hardy	Director	2006
Public Relations	Allison O'Leary	Public Relations Associate	2007
Alumni Association	Waldemar Kostrzewa	Dean of Community Engagement	2008
Other—Institutional Effectiveness	Estela Lopez, Ph.D.	Associate Dean, Academic Affairs	2009

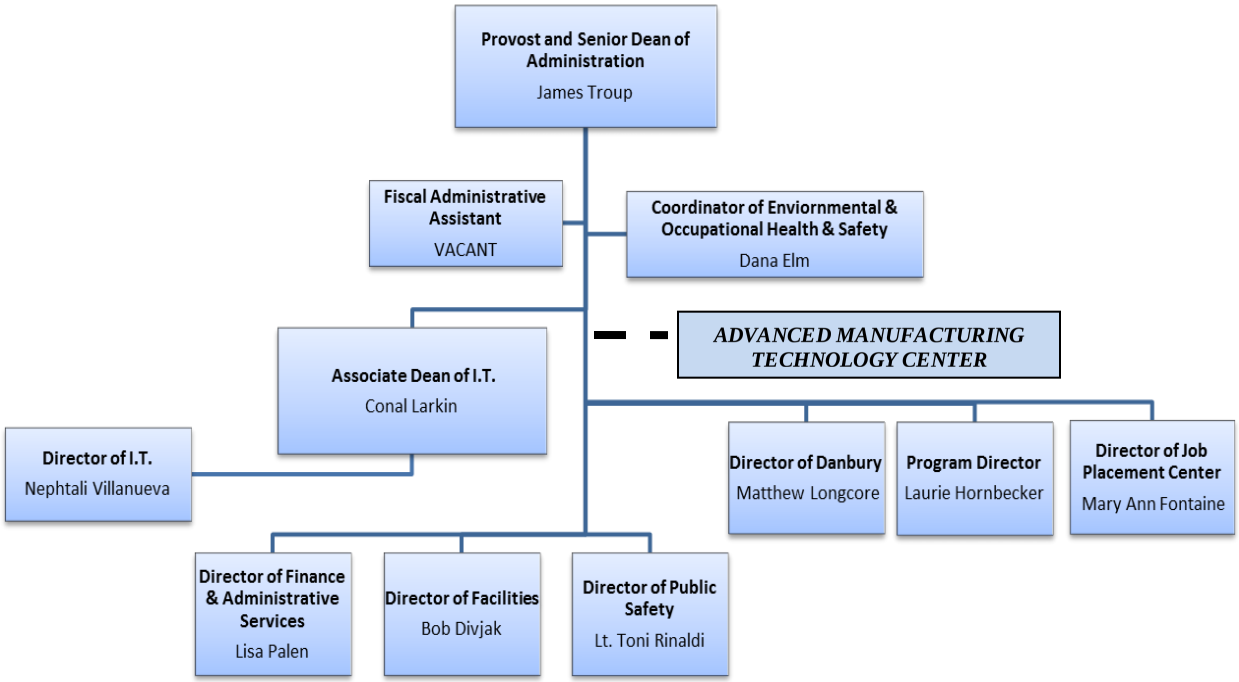
Naugatuck Valley Community College

Organizational Charts a/o September 2012

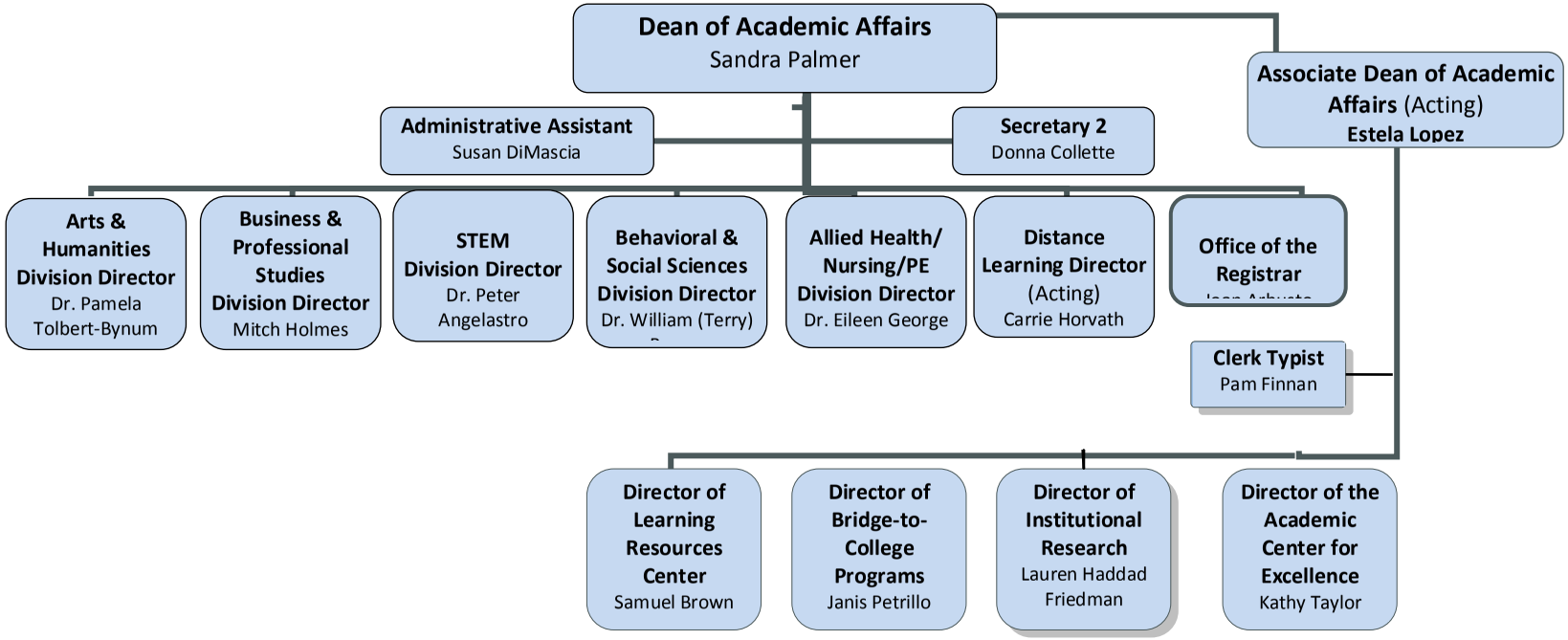
Office of the President and Management Team



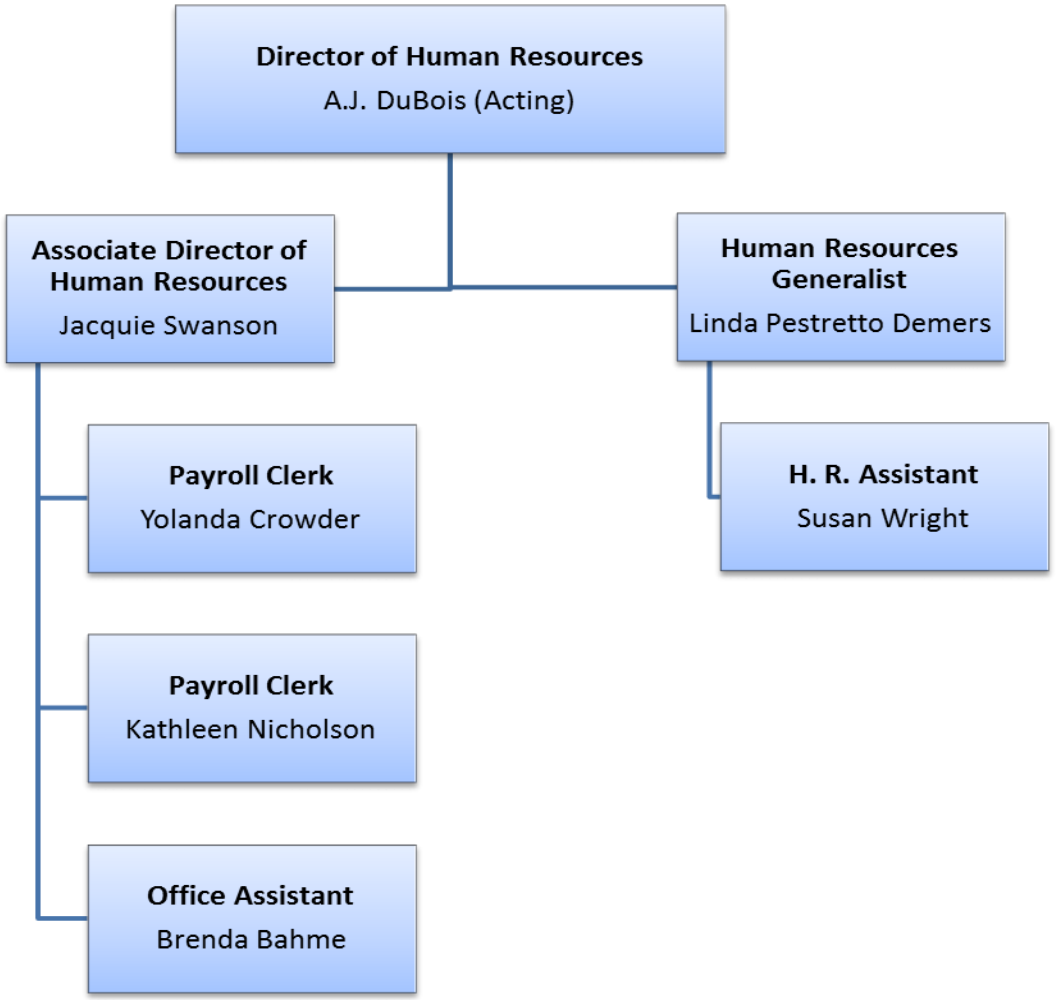
Administration



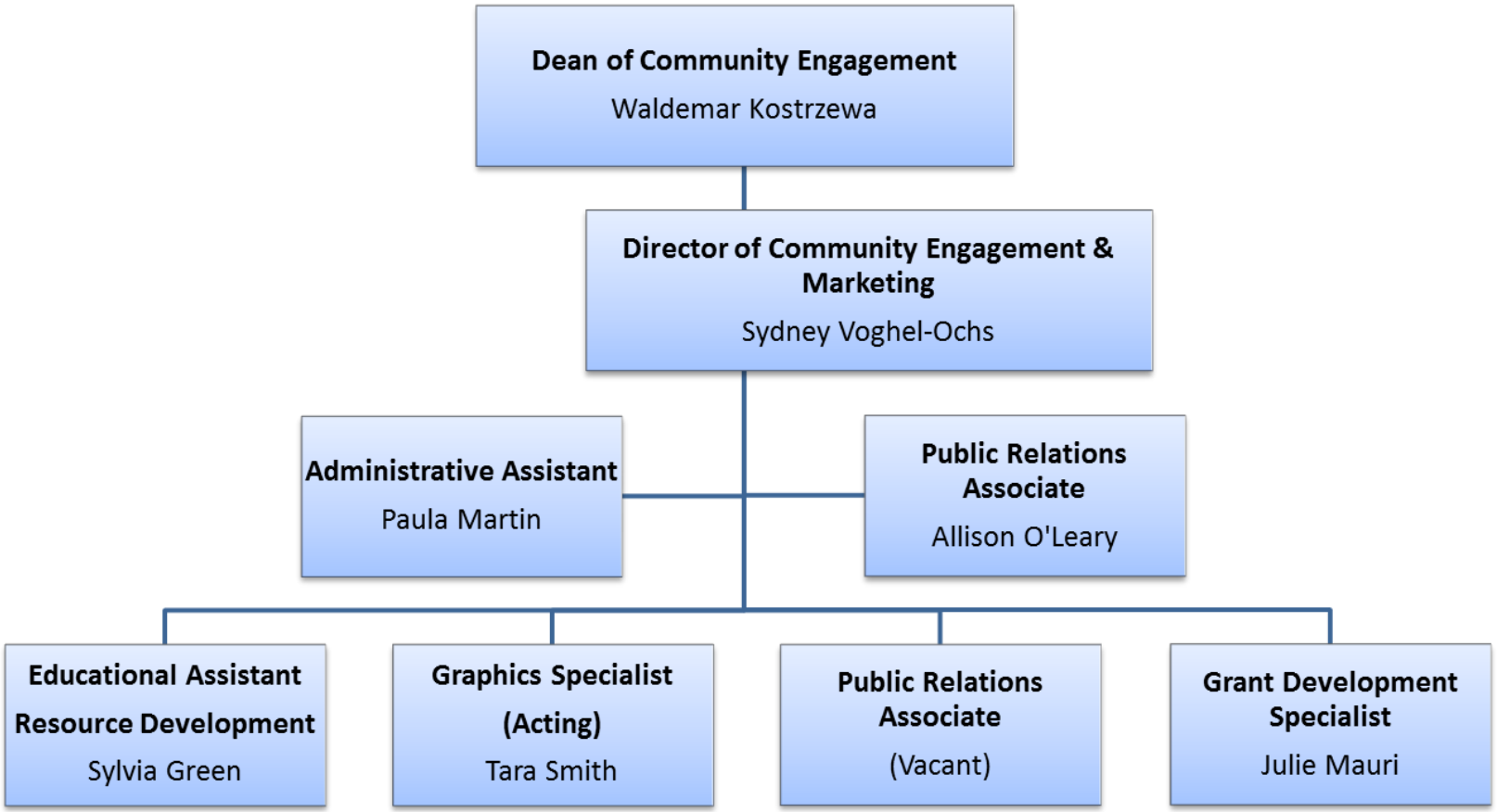
Academic Affairs



Human Resources



Community Engagement



Student Services

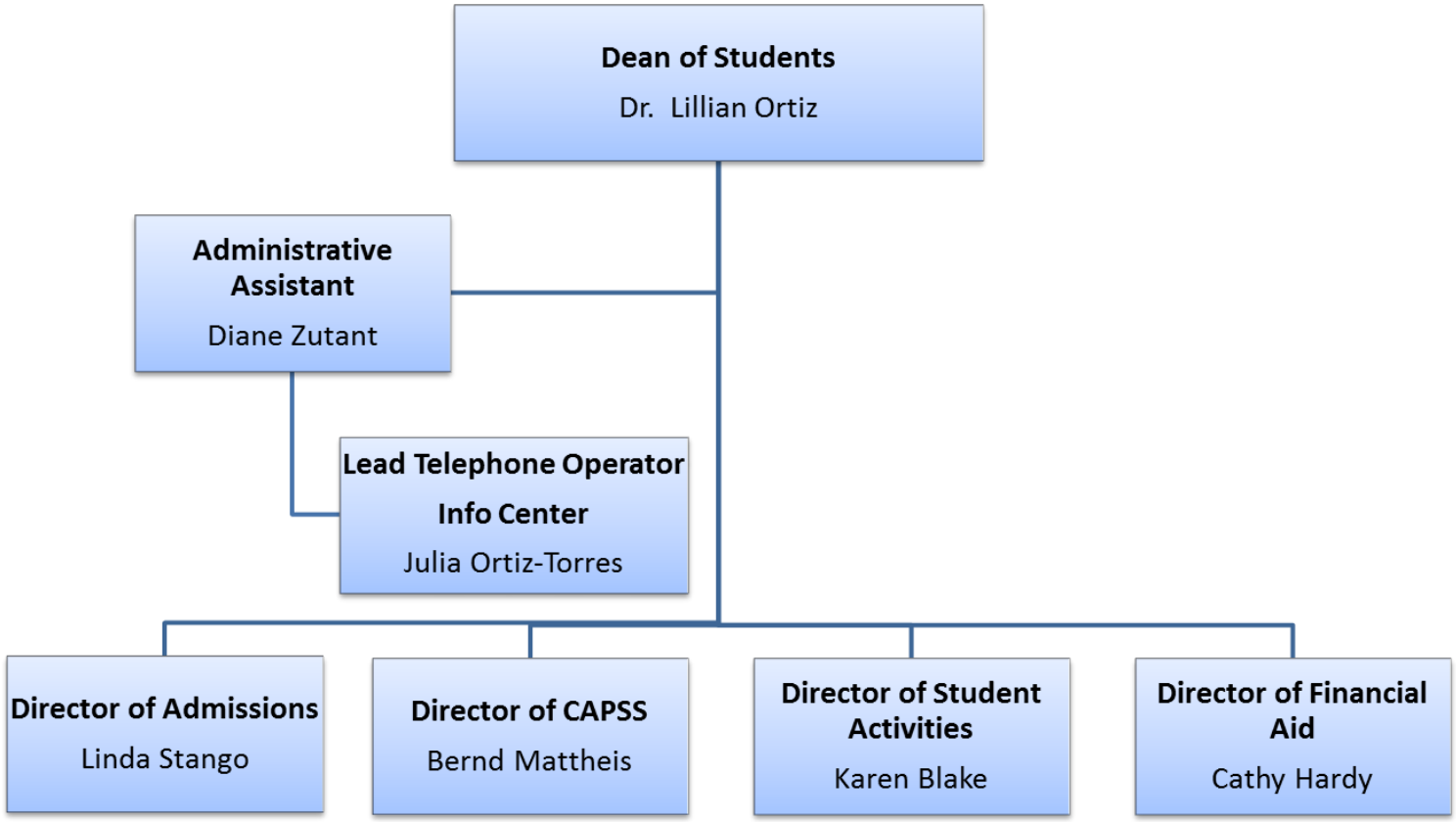


Table of CIHE Actions, Items of Special Attention, or Concerns

Date of CIHE Letter	Summary of CIHE Actions, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards cited in Letter	Current Self-Study Page Number
November 7, 2011	Continued success in implementing programs in the online environment	The Commission has accepted the proposed distance education programming to be included within the institution's accreditation, with an effective date of September 23, 2011. The approval for distance education is limited to the Associate of Science in General Studies and Associate of Science in Liberal Arts programs. The Commission requests NVCC to "give emphasis to the institution's continued success in implementing programs in the online environment…and assure that such programs are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus."	4.40	Standard 4 , page 32; Standard 4, page 37; Standard 5, page 59; Standard 7, page 92

Introduction

Looking back on our endeavor of the past three years - we can more clearly see the remarkable changes which occurred within our institution as a result of this self-study process. Some of these changes were in motion before we had begun, but gained momentum as the campus developed a deeper understanding of the vital connections between our individual and collective activities, our institutional goals and the goals of the students and communities we serve.

It was Fall 2009 when, in preparation for the self-study, a group of five NVCC faculty and staff attended a NEASC workshop in Massachusetts. Our goal for the workshop was to develop a structure and approach for the self-study process. From those sessions, several themes and ideas emerged. These collectively developed ideas significantly shaped our process, taking us beyond data collection to discovery and onward to improvement.

Three items became critical to our process. At the onset, we established a commitment to inclusion and transparency, which resulted in a diversity of perspectives and enriched decisions about how the self-study was conducted. We approached the data collection process on two levels, seeking information which would address each element within the eleven standards while also connecting information across the standards, treating the self-study as a research project in which we would develop hypotheses and then test these, using data, to form conclusions about our college. Throughout the study, we sought opportunities for individual and collective reflection—revising our questions, expanding our data, and discovering new truths about our campus community.

These choices resulted in an ongoing process that is data driven, collaborative and included the perspectives of more than 400 employees and more than 1,400 or 20% of our students. Our daily efforts to identify our activities, collect data on our effectiveness, and reflect on these policies and practices directly involved over 150 faculty and staff (about 45% of our full-time employees).

Our self-study process officially began in Fall 2010 when President DeFilippis appointed two co-chairs—Kim O'Donnell (Professor of Psychology) and Sandra Palmer (Dean of Academic Affairs)—and chairs to each of the eleven Standards Committees. The role of the co-chairs was encouraging collaboration and coordination among the eleven Standards committees formed to support the study. The Standard chairs included a diverse group of both faculty and staff from throughout the college.

Our NEASC "Task Force" included these chairs and their committee members. In addition, a Steering Committee was formed with members including the NEASC co-chairs, President DeFilippis, the college Provost, and the Director of Human Resources. An English Professor (Patricia Pallis) was appointed as the writer for the self-study narrative. Two other English Professors (Wade Tarzia and Juleyka Lantigua-Williams) have served as editors on the document. The Office of Institutional Research, Lauren

Haddad Friedman (Director) and Katy Kleis (Research Specialist) supported the study with data and analysis.

The self-study process was introduced at the All College meeting in September 2010. At that time, volunteer forms were distributed and all employees were asked to volunteer to serve on one of the 11 committees. Each person ranked their top three choices and the self-study co-chairs made final assignments. The following timeline was created for our process:

Nov. 2010- Dec. 2011	Compile data, evidence, and support materials
June 2011- March 2012	Draft self-study document
April 2012	Campus and community review and comment.
June 2012	Final Revisions
Sept. 2012	Submit final self-study to NEASC

On October 1, 2010, the College held a NEASC workshop for the chairs of the eleven committees. That meeting focused on approaches to managing groups, overcoming obstacles and difficult group dynamics, and an in-depth discussion of viewing the self-study as a research project with a focus on hypothesis generation and testing.

Throughout the Fall 2010 and Spring 2011 semesters, the Standards committees met regularly to begin the work of hypothesis generation and data collection. In addition the Task Force met weekly and a SharePoint site was set up with sections for each committee to use to compile documents and data.

During April and May 2011, as we completed our Description phase, this information was made publicly available and the college community was invited to attend Open Forums to discuss what the data had revealed and to provide feedback. Separate forums were held for each standard.

As we transitioned from the Description phase to the Appraisal phase, we held a NEASC retreat for the Task force on April 29, 2011. This was an all-day off-campus workshop in which we reviewed Description sections and generated ideas and hypotheses for the Appraisal work.

With a year left in our self-study process, Fall 2011 was dominated by the work on the Appraisal section. The Task Force met biweekly for required meetings, using the remaining weeks for "as needed" meetings with the co-chairs. Formal writing of the Description section began at this time as well. Data collection was an important part of our Appraisal process as we used this information to test the hypotheses we had generated about how the college is meeting each of the Standards.

In November 2011 the faculty and staff were surveyed (using an internet based survey tool) with 378 individuals responding. The questions on the survey were generated by each committee and it was constructed and analyzed by the Department of Institutional Research. A student survey was also completed in Fall 2011. Students in all levels of English classes were given surveys in class, resulting in 1435 completed surveys.

Efforts to emphasize transparency and inclusiveness were a focus of the Fall 2011 semester as well. A second invitation was extended to faculty and staff who had not served on committees to this point to join one of the eleven committees. We also invited Dr. Pat O'Brien (Deputy Director of the Commission) to speak at the All College Meeting and to meet with the Task Force and Steering Committee over lunch. These meetings significantly strengthened the campus' understanding of the self-study process and the work remaining for the upcoming year.

Two important parts of our campus communication regarding process were initiated during this semester as well. Beginning in October, the co-chairs published the NEASC News distributed by email on Tuesdays. This newsletter contained information about our process, upcoming important dates, and "emerging" appraisal and projection items. In addition the NEASC web pages on the college website were expanded and updated at this time. The co-chairs also attended several Student Government Association meetings to keep that group informed about our work. Finally, another open hearing was held in December 2011 to solicit input into the Appraisal conclusions. "Emerging" Appraisal items were sent to faculty and staff working in relevant areas for response and possible action.

Appraisal work was completed at the start of the Spring 2012 semester and work on Projections became our focus. The college was committed to ensuring that the Projections reflect the research of the committees, and also be changes to which the college could and would commit. This required collaboration between the committees and the college administration. To accomplish this, the Steering Committee met separately with each committee chair to review the Appraisal findings and the proposed projections arising from that. At this point, some items were identified to be addressed prior to the end of the self-study, while others were designated to become Projections in the report. Both sets of items were then sent to the college staff responsible for the associated work.

The writing and editing process continued throughout the spring semester and into summer 2012. A draft of the report, along with a feedback form, was made publicly available in May. We also hosted an open hearing session in May, following an All College meeting. Announcements requesting student input were placed on campus LCD screens and flyers were distributed in the cafeteria and library.

The Self-Study narrative that follows reflects the work of a great number of people, representing our entire college community. We are proud of the efforts that were made for inclusiveness and transparency, and believe that we have been largely successful with both. This narrative also reflects our best efforts at an objective, data based analysis of our college and the work we do here. While it is very hard to be completely objective about work to which you are so closely tied, we are proud of this effort and believe we have formed accurate and meaningful conclusions about the college's achievements and about the work we still have left to do.

Executive Steering Committee

Kim O'Donnell, Professor of Psychology, self-study co-chair
Sandra Palmer, Dean of Academic Affairs, self-study co-chair
Daisy Cocco De Filippis, President
James Troup, Provost and Senior Dean of Administration
A. J. Dubois, Director of Human Resources
Writer: Patricia Pallis, Professor of English
Editors: Wade Tarzia, Associate Professor of English
Juleyka Lantigua-Williams, Instructor of English
Institutional Research: Lauren Haddad Friedman, Director
Katy Kleis-Carbone, Research Specialist

Standards Committees

Standard 1. Mission and Purposes
Patricia Pallis, Professor of English, chair
Heather Belcourt, Assistant Professor of Nursing
Pam Finnan, Clerk/typist, Academic Affairs
Lisa Kaufman, Professor of Communications
Juleyka Lantigua-Williams, Instructor of English
Melanie Majeski, Professor of ESL
Tony Santos, Professor of Radiologic Technology
Mariangeli Zerbi, Instructor of Mathematics
Janet Zupkus, Assistant Professor of Mathematics

Standard 2. Planning and Evaluation
Kathy Taylor, Director of the Academic Center for Excellence, chair
Robyn Bage, Assistant Professor of Management
Henry Cipriano, Professor of Computer Information Systems Technology
Bonnie Goulet, Acting Counselor
Lori Gregory, Associate Professor of Early Childhood Education
Steve Parlato, Instructor of English
Janis Petrillo, Director of ConnCAP

Standard 3. Organization and Governance
Jacqueline Swanson, Assistant Director of Human Resources, chair
Karen Blake, Director of Student Activities
Scott Colvin, Professor of Accounting
Cyndy Donaldson, Professor of Environmental Science
Sarah Gager, Coordinator, New Student Advising/Student Success
Robert Herman, Instructor of Horticulture
Conal Larkin, Associate Dean of Information Technology
Deborah Litwinko, Associate Professor of Mathematics
Lucretia Sveda, Director of Workforce Transition

Standard 4. The Academic Program
David Clough, Professor/Coordinator of Legal Studies, co-chair
Ruth Urbina-Lilback, Associate Professor of Mathematics, co-chair

Sue Anderson, Professor of Respiratory Care
Barbara Antonicka, Professor of Communications
Patricia Beaupre, Associate Professor, PTA
Peter Benzi, Assistant Professor of Physics
Jean Boniecki, Associate Professor, English
Elizabeth Frechette, Reference Librarian
Timothy Jacobs, Associate Professor of Sociology
Joanne Levesque, Associate Professor of Nursing
Mary Manka, Professor of Nursing
David Mullaney, Assistant Professor of Biology
Joanne Ottman, Director of the Allied Health, Nursing & Physical Education Division
Julia Petitfrere, Instructor of English
Osiris Rosales, Assistant Professor of Electrical Engineering
Jason Seabury, Instructor of Mathematics
Elma Solomon, Professor of Accounting
Lay Kuan Toh, Director of the ESL Program
Jane Wampler, Associate Professor of Mathematics

Standard 5. Faculty
Elaine Milnor, Library Associate, chair
Lawrence Altman, Professor of Biology
Althea Coleman, Assistant Professor of English
Kate Eddy, Instructor of English
Christina Gentile-Renda, Associate Professor of Biological Sciences
Mitch Holmes, Director of the Business Division
Felicia Kepka-Leach, Associate Professor of Nursing
Donna Marotti, Professor of Finance
Sandy Pettinico, Professor of Mathematics
Ilene Reiner, Professor of Art
Karen Rotella, Professor of Hospitality Management
Sharon Shapiro, Professor of English
Narendra (Ren) Sharma, Assistant Professor of Mechanical Engineering

Standard 6. Students
William (Terry) Brown, Director of the Behavioral and Social Sciences Division, co-chair
Amy Lenoce, Professor of Communications, co-chair
Penny Austin, Clerk/Typist, Academic Center for Excellence
Laura Brown-Yaworsky, Professor of Nursing
Noreen Cerruto, Associate Director of Admissions
Mary Ann Fontaine, Director of Job Placement Center
Kristine Kelley, Associate Professor of Nursing
Ingrid McGowan, Associate Director of Admissions
Rachel Sackett, Assistant Professor of Biology
Patricia Targett, CAN/PCT CE Coordinator
Yvette Tucker, Assistant Director of Admissions
Gloria Wellington, Financial Aid Assistant
Diane Zutant, Secretary, Student Services

Standard 7. Library and Other Information Resources
Pamela Tolbert-Bynum, Director of the Arts and Humanities Division, chair
Lewis Boyce, Education Technology Specialist
Karla Ekquist-Lechner, Associate Professor of History/Geography
John Leonetti, Librarian
Zohra Rafey, IT Technician
Neph Villanueva, Director of IT
Alison Wang, Technical Services Librarian

Standard 8. Physical and Technological Resources
Stacey Williams, Director of Distance Learning, co-chair
Sandra Valente, Professor of Psychology, co-chair
Wayne Adams, IT Technician
Lisa Calabrese, Assistant Director of Admissions
Barry Groman, Coordinator, Fire Technology & Administration
Lisa Palen, Director of Finance
Kegan Samuel, Instructor of Mathematics
Donn Scott, Fiscal Administrative Officer
Christopher Tuccio, Instructor of Horticulture

Standard 9. Financial Resources
Michael Labet, Professor of Accounting, chair
Samuel Brown, Director of Library Services
Harry Burt, Assistant Professor of Mathematics
Charles Edward Klemeshefsky, Associate Director of Financial Aid
Farshad Malek-Ahmadi, Associate Professor of Sociology
Bill Verespy, Professor of Management

Standard 10. Public Disclosure
Jaime Hammond, Librarian, chair
Helena Carrasquillo, Counselor
Allison Egan, Public Relations Associate
Kathleen LeBlanc, Professor of Human Services
Walter Lippincott, Professor, Legal Assistant Program
Toni Rinaldi, Director of Public Safety
Eleni Slatourides, Assistant Professor of ESL
Angela Tiru, Assistant Professor of Psychology

Standard 11. Integrity
Ronald Picard, Professor of English, chair
Margaret Guerrera, Professor of Respiratory Care
Greg Harding, Associate Professor of English
Jim Pronovost, Professor of Radiologic Technology
Beth-Ann Scott, Assistant Professor of English
Joseph Ward, Professor of Criminal Justice

Institutional Overview

This self-study comes at just the right moment in the history of Naugatuck Valley Community College. This past commencement, the College celebrated its largest-ever graduating class: 1020 associate degrees and certificates were awarded! Commencement and this self-study underscore the need to pause to assess where we are, to reflect on our achievements and to consider where we would like to be in the next three years.

In 2008, the College welcomed Dr. Daisy Cocco De Filippis as president. This is noted because it is the first change in the presidency NVCC has had in the past twenty-three years. To invigorate the institution, Dr. De Filippis invited all campus constituencies and community partners to participate in a new strategic plan for the College.

Three years ago, with a renewed sense of purpose, Naugatuck Valley Community College set out to create a strategic plan driven by one overarching objective: to cultivate the condition in which our students can learn.

During the course of our year-long planning process, we engaged more than a thousand people - students, faculty, staff and community leaders. Together we recognized that we needed to bring new meaning to words like "community" and "commitment" so that collaborative ingenuity could improve the processes we create and enrich the work we do each and every day. As a community we then crafted a plan that fundamentally shifts the way in which we view and relate to students, so that we truly embrace them as our most valuable asset and sacred trust, and we become champions of their success.

In our plan, which officially commenced in fall 2010, we established five profoundly optimistic and aspirational goals, predicated on the belief that upward trends need to be stimulated, encouraged and achieved. As we write these words, we begin to celebrate achievements since the start of our strategic plan. Enrollment at the College has risen steadily, with increases exceeding 20%. Certificates and degrees awarded have increased by upward of 300% and 25% respectively. Evening bus service in the City of Waterbury, a life-transforming initiative impacting about 20% of the City's residents and about 600 of our students, became a reality as of October 24, 2011. That is community action!

Enrollment in credit-bearing courses at our Danbury Center has grown significantly. Early numbers for Fall 2012 exceed 900 students. Our nursing program's 95.6% pass rate in the NCLEX is, for its cohort size, the state's highest. The College - selected one of three community colleges to house a new Advanced Manufacturing Technology Center - has seen rapid construction which, with the successful completion of facilities, the recruitment of highly-skilled staff and the establishment of our first student cohort, is up and running.

We have strengthened our connections locally, nationally and internationally. NVCC is the first Connecticut community college to be designated a host-institution and we recently welcomed Pasquale Maccariello, our Fulbright Artist for Academic Year 2012-2013. We are partnered with the Carnegie Foundation for the Advancement of Teaching

in developing innovative practices in Mathematics instruction. Governor Malloy has awarded the City of Waterbury, in collaboration with NVCC as fiduciary, an $11.2 million, seven-year U.S. Department of Education GEAR UP grant to help middle school students prepare for college. Truly significant achievements!

What are some of the challenges ahead? We have outgrown our Danbury Center and need to find larger quarters and secure our own lease. Our experimental work in developmental instruction is entering a creative and thoughtful, student-paced phase; this work will need to be scaled up and concurrently synchronized with a system-wide initiative to revitalize developmental course offerings by 2014. Our overhaul of advising on campus, creation of learning community pilots and multiple mentoring efforts will prove long-term to be effective retention tools. But these intensive endeavors require significant faculty and staff and financial resources to manage effectively. Innovations like the Advanced Manufacturing Technology Center and our new Job Placement Center show great promise as tools to help students get jobs. But without a more robust economic turnaround we can do only so much. And despite judicious fiscal management, with shrinking budgets and a growing number of students, we have exhausted our reserves.

The following are brief summaries of our results so far on our five over-arching strategic goals:

Goal 1: At NVCC, Students Achieve Their Goals:

Our results so far…

- The number of degrees awarded has increased more than 25%
- The number of certificates awarded has risen 300%
- The first-year student transfer rate from NVCC to a four-year college has risen by 6%
- 100% of NVCC students have been assigned advisers and more than 90% have met with their advisers
- 100% of our academic departments have implemented full-year course schedules

We got there by…

- Strengthening our college-wide advising program
- Piloting learning communities
- Providing more and more gateway and developmental course supports
- Restructuring course schedules so that students can complete programs faster
- Building pathways to four-year colleges and careers

Goal 2: NVCC Faculty and Staff Make a Difference:

Our results so far…

- Annual grant revenues have risen from $2 million to $2.3 million, a 15% increase

- 70% of full-time faculty have participated in one or more professional development activities on campus
- 60% of full-time faculty are actively involved with professional organizations related to their field of expertise
- 35 computer lab sessions were offered by eight NVCC volunteer instructors to young students and residents at a neighborhood school in collaboration with the Police Activity League in Waterbury
- Since Fall 2008, the College has sustained its commitment to keep St. Vincent de Paul Soup Kitchen in Waterbury open on Sundays through collaborative efforts with Webster Bank and the work of College and community volunteers. Currently, on average 300 meals are served each Sunday.

We got there by…

- Building the internal campus community
- Increasing volunteerism, mentoring and service learning
- Strengthening grants management

Goal 3: NVCC Programs Meet and Beat Industry Standards:

Our results so far…

- The number of employers visiting the NVCC campus has increased by 44%
- NVCC is one of three Connecticut community colleges to receive bonding dollars for the creation of a state-of-the-art advanced manufacturing technology center
- Pass rates on certification and licensure exams for five of NVCC's career programs are at or near 100%

We got there by…

- Expanding workforce and economic development opportunities
- Expanding and strengthening accredited program in high-demand careers
- Providing more job placement support

Goal 4: NVCC Is an Engine of Change within Waterbury and the Broader Community

Our results so far…

- Credit course offerings in Danbury increased by 72% and Danbury full-time equivalency (FTE) enrollment increased by 156% (through Spring 2012).
- An $11.2 million, seven year GEAR UP grant was awarded to the City of Waterbury and NVCC.
- Since UPasses were offered and evening bus service was created in fall 2011, by April 2012 students had ridden Waterbury buses 80,000 times (7,400 times in the evening). City residents had ridden the evening buses 100,000 times.

- Major "green" efficiencies were achieved. They will translate into a 25% reduction in solid waste disposal, a reduction in air pollution and energy consumption in Founders Hall, and a 50% cut in paper consumption.

We got there by…

- Building partnerships and community presence
- Expanding transportation for student and community access to the NVCC campus
- Building campus infrastructure
- Modeling "green"

Goal 5: NVCC Is an Effective, Performance-Based Institution:

Our results so far…

- FTE enrollment has increased by 15%
- The retention rate for first-time, full-time students has held steady around 55%
- Almost 100% of non-instructional units at the college now conduct annual outcomes assessments
- All academic programs have been scheduled for Academic Program Review, with more than 50% currently completed or in process

We got there by…

- Better linking data to decision-making
- Expanding public reporting

As we consider where we are in our work, guided by our strategic plan, there is no question we are in a good place. We are in the process of designing methods to increase the number of students who report to us their job placement and earnings data so that our numbers are meaningful. Progress toward achieving our outcomes will be assessed more completely at the end of 2013, when the current plan concludes and is succeeded by a new three-year plan. We already have met or outperformed in some areas, for example, our target increases for certificates completed and the number of employer visits to campus. We are on track to meet our targets for improving grant-funding, retraining of community residents and transfer to four-year colleges. We are also strengthening and building our relationship with the public school system, an effort begun with the creation of a Bridge to College Office, funded by multiple grants, including the recently-awarded GEAR UP.

While we continue to address FTE enrollment, retention and graduation rates, we have achieved promising outcomes for some student cohorts. For example, in 2011-2012 all student populations experienced an increased number of conferrals with the greatest positive change occurring among Black and Hispanic students.

Perhaps our greatest accomplishment to date is what stands behind our progress report on outcomes. By focusing NVCC on a common agenda, the strategic plan has helped us rethink the ways we organize, undertake, record and analyze our work. While change takes time to set in, and processes need to be and will be enhanced, the sea-change in culture that brought about and supported the work of the strategic plan has had a significantly beneficial impact on our sense of relevance and accomplishments, and most significantly, on our students, their work at the College and in their lives.

As we continue to work together, as an engaged and informed community of purpose, the connection between the work that we do and the health of the students and the communities we serve will be strengthened and better understood by all, in particular, the general public, local and state government, and the private sector. For us at NVCC, this is a good moment to take stock but also to celebrate where we are. For it is a good place to be, a perfect time to look back and to move forward toward a brighter future for generations to come.

Overview Findings of the Self-Study Process

Individuals and units of the College have become increasingly engaged in the development and use of data in support of decision-making; however greater accessibility to a broader range of data is needed, notably information related to student success and supportive of students' academic and career goals.

Support for the academic program is seen as a three-pronged effort involving ongoing assessment, professional development for faculty, and expansion of pathways leading to students' timely completion. Continued growth is needed in these areas.

All units - academic, administrative, and student services – are developing systematic processes for measuring institutional effectiveness and engaging in a cycle of continuous improvement. Outcomes assessment for non-academic units is an annual process engaging 100% of administrative and student services units. Academic program review has entered a new five year cycle with more than 50% of all programs having completed reviews in the past two years.

Standard One: Mission and Purpose

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.

Mission Statement

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.

Vision Statement

Description

Naugatuck Valley Community College (NVCC) has the second largest full-time enrollment of the twelve community colleges in the Connecticut higher education system. As an open-door public institution, NVCC defines its distinctive character through the committed and supportive faculty, staff, and administration at the College. NVCC offers more than 100 accredited programs, which lead to associate degrees or professional certifications. During the 2011-2012 academic year, including summer sessions, the College offered approximately 745 non-credit courses for personal, professional, and workforce development. NVCC is a student-centered institution and takes pride in the fact that "our students are considered our most sacred trust and our finest asset."

NVCC is a community-based college and "takes pride in its historical role as a vehicle for the advancement of the citizens of the region and its strong relationships with Connecticut agencies that promote support for educational, labor, economic and community development" (De Filippis). NVCC's mission and vision statements articulate the College's commitment to meeting the needs of the community by "providing opportunities to individuals and organizations to develop their potential" and by recognizing that collaboration with the community is an essential part of how the College Defines the institution's activities.

In 2008, NVCC welcomed Dr. Daisy Cocco De Filippis as President. This is the first change NVCC has had in the presidency in 23 years. Dr. De Filippis invited all campus constituencies to participate in the development of a new strategic plan for the College. Part of this process included the review of the mission and vision statements, resulting in a revision of the vision. Prior to this review, the College revised both statements during the 2001-2002 and 1991-1992 academic years. In addition to faculty and staff input, Dr. De Filippis and the Cabinet also solicited input from the community, most notably through the Community Day, which the College hosted in April 2010. The finished document was presented at the May 2010 All-College Meeting. All employees received a copy of the consolidated mission, vision and Strategic Plan. Additionally, the mission and vision statements are visible on campus in a variety of ways, including the website,

the catalog (and other pertinent publications), and prominently throughout the campus buildings and grounds. The mission statement and revised vision statement were designed to reflect the College's role in the community and the opportunities afforded to individuals through the institution. The mission provides a general direction for the College in terms of both the focus on student success and in meeting community needs. Additionally, NVCC's strategic planning process takes into account the ability of the talented and experienced faculty and staff at the College to respond to the needs of students and service region. To do this, NVCC has identified five goals, with fifteen specific strategic initiatives, and ten anticipated outcomes for the end of the 2012-2013 academic year. These strategic priorities reflect the College's mission and vision and drive faculty and staff responsibilities and initiatives as well as the budget process. The five goals are:

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

Recent construction and renovation at NVCC provide evidence of how the mission and vision drive the activities at the College. The institution needed to meet growing space demands to serve the population more fully, and has worked toward this goal through the addition of Technology Hall, renovations to the library, and the addition of the newly designed Academic Center for Excellence (ACE). The building of Technology Hall demonstrates the College's commitment to student success, as it includes a newly designed kitchen and dining area for the hospitality management program, an automotive technology center, a greenhouse for the Horticulture program, as well as space and equipment for Engineering, and STEM (Science, Technology, Engineering, and Math). The library's main entrance was moved to the main floor to serve students more effectively, and ACE is a fully staffed tutoring center. The Job Placement Center and NVCC Center for Advanced Manufacturing Technology are two recent additions where the decision to allocate resources in these directions, in challenging fiscal times, indicates the College's dedication to its mission to serve the students and the community.

The mission and vision statements drive more than just the financial resources of the College. NVCC's Strategic Plan uses the mission and vision statements to inform the Fifteen Strategic Initiatives and the Ten Anticipated Outcomes that are integral to the Strategic Plan. For example, Goal Four of the Strategic Plan ("NVCC is an engine of change within Waterbury and the broader community") responds to community needs. One specific example of NVCC's response to those needs is the addressing of the transportation issues in Waterbury. During Fall 2008, Dr. De Filippis began discussions with North East Transportation, as the city bus system did not offer any evening transportation. This meant that students who relied on public transportation were limited in class time choices. This situation has now been rectified with seven-day evening bus service added for the entire city of Waterbury. Additionally, the College has created

greater flexibility in its course offerings by adding Sunday and early morning classes, and expanded its offerings in Danbury to meet the needs of additional students.

Activities on campus reflect the College's mission. For example, students in psychology courses can learn in a hands-on environment, as NVCC is the only community college in the nation that has a live operant conditioning lab. NVCC maintains a chapter of the National Student Nurses Association (NSNA); membership is open to all members of NVCC 's student body. Each spring, members of both the first-year and senior nursing classes attend NSNA's annual leadership conference. In April 2012, nine NVCC nursing students attended the NSNA conference in Pittsburg, Pennsylvania, partially funded by Student Activities monies. One of the highlights of the trip was participation in the poster presentation by four first-year students. The poster was titled "Incorporating the Core Values of the Connecticut Community College Nursing Program in Community Service Projects" and highlighted many student projects, including a bone marrow donor drive, a blood drive, Family Night, and hosting Girl Scouts who were investigating health care careers. The mission is also a significant part of the work that faculty do at the College. Faculty's additional responsibilities respond to the Strategic Plan, as well as other initiatives at the College, including curriculum development and professional development. NVCC's faculty actively participate in essential projects that further the College's mission, such as redesigning the General Education curriculum, mentoring programs, academic advisement and student club advisement.

Institutional Effectiveness

The recently completed review of NVCC's mission and vision and the new Strategic Plan provide clear planning and resource allocation guidelines, the result of which enhances institutional effectiveness.

APPRAISAL: Achievements

A recent survey showed that NVCC's mission and vision statements resonate with the majority of faculty and staff. Most of those surveyed indicated both a familiarity with and support of the College's mission and vision, which focuses on community, collaboration, opportunities and experiences for students. The language of these statements accurately articulates these essential values.

Since NVCC's last accreditation, the College has actively engaged in ongoing assessment of its mission, vision, and goals. Ongoing assessment has led to several changes on campus that relate to the mission statement and the new Strategic Plan. Innovative initiatives, including new degree options and certificate programs, such as Modern Manufacturing Design, Advanced CAD Modeling, and Advanced English Proficiency, result from NVCC's commitment to "evolving community needs."

NVCC's mission statement is consistent with the Board of Regents' focus on providing "affordable, accessible higher education opportunities for Connecticut students of all

ages." Additionally, NVCC's mission and vision reflect its relationship with both internal and external communities, while still reflecting the College's traditions.

Part of NVCC's mission is to offer quality, affordable education, and the College has seen annual increases of 3% to 14% in student enrollment, indicating that the public and the students understand and value the College's mission. The College has remained affordable in very difficult budgetary times, with only minor increases in tuition and fees over the last few years.

NVCC has also managed a budget that has not mirrored enrollment growth during demanding economic times while continuing to support the College's mission. Specifically, the College earmarked some excess tuition revenues to provide scholarships for students and used funds to renew and renovate facilities to support student learning.

The College has continued to focus on its core values, including student success, civic engagement, and accountability. NVCC's credit and non-credit programs offer a wide range of courses and workshops for a broad range of participants, both online and on-ground, through service learning. NVCC offers courses seven days a week, from 6:30 a.m. to 10:00 p.m. The civic and cultural events on campus are also in keeping with the College's mission, including events such as Confluencia, dramatic and musical performances, the publication of *Fresh Ink* literary magazine, and other events offered through the various clubs and organizations on campus.

The institution's purposes show concrete and realistic expectations of student success. Faculty consistently demonstrate extensive accomplishments in the areas of scholarship, research and public service. The institution continues to provide robust community service opportunities to the area it serves in a variety of relevant ways.

APPRAISAL: Areas for Improvement

The College needs to address the lack of individual unit mission statements. Some departments either do not have mission statements or have mission statements that do not fully describe how the unit supports or reflects the mission of the College. Additionally, many of the divisional mission statements that do exist are not accessible to students or the general public, creating a barrier to understanding and awareness.

PROJECTIONS

- Mission statements will be posted in a uniform manner in all department offices.
    - Individual(s) responsible: Provost/Senior Dean of Administration and Office of Community Engagement
    - Completion date: November 2012

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		URL		Date Approved by the Governing Board
Institutional Mission Statement	?	http://www.nvcc.commnet.edu/About-NVCC/Mission-Vision	?	

	Mission Statement published		URL	Print Publication
?	College Catalog	?	http://www.nvcc.commnet.edu/Academics/Catalogs-Schedules	2010-2011 page 6
	Semester Schedules		http://www.nvcc.commnet.edu/Academics/Catalogs-Schedules	
	Campus Displays			Throughout campus
	Strategic Plan		http://www.nvcc.commnet.edu/about-nvcc/presidents-message/strategic-planning-goals-and-priorities/itemid/1550/strategic-planning-goals-and-priorities	

	Related statements		URL	Print Publication
?	1	?		
	2			
	3			

Standard Two: Planning and Evaluation

Description

NVCC's planning and evaluation processes are responsive to the College's mission, vision, and strategic planning goals and initiatives. As of July 1, 2011, NVCC is part of the Connecticut State Colleges and Universities (ConnSCU), which operates under the auspices of the Connecticut legislature. The College is also responsible for complying with the mission established for the entire system, which must be incorporated into the planning processes at the College.

The former Board of Trustees (BOT) of the Community College System concluded its work on December 31, 2011.

Planning

The College's Strategic Plan for 2010-2013, "Toward a Splendid College: Naugatuck Valley Community College," is the vehicle that drives planning at the College. The strategic planning process is informed by both NVCC's mission and the former Connecticut Community College System Strategic Priority, which is to ensure "that we are organized to maximize student success." Three strategic system goals emerged from that process:

- create an environment in which student success is an expectation
- balance enrollment demands and services with existing resources while maintaining flexibility to manage and improve efficiency
- diversify and strengthen resource development and external funding

These goals were identified in the Connecticut Community College (CCC) System as the Wildly Important Goals (WIGs) and address student achievement as well as resource acquisition and management.

During the summer of 2009, NVCC's President asked each member of the President's Cabinet to convene colleagues in their respective units to help create the College's WIGs Operational Plan 2010-2011. Meetings were scheduled throughout the summer and in the early part of September 2009 to solicit feedback and create an operational plan integrating the system's Strategic Priority and WIGs with the goals, initiatives, and desired outcomes delineated in the "Toward a Splendid College: Naugatuck Valley Community College Strategic Plan, 2010-2013" and NEASC standards for re-accreditation. Feedback for the WIGs Operational Plan was solicited from the College community. NVCC develops yearly operational plans that outline the specific activities that the College will undertake within each initiative area. The intention is that the President's Cabinet in collaboration with the corresponding areas will draft the plan during each summer and disseminate it across campus early in the fall semester. Updates to these initiatives are communicated to the College community through the "Weekly Bulletin," campus-wide emails, and All-College Meetings. Additionally, members of the

Institutional Planning Committee (IPC) are responsible for sharing progress of their specific areas.

For the 2011-2012 academic year, the Presidential Goals (available on the College website and in the "Weekly Bulletin") include:

- successful implementation of the second year of the new Strategic Plan for the College; preparation of self-study for NEASC 2012 site visit
- successful implementation of a new Freshman Year Seminar
- a developmental summer bridge program
- self-paced and other initiatives to support developmental education
- establishment of a solid service learning initiative
- development and implementation of assessment models
- expanded services at ACE
- the creation of innovative programs to support student success
- alignment of the work of Student Services and Academic Affairs
- implementation of a Job Placement Center designed with redeployed staff
- successful implementation of an Honors Institute
- full implementation of the proposed plan to expand services in the Danbury area
- continued strengthening of cultural life on campus
- full implementation of the Mentoring Program and successful launching and implementation of a General Education initiative
- continued efforts to expand workforce development programs
- full implementation of cyclical assessment and program reviews for all departments
- creation and full implementation of an active Alumni Association
- continued exploration of planning for the construction of a Middle College on campus
- development of a fundraising campaign
- expansion of grant applications to support campus initiatives

To achieve the system goals while also focusing on the unique mission of NVCC, the President established the constituency-based Institutional Planning Committee (IPC) in November 2008. Composed of faculty, staff, students and administrators, its mission is to assist in overall planning at the College. Its primary function is to ensure that all planning processes are cohesive and integrated, including program review, outcomes assessments, and other measures required by governing bodies—including those required by NEASC and by the ConnSCU System. The IPC also facilitates the transition from one strategic plan to the next as well as overseeing the three-year strategic planning process.

The IPC, chaired by the President, has four subcommittees: Environmental Scanning, Responsive Academic Leadership, Student Success, and Institutional Effectiveness. With the exception of the Environmental Scanning subcommittee, each of the subcommittees addresses one or two of the five goals of the Strategic Plan. The Environmental Scanning subcommittee is unique in that it supports all five goals as well as the work of the other

three subcommittees. The core values upon which the IPC is based are academic rigor, respect and trust, accountability, effective communications, human diversity, community outreach, civic engagement, beautiful ideas, and positive ideas.

In addition to the planning inherent in the Strategic Plan, the Operational Plan, and the work done by the IPC, the Dean of Academic Affairs has created an Academic Master Plan (AMP) to provide a framework for decision-making and resource allocation in support of the Strategic Plan. As it is invested in the College's mission and focus on student success, the Academic Master Plan (AMP) identifies the instructional priorities congruent with the College's Strategic Plan.

Other planning at the College augments the mission, vision, and structure of the Strategic Plan. For example, numerous planning efforts focused on academic and non-academic units are in progress. These planning efforts include the Enrollment and Retention Plan, Information Technology Strategic Plan, Facilities Master Plan, and Institutional Effectiveness Plan. Each is led by the administrator overseeing the related department but incorporates a variety of faculty and staff. Additionally, focus groups are routinely convened to solicit feedback about planning and evaluation processes.

The Office of Institutional Research (OIR) collects, analyzes, and maintains data to support the planning, assessment, and decision-making activities of the College. The OIR Director serves on various planning committees, notably the IPC, to support evaluative efforts. Data and data analysis reports are accessible on the College's website along with other reports that OIR coordinates or prepares. Additionally, OIR provides more focused data as needed by the administration and others.

Individual faculty and staff participate in the planning processes at the College by serving on a variety of committees and subcommittees and engaging in initiatives directly related to the work they do at the institution. Ultimately, the decision-making process at NVCC is informed by students, faculty, staff, and external perspectives.

Additionally, the College community is kept informed of the progress of individual initiatives and the larger decision-making process via campus-wide emails, weekly bulletins, and division-based and campus-wide meetings. To facilitate communication, the President created the Administrative Council, composed of academic, administrative, and student affairs directors; this group is charged with facilitating communication among units of the College, thereby strengthening the sense of community.

In January 2012, the Connecticut Community College (CCC) System was consolidated, resulting in the emergence of the newly organized Connecticut State College & University (ConnSCU) system. The ConnSCU Board of Regents released four Strategic Priorities:

- students should enter college prepared, and Connecticut State Colleges and Universities will improve college readiness opportunities for those who are not

- students should benefit from a transfer process between a public community college to a state university that is seamless and easier for degree completion
- students and faculty spurred to innovate, learn and teach in settings that foster entrepreneurism
- students benefitting from enhanced collaboration and partnerships between the state's higher education system and the private sector

Financial Planning and Other Contingencies

NVCC plans for the financial contingencies at the institution and allocates sufficient resources for its planning and evaluation efforts. The budget planning process is transparent and involves the College community. The annual budget is developed after individual departments submit budget requests that identify strategic initiatives and justifications. Faculty and staff can directly participate in the budget adoption process which includes open Cabinet hearings. Additionally, faculty and staff can submit requests to the appropriate chair or supervisor during the budget planning phase, and the budget is made public to all employees via email. Other opportunities for participation also exist. For example, in the FY 2011 budget process, administrators, faculty, and staff were invited to submit a "beautiful idea" (a seed project to support preparation of a grant, development of a new program or project, a student retention initiative, or the enhancement of facilities) that was in keeping with the Strategic Plan. Some of these submissions were granted funds for the 2011 fiscal year, e.g., Anthropological Site Recovery and exhibit, creation of a garden at the Child Development Center, Admissions Office recruitment equipment to be used when visiting job fairs and high schools and the purchase of tracking software for the Academic Center for Excellence (ACE).

The opening of ACE and Technology Hall (to support the Engineering Division, the Computer Information Systems program, the Hospitality program, the Automotive Technician program, and the Horticulture program), as well as the redesign of the library, are visible indicators of effective planning, in terms of meeting the mission of the College and the financial planning necessary to follow through.

Evaluation

The College's system of evaluation functions on multiple levels, including program, departmental, institutional, and state. As part of the evaluation component of the planning process, the President regularly informs the College community of progress. As part of the WIGs process, all departments and divisions periodically report on progress of strategic initiatives. The WIGs document comprises the College's Operational Plan.

The methods used for evaluation include qualitative and quantitative measures and statistical data analysis, nationally standardized surveys, annual outcomes assessment documents prepared by individual units, student performance on licensing examinations, community feedback during events (such as Community Day and the Regional Advisory Council), student feedback (specifically via the online course evaluation system), and accreditation reports, including NEASC. NVCC has a system of program review that

includes external perspectives. These reviews assist departments and programs in evaluating their successes and inform continued planning. Non-accredited programs, including Criminal Justice, Human Services, and the Drug and Alcohol Recovery Counselor program (DARC), have advisory boards; when program reviews are completed, a review team (which includes professionals from outside the College) provides recommendations.

The Regional Advisory Council also assists in the evaluation process, as it provides a link between the College's range of programs and the geographical region it serves. The major role of the council is to advise and assist the College's administration and to promote the development of programs that are consistent with the mission of the College.

Institutional Effectiveness

The IPC's primary goal is to determine the effectiveness of the College's planning and evaluation activities. Chaired by the President, the steering committee convenes three times per semester to receive reports, analyze results, review progress indicators and discuss recommendations on the outcomes of the current Strategic Plan and the creation of the next Strategic Plan. In addition to the IPC Steering Committee, the four subcommittees work toward ensuring campus-wide accountability in planning and evaluation. A planning calendar for each academic year is released via the website.

The College uses the results of its planning and evaluation to continue serving students. For example, results have included new evening bus service in the area, additional course times and offerings, a new building, increased academic support services with a dedicated space and director, and a redesigned library.

APPRAISAL: Achievements

Planning

NVCC's Strategic Plan drives the institution's planning processes to "maximize student success." The Strategic Planning process for 2010-2013 details NVCC's initiatives and anticipated outcomes. The process also includes wide distribution of the plan, clear feedback mechanisms, progress tracking methods, and built-in community accountability. The College's Strategic Plan was developed through a collaborative model, providing opportunities for faculty, staff, students, and the community to participate.

NVCC has implemented the WIGs, Six Levers and Presidential Goals. The foundation is being laid to focus on how each departmental/divisional goal is related to the larger strategic goals or WIGs. The College is working toward creating a culture of planning and evaluation. Feedback was solicited from the College community and the Greater Waterbury community to ensure that the strategic planning process allowed for as many voices and ideas as possible. Part of the process of making the Strategic Plan operational included the creation of the IPC; the collaborative nature of this committee helps maintain the culture of planning.

The partnership with the community throughout the planning process has made for positive changes that impact NVCC students. For example, collaboration with community leaders and businesses has resulted in evening bus transportation to the College. The planning process included a clear plan of action, required student support, and financial backing; this resulted in the successful implementation of expanded evening and weekend bus service, which allows students to take previously inaccessible classes.

Other campus initiatives have been a direct result of this culture of planning. The First Year Experience (FYE) initiative is an example of data-driven planning and development. The move from a 3-credit to a 1.5-credit model, and the new requirement of FYE for all first-time, full-time students is an indication of the College's focus on student success. Other initiatives include the consolidation of tutoring support services at ACE, reorganization of CAPSS, the establishment of the Job Placement Center, and the renovations of the library.

Evaluation

The College is working toward making data-driven decisions. To support this goal, in 2004, NVCC hired a full-time Institutional Research Director and an Educational Assistant. This kind of decision-making is evident throughout campus. For example, online developmental writing courses are no longer offered at the College, a decision made based on national data regarding student success rates in these courses. Additionally, a new initiative was implemented to address student difficulty in developmental math courses (075 and 095) after a review of difficulty ratings for such courses. Currently, two embedded tutors work with students enrolled in self-paced math courses to improve student outcomes. Data is being collected and analyzed to determine this initiative's effectiveness and sustainability.

Outcomes Assessment is a continuing focus at the College. A training program was implemented for directors, coordinators, and others responsible for drafting individual unit assessments. Additionally, the process for program and discipline reviews has been improved to increase accountability.

NVCC is building a culture of planning and data-informed decision making. The recent adoption of the Institutional Effectiveness, Academic, Information Technology and Enrollment Plans indicates the College is moving forward in meaningful ways. These preliminary steps, coupled with planning initiatives underway, are changing the culture of the College to one focused on planning. The WIGs, Presidential Goals, NEASC standards, and annual Institutional Effectiveness Reports illustrate the interconnectedness of all planning. The effectiveness of the planning and evaluating done at NVCC will be enabled by a Master Plan, which links all institutional work.

APPRAISAL: Areas for Improvement

Planning

NVCC is linking other College plans and initiatives to the Strategic Plan. This involves the development of many of these plans, and this process is underway. The institution has completed an Academic Master Plan, Enrollment Management Master Plan, and an Information Technology Strategic Plan; these plans will culminate in the development of an overall Master Plan.

The College is measuring progress toward reaching strategic goals and is sharing these results both with the college community as well as the external one. Significant progress is being made in several areas. For example, strengthening the college-wide advising program has resulted in having all students assigned an advisor. Targeting advising interventions, such as a Graduation Clinic, where all students with 45 or more credits can receive an early transcript review and guidance about how to complete their academic program, resulted in 2012 having the largest graduating class in the history of the College. Restructuring course schedules so that students can complete programs faster was another successful strategy developed to help the strategic goal of "At NVCC, students achieve their goals."

Evaluation

The increasing reliance on data has created demands for additional information. For example, the College has limited data on student job placement and transfer success rates. Additional data will help us to serve these populations' educational and work-place needs more comprehensively. Also, to increase accessibility and data-driven decision making at the department level, the College requires a central repository for collected data, institutional research reports and data analysis.

The planning calendar does not include all identified components of college-wide planning. Although the administration has attempted to make these processes public and transparent, results of a recent survey indicate the absence of full awareness of the results of planning efforts. The connection between planning and resource allocation is not understood as well as it needs to be, with an apparent disparity between communication efforts and levels of awareness.

While the improvement of infrastructure is a clear achievement, assessing how those particular developments showcase planning and resource allocation is challenging. It is less a matter of the planning than it is the evidence of the planning and the access to those documents. Despite the budget process being inclusive and open, additional support is needed to reinforce awareness of the link between planning and resource allocation; this clarity would enable NVCC to document successes more accurately.

In general, the development of feedback systems for College-wide and departmental assessments, with evidence of a systematic review of results, is needed to move the College in productive and useful directions.

PROJECTIONS

- Create a College Master Plan
  - Individual(s) responsible: Provost/Senior Dean of Administration
  - Completion date: AY 2013-2014

- Create a central repository for institutional research reports and strategic planning documents
  - Individual(s) responsible: Director of Institutional Research and IR Assistant
  - Completion date: AY 2012-2013
- Make data about former students available to relevant units where this information would allow for improved services
  - Individual(s) responsible: Director of Institutional Research
  - Completion date: AY 2012-2013
- Administer outcome surveys to monitor and improve performance, including the Personal Assessment of the College Environment which assesses the College climate as it relates to productivity, job satisfaction, communication and overall organization climate.
  - Individual(s) responsible: Dean of Students
  - Completion date: AY 2012-2013
- Administer the Evaluation of Non-Instructional Services, which gives staff and faculty the opportunity to rate the service and responsiveness of all non-instructional college departments. The results will be used by the Institutional Effectiveness Committee in the planning process and will impact the College's major goals for the 2013 Strategic Plan.
  - Individual(s) responsible: Dean of Students
  - Completion date: End of Fall 2012 semester
- Create and implement a uniform and verifiable process, across all academic divisions, for collecting student data on job placement and transfer success.
  - Individual(s) responsible: Job Placement Center
  - Completion date: AY 2012-2013
- Develop and implement a process for collecting data, across all divisions, on job placement and transfer success of NVCC students and evidence of employer satisfaction.
  - Individual(s) responsible: Director of Institutional Research
  - Completion date: May 2014
- Demonstrate record of success of NVCC's planning by documenting planning and resource allocation (specifically by tracing projects from planning stage to completion).
  - Individual(s) responsible: Provost/Senior Dean of Administration
  - Completion date: May 2014
- Create a Strategic Initiative Fund that demonstrates resource allocation and planning.
  - Individual(s) responsible: Provost/Senior Dean of Administration
  - Completion date: AY 2015-2016

Standard 2: Planning and Evaluation

PLANS		Year of Completion		Effective Dates		URL or Folder Number
Strategic Plans						
Immediately prior Strategic Plan	?		?		?	
Current Strategic Plan	?	2010	?	2010-13		http://www.nvcc.commnet.edu/about-nvcc/presidents-message/strategic-planning-goals-and-priorities/itemid/1550/strategic-planning-goals-and-priorities
Next Strategic Plan	?		?			link to draft, if available
Other institution-wide plans						
Master plan	?	2012	?		?	http://www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities/Institutional-Master-Plans
Academic plan	?	2012		2012-2017		http://www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities/Institutional-Master-Plans/LiveTabId/25360
Financial plan	?					
Technology plan	?	2012		2011-2014		http://www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities/Institutional-Master-Plans/LiveTabId/25361
Enrollment plan	?	2012		2010-2013		http://www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities/Institutional-Master-Plans/LiveTabId/25361
Development plan	?	2012		2014		www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities/Institutional-Master-Plans/LiveTabId/25364
Institutional Effectiveness plan		2012		2011--14		http://www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities/Institutional-Master-Plans/LiveTabId/25363
Wildly Important Goals (WIGS)		2009-2012		Annual		http://www.nv.edu/About-NVCC/Strategic-Planning-Goals-and-Priorities

(Add rows for additional institution-wide plans, as needed.)

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

?	1 Academic Center for Excellence (ACE)	?	2012	?	2012-13	?	Outcomes Assessment
	2 Learning Resource Center		2012		2012-13		Outcomes Assessment
	3 Allied Health		2012		2012-13		Outcomes Assessment
	4 Arts and Humanities		2012		2012-13		Outcomes Assessment
	5. Behavioral/Social Sciences		2012		2012-13		Outcomes Assessment

(Add rows for additional plans, as needed.)

EVALUATION

URL or Folder Number

Academic program review

	Program review system (colleges and departments). System last updated: **2011-2012**	? Academic Assessment files
	Program review schedule (e.g., every 5 years) **5 years**	Academic Assessment files

Sample program review reports (name of unit or program)

1 Modern Language – Com 100	? Academic Assessment files
2 Finance	Academic Assessment files
3	

(Insert additional rows, as appropriate.)

System to review other functions and units

Program review schedule (every X years or URL of schedule) **Annual**	

Sample program review reports (name of unit or program)

1 Institutional Research	Institutional Effectiveness files
2 Financial Aid	Institutional Effectiveness files
3 Counseling	Institutional Effectiveness files

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

	Date
Example: Advising: www.notrealcollege.edu/advising	*1995*
3	

(Insert additional rows, as appropriate.)

Standard Three: Organization and Governance

Description

On July 1, 2011 a new Board of Regents was created by statute to serve as the governing body for the Community Colleges, Connecticut State Universities, and Charter Oak State College. The Board of Regents also assumed the program and institutional licensing authority previously held by the Board of Governors for Higher Education which no longer exists. In February of 2012, Dr. Robert Kennedy was appointed President of the Board of Regents, making him the chief executive officer for the Board.

NVCC faculty, administrators, counselors and librarians belong to one of three unions. The collective bargaining agreements have a significant impact on the College's organization and governance structure. Each bargaining unit has separate agreements that specify the protocols and procedures for promotion, tenure, sabbatical leave, and professional development, when applicable.

The President of NVCC is the chief executive officer of the College and has the authority and responsibility of ensuring that the College's strategic goals and mission are met, along with the general administration and supervision of all aspects of the College. Faculty, staff, and students participate in the decision-making process through membership on committees. The President's decision-making process is three-tier: receipt of staff and student recommendations, statement of presidential intent, and implementation. These steps are announced in the "Weekly Bulletin," which is the official communication instrument with faculty and staff. The President conducts two All-College meetings per semester as additional communication instruments.

The President supervises the following individuals, who also make up the President's Cabinet, along with the Interim Associate Dean of Academic Affairs and the Associate Dean of Information Technology (IT):

- Provost/Senior Dean of Administration
- Dean of Academic Affairs
- Dean of Student Services
- Director of Human Resources and Labor Relations
- Interim Dean of Community Engagement
- Director of Community Engagement

The Cabinet meets weekly to share information from state and local levels, provide input regarding policy and procedure development, and discuss development of programs and services, and other issues appropriate for this level of administrative decision-making.

The Provost/Senior Dean of Administration is responsible for business operations, information technology, facility maintenance, public safety, environmental/occupational health and safety, the Danbury Center, community and economic development, the Job Placement Center, and fiscal control of the College. The Provost/Senior Dean of

Administration supervises the Associate Dean of IT, Coordinator of Environmental/Occupational Health and Safety, and the Directors of the Danbury Center, Community and Economic Development, Facilities, Finance and Administrative Services, Job Placement Center, and Public Safety.

The Dean of Academic Affairs serves as the chief academic officer of the College, oversees the Academic Unit, and is responsible for all academic policies and programs. The Academic Council reports to the Dean of Academic Affairs. This group includes Academic Division Directors, Associate Dean of Academic Affairs (newly created position in 2010, currently filled part- time by an Interim Associate Dean), Registrar, and Directors of Distance Learning, Institutional Research, Academic Center of Excellence, Library, and the Danbury Center. The Academic Council meets monthly to make recommendations and discuss issues, problems, or concerns pertaining to the academic operations of the College. Topics emerge from a variety of sources, including the President's office, Cabinet meetings, academic division meetings, system-wide meetings of the academic deans, other units, or from individual faculty, staff, or students.

The Dean of Student Services manages, plans, coordinates, supervises, and evaluates activities in the Student Services Unit of the College. The Dean of Student Services supervises the Directors of Admissions, Financial Aid, Student Activities, and CAPSS.

The Director of Human Resources and Labor Relations delivers all employee-related services, including labor relations, recruitment, benefits, compensation, employee policies and regulations, payroll, mandatory training, collective bargaining compliance, HRMS information management, workers' compensation, retirement, and leave of absence.

The Director of Community Engagement is responsible for the NVCC Foundation, grants, marketing, and alumni and volunteer services.

The NVCC Regional Advisory Council's main purpose is to link the College's entire range of programs to its service region. The Council meets four times a year and serves an advisory role to the President. Members' backgrounds reflect a cross-section of the business, civic, educational, and industrial community.

The Institutional Planning Committee (IPC) responds to the College's 15 strategic initiatives and the 10 anticipated 2013 outcomes. The IPC is chaired by the President and has four working subcommittees: Institutional Effectiveness, Responsive Academic Leadership and Programs, Committee on Student Success and Committee on Environmental Scanning. Committee membership represents all constituents at the College.

The College Advisory System (CAS) consists of four advisory committees. The membership of these committees ensures representation of faculty from each academic division, as well as staff from other areas of the college. Recommendations from the

committees are brought for vote to the full college community at All-College Meetings. The committees are as follows:

- Curriculum and Educational Affairs Committee (CEAC), which reviews recommendations for course changes, new courses, certificate and degree programs, degree requirements and other curriculum matters
- Academic Standards Committee (ASC), which reviews and recommends standards for grading systems, honors, probation and suspension
- Student Affairs Committee (SAC), which determines local student procedures, policies and rules, credit and non-credit student services appeals, awards and recognitions
- Agenda Committee, which oversees the operations of the other three committees, determines appropriate committees for proposal consideration, reviews and determines if proposals recommended by the other three committees are ready to be placed on the agenda of an All-College meeting for consideration, monitors the College Advisory System and, when necessary, recommends modifications to system structure or processes

Additionally, several committees have been created as needed. Recent examples of these committees include the Administrative Council, Critical Incident Management Committee, Traffic Appeals Committee, Academic Computing Team, Academic Appeals Committee, Commencement Committee, Library Committee, Discipline Committee, and Informational Technology Policy Committee. Committees pertinent to specific departments meet routinely. These include, but are not limited to, the Nursing Committee, the Professional Development Committee associated with the Community and Economic Development Unit, and the Joint Committee of Academic Affairs & Student Services.

NVCC has both a Faculty Senate and a Student Government Association (SGA). The Faculty Senate was re-established in 2006. It has a constitution, senators, officers, and four subcommittees. The Faculty Senate addresses issues not addressed in the collective bargaining agreements or through the College Advisory System. The SGA is responsible for the disbursement of funds from student activities fees to develop and support extracurricular programs. It also promotes interaction among students, faculty, and staff. Additionally, the SGA president attends All-College meetings and gives reports along with the Deans and the Director of Human Resources. The Director of Student Activities assists with the preparation of program budgets.

Institutional Effectiveness

Organization and governance is continually reviewed, primarily through the IPC. An Institutional Effectiveness subcommittee of the IPC can be called upon to review governance. The Connecticut Community College Council of Presidents instituted Wildly Important Goals (WIGs) to be centered on maximizing flexibility and efficiency in support of student success. The College prepares a list of goals on an annual basis and the WIGs are reviewed by the IPC. The strategic plan is monitored by subcommittees of

the IPC, which reports back to the entire IPC. The Office of Institutional Research conducts surveys of students and reports to the IPC. The College actively participates in the College Advisory System (CAS) process. Elections are held and membership is updated bi-annually. The Cabinet discusses organizational issues on a weekly basis and takes action when necessary.

APPRAISAL: Achievements

NVCC is committed to growth that supports the College's mission and meets the needs of students and the community. Since the last self-study, the College created and filled the position of Dean of Student Services as well as that of a full-time Director of Institutional Research. The President's "Weekly Bulletin" now reaches its audience via email. These three items demonstrate some of the institution's responses to items of key concern and value: student success, data-driven decision making, and communication.

In response to the concerns raised in the 2002 self-study, the institution has made efforts to address student needs. Examples are demonstrated in the following achievements:

- Founding of the Academic Center for Excellence (ACE)
- Founding of the Job Placement Center (JPC)
- Redesign of the Counseling Center as the Center for Academic Planning and Student Success (CAPSS)
- Creation of six learning commons on the fifth floor walkway
- Addition of evening and weekend administrators
- Expansion of the Danbury Center from non-credit courses and English as a Second Language (ESL) courses to both credit and non-credit courses with increased enrollment
- College initiative to provide evening bus service for students
- Addition of Sunday classes and classes beginning as early as 6:30 a.m.

In an online survey sent to faculty and staff during Fall 2011, focusing on their understanding of and satisfaction with the NVCC governance and organization, the majority of respondents (between 73% and 84% in all categories) agreed with the following statements:

- NVCC's governance makes adequate provision for student and College community participation;
- the organizational structure at NVCC is clear and consistent with its mission and supports institutional effectiveness;
- the decision-making processes and policies at NVCC are clear and consistent with its mission and support institutional effectiveness;
- regular communication occurs among the various constituencies that make up the system of governance;
- institutional mechanisms and procedures support consultation by the President and deans with faculty, students, staff and other administrators;

- the administrative structure established by the President promotes NVCC's purposes and objectives;
- the President has established an administrative structure which provides the means to assess the effectiveness of the institution; and
- the President effectively manages and allocates resources in keeping with the institution's purposes and objectives.

Additionally, a survey of NVCC students indicated that over 65% were aware of the reorganization of the public higher education system in Connecticut.

Communication between the Governing Board and NVCC improved since the 2002 NEASC visit. Survey results gathered for the previous self-study indicated that fewer than 50% of respondents believed that the administration had effective communication. In a Fall 2011 survey, 74% indicated that existing channels of communication between the previous Board and the institution were effective. The survey results indicated that faculty and staff felt current communication channels should continue to be used after the reorganization without significant changes.

APPRAISAL: Areas for Improvement

An area of concern for NVCC is the change in external governance. The new Board of Regents of Higher Education significantly modifies the external governance structure under which NVCC functions. As a result new policies are being implemented including a new articulation policy between the community colleges and state universities as well as new general education core competencies for transfer within the system. A new budget allocation process is also being reviewed in order to assign resources of institutions within the system.

The College does not have a central and electronic repository for relevant meeting minutes (both written and audio) to facilitate ease of access, fuller communication, and transparency. The technology exists, but the College is not using it effectively for this purpose. Additionally, the role of the Faculty Senate has not been fully delineated.

PROJECTIONS

- Participation in system wide committees that are formulating system wide policies and procedures
    - Individual(s) responsible: President, Provost and Senior Dean of Administration, Dean of Academic Affairs, Dean of Student Services, Faculty
    - Completion date: AY 2013-2014
- Create a central repository for relevant meeting minutes (both written and audio)
    - Individual(s) responsible: Director of Library Services
    - Completion date: AY 2013-2014
- Continue to monitor the Evening and Weekend Administrator function to assess needs
    - Individual(s) responsible: Dean of Academic Affairs and Dean of Student Services
    - Completion date: Summer 2012
- Post syllabi for advising and transfer purposes (a sample syllabus for each course posted on the College website)
    - Individual(s) responsible: Dean of Academic Affairs
    - Completion date: September 2012
- Complete an organizational structure plan for the Faculty Senate
    - Individual(s) responsible: Faculty Senate President will present a draft document for the President's approval
    - Completion date: AY 2012-2013
- Complete faculty and department sections on the College website
    - Individual(s) responsible: Associate Dean of Information Technology and Web Developer
    - Completion date: Fall 2012

Standard 3: Organization and Governance

Please attach to this form:

1) A copy of the institution's organization chart(s).

http://www.nv.edu/Offices-Departments/Administration/Human-Resources/itemId/1897/Organizational-Charts

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

http://www.cga.ct.gov/2011/pub/title10a.htm

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity	Board of Regents
URL of documentation of relationship	http://www.ctregents.org/

Governing Board	**URL**
By-laws	http://www.ctregents.org/regents/bylaws
Board members' names and affiliations	http://www.ctregents.org/regents/members

	Board committees	URL or document name for meeting minutes
?	Academic Policies & Student Affairs Committee	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf
	Planning & Assessment Committee	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf

Budget & Facilities Committee	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf
Personnel Committee	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting minutes
President's Cabinet	Action Alerts
Institutional Planning Committee	Sub-Committee Reports
NVCC Faculty Senate	
Student Government Association	Stored on student government server or hardcopies in SGA office (S511)
Administrative Council	

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Waterbury	CT	Fall 1964	9091
Other principal campuses				
Branch campuses				
Other instructional locations				

Distance Learning, e-learning

	Date Initiated	Enrollment*
		1714
First on-line course	Fall, 2000	
First program 50% or more on-line	General Studies	
First program 100% on-line	none	

Distance Learning, other		Date Initiated	Enrollment*
Modality	NA	NA	NA

Correspondence Education		Date Initiated	Enrollment*
	NA	NA	NA

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

Standard Four: The Academic Program

Description

The Academic Program at NVCC serves the mission and purposes of the college by offering career and college oriented associates degrees along with certificates that can start or enhance a student's professional credentials. NVCC programs are designed to meet the community's needs while offering students rich intellectual, cultural and civic-minded experiences.

The College offers more than 100 credit-based programs. The Associate of Science (AS) degree has 44 major options; the Associate of Arts (AA) degree has eight major options; the college offers 51 credit certificate programs.

ASSOCIATES DEGREES and CREDIT-BASED CERTIFICATE PROGRAMS	
Associates of Arts (8)	**Certificates (51)**
Liberal Arts & Sciences	Accounting
Mathematics & Science	Administrative Support
Mathematics & Science - Chemistry	Advanced CADD Modeling
Visual & Performing Arts – Dance	Advanced Engine Performance
Visual & Performing Arts – Digital Design	Advanced Engine Proficiency
Visual & Performing Arts – Music	Alternative Energy Systems Technology
Visual & Performing Arts – Theater Arts	Applied Behavior Analysis
Visual & Performing Arts – Visual Art	Athletic Coaching
Associates of Science (44)	Audio/Video Production
Accounting	Automotive Fundamentals
Automotive Technician	Business Management
Automotive Technician Management	CADD Modeling 3D
Aviation Science	Child & Family Services
Aviation Science Management	Client/Server Systems
Behavioral Science	CNC Machining
Business Administration	Computer Crime Deterrence
Business Finance	Computer Aided Drafting 2D
Business Management	Construction Technology
College of Technology – Engineering Science	Criminal Justice
College of Technology –Computer Aided Design	Culinary Arts
College of Technology –Engineering Technology	Dance
College of Technology – Lean Manufacturing	Dietary Supervision
College of Technology - Tech & Engineering Education	Disabilities/Mental Health
Computer Information Services	Drug & Alcohol Counselor
Criminal Justice – Computer Crime Deterrence	Early Childhood Education
Criminal Justice –Corrections	Electronic Music & Audio Production
Criminal Justice –Forensics	Engineering Technologies Exploratory
Criminal Justice –Law Enforcement	Environmental Systems
Criminal Justice –Security	Family Child Care Provider
Digital Arts Technology – Audio/Video	Finance

Associates of Science (continued)	Certificates (continued)
Digital Arts Technology – Graphics/Animation	General Automotive Services
Digital Arts Technology – Multimedia/Web Authoring	Gerontology
Drug & Alcohol Counselor	Graphics & Animation
Early Childhood Education	Health Career Pathways
Electronic Engineering Technology	Horticulture
Engineering Technology - Engineering Technology	Landscape Design
Engineering Technology – Automated Manufacturing	Lean Manufacturing
Engineering Technology – Computer Aided Drafting	Legal Assistant/Paralegal
Engineering Technology – Mechanical	Management Information Systems
Environmental Science – Biology	Manufacturing
Environmental Science – Environmental Systems	Marketing Electronic Commerce
Fire Technology & Administration	Microcomputer Networking Customer Support
Food Service Management	Microcomputer Networking Specialist
Horticulture	Modern Manufacturing Design
Hospitality Management	Multimedia/Web Authoring
Hotel Management	Object-Oriented Programming
Human Services	Sales Support & Service
Legal Assistant/Paralegal	Supply Chain Management
Marketing	Technical Communications
Nursing	Visual Art
Physical Therapy Assistant	Waste Water
Radiologic Technology	
Respiratory Care	

Articulation agreements, with institutions offering baccalaureate and advanced degrees, provide transfer options for most Associate degrees offered at NVCC, including the Associate of Arts in Liberal Arts and Sciences and Associate of Science in General Studies.

As an open enrollment institution, NVCC supplements its degree and certificate programs with developmental options that provide students with skills needed to perform college level coursework. Additionally, NVCC responds to the needs of its community with a variety of mentoring programs, non-credit courses and more than twenty non-credit certificate programs.

In Spring 2012, the College received funding to establish a manufacturing center to prepare students with the skills set needed for manufacturing jobs. The new NVCC Advanced Manufacturing Technology Center provides students with hands-on access to state-of-the-art manufacturing technology in preparation for employment. Built on the region's manufacturing roots and enhanced with modern advancements in technology and innovation, the Center is located in Technology Hall and features manufacturing and technical education. The certificate program in manufacturing prepares individuals for positions in the manufacturing sector as inspectors, machine operators, CNC operators and more. Upon program completion, certificate holders will possess the knowledge required in basic math, blueprint reading and manufacturing processes to work on a shop floor.

In meeting the diverse needs of its students, NVCC's Academic Program provides a range of course delivery options. Traditional classroom instruction is provided on the main campus in Waterbury, at the Danbury Center, on the campuses of Western Connecticut State University, and at area correctional facilities. Online and hybrid instruction is also offered. NVCC has also developed weekend, early morning, evening, and late start courses to meet the needs of area residents.

The system of academic oversight at NVCC engages the entire community, including faculty, students, graduates, employers, the Dean of Academic Affairs, the President, and the Cabinet. A variety of tools are used to ensure academic quality, including student course evaluations, external student surveys such as CCSSE , internal observations of instruction by faculty and the Dean, training requirements for online instruction, new course and curriculum review by the CEAC, and a systematic, cyclical process of program review.

The coherence and quality of academic programs is ensured in several ways. All degree programs have general education requirements, which supplement the discipline-specific knowledge required for their completion. This academic core provides structure for student learning, achievement, and consistency in the quality of NVCC programs. Coherence and quality is further ensured through external (i.e., business community) representation on program Advisory Councils and, for some programs (listed below), through external accreditation.

NVCC Division	Program Accreditations	Accrediting Agency	Year
Behavioral & Social Sciences	Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2012
Science, Technology, Engineering & Mathematics (STEM)	Automated Manufacturing Technology	Accreditation Board for Engineering & Technology (ABET)	2010
	Electronic Engineering Technology		2010
	Mechanical Engineering		2010
Nursing and Allied Health	Nursing	National League for Nursing Accrediting Commission (NLNAC)	2010
	Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	2003 2013* *visit
	Radiologic Technology	The Joint Review Committee on Education in Radiologic Technology (JRCERT)	2010
	Respiratory Therapist	Committee on Accreditation for Respiratory Care (CoArc)	2011

Additionally, in keeping with the institutional commitment to student success, beginning in Fall 2012, each division director is tasked with developing a two year schedule of coursework to support students' timely completion of programs. This process will begin in Fall 2012. The first year of this calendar system is already in place and planning for the second year is in progress; ongoing implementation of the two year coursework cycle will follow an assessment of the overall effectiveness of this practice.

The Office of the Provost (previously the Dean of Administration) oversees contracts and the provision of resources to support academic programs and related student needs. Some recent projects have included the expansion of the Danbury facilities, including the development of lab facilities for courses offered in Danbury, renovations in Ekstrom Hall (construction of the Manufacturing Center) to support expanded programs in manufacturing, anticipated construction in Founders Hall for the Nursing and Allied Health Division, and the securing of $31,311 for ventilator equipment for the respiratory program.

Additionally, NVCC was a leader in securing evening bus transportation, better enabling Waterbury residents to attend classes, participate in student activities, and receive academic support. For Danbury students, arrangements have been made for the use of library services at WCSU, and NVCC librarians post materials to Blackboard for courses offered in Danbury. ACE tutoring services are being provided on site in Danbury. In addition, at the beginning of each semester, a "bookstore" is transported to the Danbury Center by Follett Corporation, the College's bookstore management group.

Training and other professional development activities have been provided to faculty and staff; notably, training is provided for online instruction and assessment of student learning. Training is mandatory for all faculty teaching online and hybrid courses. This is done during the fall, spring and summer semesters. Once trained, faculty are certified to teach in the online modality. In addition, faculty and staff are invited to attend workshops throughout the academic year. Workshops include: assessment, grant writing, enrollment management, remediation and student conduct workshops.

Since January 2011, the Office of Institutional Research has expanded the data available to constituents. Through work on program reviews, faculty and staff have been trained to better understand and to use data towards student success.

NVCC offers Associate degrees and certificate programs. For those programs offering both a degree and a certificate (such as Accounting), there are appropriate differences in expectations, (i.e. courses and credits required), but a consistent standard of knowledge in the field of study is maintained.

Each program has a broad definition that provides its basic rationale along with a list of outcomes that include the knowledge, academic, intellectual and practical skills and methods to be acquired. The comprehensive set of Program Outcomes and Objectives that identify the ideals and goals of each program is available in the *College Catalog*.

Additionally, all programs have a coherent mission statement that states the creative abilities and values to be developed within that program.

Degree programs require a sequential progression of coursework totaling 36 or more credits in the student's major field of study and a broad-based general education core of 24-26 credits. Through completion of the program curriculum, students graduate prepared for the workplace for furthering their academic career.

All disciplines taught at NVCC have integrated information technology into their course offerings. As of Spring 2011, nearly 74% of NVCC courses used Blackboard, either as fully online, hybrid, or web-enhanced classes. Many courses also integrate companion websites and other publisher-provided programs (such as Academic Systems and Pearson's MyLab products). The Office of Distance Learning provides several resources via the NVCC website and the Distance Learning Facebook page. Every incoming full-time student is enrolled in the Student Orientation course delivered through Blackboard. Students registered for credit courses at NVCC can acquire general use software such as Microsoft Office for no charge.

The College has increased the number of open computer labs over the last few years to ensure fuller student access to the latest technology and software programs. The NVCC help desk is available to answer questions and provide assistance to classrooms and student labs. The labs are routinely open 7:30 a.m.to 6:30 p.m. seven days a week with help desk support; extended hours are offered weekdays until 9:30 p.m. In addition to the computer labs, wireless capability allows students to access the Internet and all of the online services the College offers, including Blackboard, myCommNet, and library resources.

To ensure its graduates demonstrate college-level skills in the English language, the College requires communication and composition coursework for all degree programs. Placement into English 101 through Accuplacer or SAT/ACT score is the standard for college-readiness. Success in these 100 level courses indicates written and verbal college-level competency in the English language. For some courses, including most courses offered by the Behavioral and Social Sciences Division, a demonstrated proficiency in college-level writing is required. Students who are not ready for college-level coursework are offered developmental writing courses or English as a Second Language courses designed to help them achieve college readiness.

Program reviews conducted at NVCC are a critical element for effective management of the academic programs. Program reviews are conducted by a committee, typically composed of two to three NVCC faculty members, one student, an external individual with expertise in the area, and a member of the advisory group. The reviews are performed as an additional responsibility and faculty receive reassign time to conduct the review.

In 2010, the Dean of Academic Affairs, with the support of the faculty Curriculum and Educational Affairs Committee, submitted and received approval from the Board of

Trustees for an enhanced program review template. This template solicits feedback from the stakeholders listed above and collects additional information on students transferring to four-year institutions.

Twelve Components of the NVCC Program Review Template
1. Introduction with description, mission, and prior projections
2. Goals and objectives of program and learning outcomes
3. Environmental Scan: trends in the field or discipline; projected employment demands; advisory council membership
4. Curriculum audit: revisions since prior review with rationale; actions regularly taken by faculty to ensure currency
5. Assessments: programmatic, learning outcomes, courses for traditional and on-line instruction
6. Instructional methods and modalities
7. Graduates: transferability, articulation, employment
8. Student data: enrollments, graduates, satisfaction, admissions targets
9. Adequacy of Resources: information technology; instructional equipment, facilities, media; library and database tools
10.Staffing: full time/part time faculty data, clerical and administrative support staff
11. Program Vision: where the faculty would like to see the program in ten years and what it will take to get there.
12. Major findings and recommendations

Since approval of that template, the institution has reviewed roughly 25% of its programs with the remainder scheduled for review in the coming three years. Because many program and discipline reviews at NVCC were off-cycle, a large number of reviews were conducted during the 2011-2012 academic year. Beginning Fall 2012, these programs will present their findings and recommendations to the Cabinet for discussion of projections and resources needed for improvement. Presentation to the Cabinet is new to the process and represents management's commitment to institutional effectiveness and to the strengthening of a feedback mechanism.

The current Academic Master Plan (AMP) is the first academic plan in NVCC's history; it describes our instructional priorities for the next five years and connects them to the mission and vision established for the institution under our current Strategic Plan, "Toward a Splendid College." The AMP provides a framework for decision making and resource allocation in delivering instruction and student services. The plan—a year-long collaborative effort of the Academic Council, faculty, and staff with leadership from the Dean of Academic Affairs–received approval from the Cabinet in Spring 2012.

Planning and evaluation at NVCC leverage internal and external data and perspectives collected through the program review process, program accreditation activities, external surveys such as CCSSE, and internal surveys related to programs (including the First Year Experience or services such as advising). In addition to the Cabinet level discussions that follow each program review, the Institutional Planning Committee

(comprised of the President, Cabinet, faculty, staff and students) reviews information from all units on campus to integrate the full spectrum of resource requirements with the needs of the institution as a whole.

CCSSE survey is a useful tool to measure student engagement and monitor institutional progress towards providing a supportive environment. The results indicate NVCC's progress:

- NVCC Students report they are more likely than their peers to work harder than they thought they could, to come to class prepared, and to participate in class activities both in and out of class.
- NVCC Students report they are more likely than their peers to use critical/analytical thinking, to learn effectively on their own, to develop their own set of values, and to have serious conversations with students of a different race, ethnicity, opinion, values or belief system.
- NVCC Students report they are challenged to do their best work and they are more likely than their peers to use tutoring and computer labs.
- NVCC Students report relationships with other students that are friendly, supportive, and provide a sense of belonging.

NVCC received approval from the Commission on Higher Education for a substantive change regarding online programs in Liberal Arts and General Studies. Plans for implementation of a fully online program are outlined in the AMP. An analysis conducted by the Office of Institutional Research determined that the institution had adequate offerings and trained staff to support the continuity and consistent quality of each program as well as timely completion of the program by NVCC students. The Office of Distance Learning reviewed its training requirements and the level of faculty participation and determined these were adequate to support these online programs. At present, NVCC is undergoing a required change from Blackboard Vista to Blackboard Learn; upon completion of that change, the College anticipates moving forward with these online degree programs.

The BOR's Application for Discontinuation of Existing Program provides guidelines governing the elimination of academic programs. Eliminating a program or degree option comes only after much review. When programs are eliminated or requirements are changed, the College assesses the effect on every enrolled student, so that all students may complete their degree with minimal disruption. Specific provisions, including course substitution and in-system transfer, are developed to enable currently enrolled students to complete the program, For example, when the Industrial Management and Supervision Technology AS Degree was terminated in Fall 2010, the two remaining students enrolled in the program were provided alternative classes as substitutions to complete the program. In preparation for the upcoming 2013 elimination of Business Office Technology degree options and associated certificates, there are no students currently enrolled in the program and the program listing has been removed from the catalog.

For programs dependent on external resources, the "reasonable continued availability of those resources" is ensured through timely negotiation of contracts with vendors and service providers. The Provost, also Senior Dean of Administration, oversees the securing of these resources and maintains the good relationships supporting those contracts.

Undergraduate Degree Programs

The highest degree awarded by Naugatuck Valley Community College is the Associate degree. Students can choose from 52 separate programs designed to provide a thorough and integrated exposure to knowledge from a wide range of disciplines within the constraints of a 60-68 credit hour degree program. In each of the eight Associate in Arts degree programs, students are provided-a strong foundation in liberal studies, with program options that allow students to focus on specialized fields of interest. The 44 Associate in Science degree offer in-depth study of specific career fields (such as allied health, human services, or manufacturing) along with a grounding in four general areas of knowledge. Requirements and outcomes for all degree programs are published in the *College Catalog*, on the College website, in student information packets, in the *Student Handbook*, and on advisement forms.

Each program requires a student complete 36 or more credits of coursework related to the major, along with a general education core of 24-26 credits. A range of general education electives is available to meet program requirements, allowing students to pursue individualized areas of curiosity and deeper interest. Additionally, the College has developed an Honors Institute, permitting students to pursue more advanced understanding in fields of general knowledge.

The table below shows a significant increase in the number of graduates in the top five degree programs. This increase is attributed to a number of initiatives, including better course scheduling, intrusive advising, collaboration between academic and student affairs, and faculty involvement in students' progress.

Graduates - Top Five AA/AS Degree programs a/o June 4, 2012					
Program	2008-09	2009-10	2010-11	2011-12	% of Total 2011-12
General Studies	86	107	146	181	25%
Nursing	88	91	91	92	13%
Liberal Arts	37	38	41	73	10%
Business	51	47	59	63	9%
Criminal Justice	26	32	44	34	5%
Total Top Five	**286**	**315**	**381**	**443**	**62%**
All Other	224	243	261	266	38%
Total AA/AS awards	**510**	**558**	**642**	**709**	**100%**

General Education

The College defines General Education as the "acquisition and demonstration of those skills, abilities, and values which allow a person to function as a free and responsible citizen" (*College Catalog*). The College believes that "while an appropriate level of mastery in occupations and technologies is essential, students are better prepared to live in the world and use this mastery only if they are also capable of understanding fundamental theory, weighing values, and forming independent judgments" (*College Catalog*).

The General Education core represents four areas of knowledge and provides a background in the subject matter and methodologies of the arts and humanities, social sciences, mathematics, and scientific inquiry. Coursework designed to develop appropriate communication skills supports student use of this knowledge, enabling expression and communication of knowledge.

General Education Common Core	
Knowledge Group	Credits Requirement
Arts & Humanities	6 credits
Behavioral & Social Sciences	6 credits
Communication Skills	6 credits
Mathematics & Science	6-8 credits

The standards for General Education were delineated in the Board of Governors Statement of Principles and the General Education Recommendations, which indicate that "the General Education component…must consist of a balanced and coherent program of required courses or restricted electives comprising at least one-third of the undergraduate curriculum." Each degree program at NVCC requires a Common Core of courses totaling 24-26 credits/semester hours.

To establish a level of competency for our graduates, a General Education Review committee, formed by the Faculty Senate in Fall 2007, identified seven core competencies: analytical thinking, applied knowledge, creative expression, effective communication, ethics, social awareness and responsibility, and technological literacy. In tandem with this effort, the College administered a test for Measure of Academic Proficiency and Progress (MAPP) to the 2007 and 2008 graduating classes. Results were comparable to similar institutions; however, this first attempt to assess student learning in General Education revealed that the College must first establish measurable competencies and rubrics in light of its own mission for General Education. Assessment will be the last step in this process. As a consequence, the General Education Review committee developed rubrics to articulate fundamental criteria for each learning outcome associated with the individual competency area.

Several challenges have arisen which have delayed the mapping of these rubrics into the curriculum and into the assessment of student competencies at graduation. With the merger of the Community College and State University systems, new core course requirements totaling 30 credits are being established. Based on current communications from the Board of Regents, changes to NVCC's General Education approach will be

necessary, but our expectation is that assessment will use a competency-based model that will not differ significantly from the one the College has developed.

The Major or Concentration

In addition to the mission statements developed for each program, the outcomes for all NVCC courses are listed in course syllabi. Each degree program has a plan of study based on a linear progression of coursework. Additionally, the design and content of nursing, allied health, early childhood, and engineering courses reflect requirements of their accrediting agency. Full-time faculty are responsible for designing and updating course content to meet current knowledge and practice in the field of study.

Requirements for majors or areas of concentration are based on clear and articulated learning objectives. Courses at the 100 level provide an introduction to the discipline, while 200 level courses provide sequential development of the subject matter, expanded uses of resources, methods of inquiry, practice and theory in that field of study. Courses offered at NVCC share common numbering with the other eleven community colleges in Connecticut. These common courses have at least an 80% consonance in terms of material covered and learning outcomes, so students transferring from one institution to another can maintain the integrity of their major program of study.

Integrity in the Award of Academic Credit

All programs offered at NVCC award certificate and degree credentials in keeping with practices common to American institutions of higher education. Specifically, all degrees require 60 or more semester credits while all certificates have specific requirements for the instructional hours necessary to gain mastery of the knowledge and skills outlined in the program objectives and goals.

For its degree and certificate programs, the institution offers required and elective courses sufficient to support timely graduation, in keeping with the program requirements as described in print and electronic formats. Additionally, NVCC is committed to removing obstacles for its students by offering classes in the early morning, evening, and weekends as well as the more traditional time slots.

NVCC maintains authority over all courses for which it awards institutional credit or credentials. The institution does not contract out for programs or courses for which students are awarded credit. The College takes its oversight responsibilities seriously and is committed to ensuring that all institutional standards are met. In particular, the College focuses on: the development, content, and delivery of courses; the selection and evaluation of faculty; the support of faculty through professional development; admission to the College (including transfer); and registration for credit coursework (which involves a review of students' preparedness). Evaluation of prior learning is conducted using standard examinations, including CLEP and Advanced placement exams. Credits accepted from other institutions are subject to articulation agreements or review by the division director and faculty on a course-by-course basis.

In awarding credit, NVCC follows the policy prescribed by the *Policy Manual for the Board of Trustees of Community Technical Colleges.* The awarding of one semester hour of credit requires 15 class hours of instruction and 30 hours of student work on assignments outside the classroom. As of Spring 2011, all NVCC course syllabi include course descriptions, objectives, specific learning outcomes and grading criteria. This promotes consistent, effective practices through clear expectations on the part of faculty and students.

Award of credit is overseen by the faculty and academic administration, specifically the division directors. Credit is awarded based on successful completion of the prescribed curriculum for each course. Institutionally sanctioned, experience-based learning such as internships require competence in certain practices related to the major. Independent studies conform to standard requirements for class instruction and out-of-class assignments. No credit toward graduation is awarded for developmental or remedial coursework.

To be awarded credit for prior experiential or non-college sponsored learning, a student may have his/her prior learning evaluated by Charter Oak State College, the State of Connecticut's institution with authority for assessment of prior learning. In keeping with the Academic Program, NVCC accepts as transfer credit any course that Charter Oak State College has evaluated and accepted.

The College publishes academic standing policies in a variety of places, including the *College Catalog*, on the website, and in the *Student Handbook*. This includes information about requirements for satisfactory academic progress and academic probation, as well as readmission procedures and student discipline policies. Students on academic probation are required to seek counseling and have restricted credit loads. They must also meet with their academic advisor before registering for the next semester. Students on academic probation who fail to meet the required GPA are notified in writing of a one-semester suspension. After the suspension, students may be reinstated upon application. Students may also request a review of their academic status by the Dean of Academic Affairs.

Graduation requirements are published in the *College Catalog*, and degree audit worksheets are available online; students (in consultation with their academic advisor or independently) can review their academic progress by generating a degree audit. Reminders about the deadline to apply for graduation are posted throughout campus on the College website and Facebook. Students who anticipate completing requirements for graduation must file an application in advance, approximately by the first of December, March, or July. Upon receipt of a student's application, the Registrar conducts an official degree audit to ensure compliance with the student's program of study.

NVCC faculty and staff expect academic honesty, and a statement regarding this is published in the *College Catalog* and in every syllabus. The Student Conduct Policy (BOT 5.2.1. section 3) describes the College's expectation of academic integrity from

students. It specifically discourages cheating on exams, plagiarizing, having unauthorized access to exams, and other conduct that compromises the integrity of grades and credits. Student dishonesty may be dealt with in a variety of ways, including sanction, suspension, warning, or probation.

The College administration provides broad-based support to faculty and students. The Office of Distance Learning offers training to faculty on the use of software to detect plagiarism. The library and ACE have resources to help students understand and include appropriate documentation in their assignments. In response to the self-study process, the Dean of Academic Affairs and the Dean of Student Affairs collaborated to create a new policy and procedure that faculty will follow in response to incidents of academic dishonesty. NVCC now has a form and process that allows faculty to report incidents to both Deans; those offices will track these reports to identify students with repeat offenses.

NVCC offers early morning, evening, weekend, and late start courses (which begin five weeks into the traditional semester but end at the same time). Online courses, or course having an online component, are also offered. These classes provide students the same instructional hours and out of class work required of traditional day classes. These courses are designed to be an integral part of the institution's academic program and are designed to meet needs of our students for more flexibility in scheduling. With the extension of class times, the institution has expanded the hours that services are available to students, particularly in the areas of academic support but also in administrative services such as registration. There are no accelerated programs offered at NVCC.
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Online courses are developed by faculty in conjunction with the Office for Distance Learning. Curriculum for courses with any off-campus component, including online, follows the same protocol as courses offered on campus. Most online instruction is conducted by faculty who have taught or currently teach on campus; many of these faculty are available to meet on campus with online students. Many NVCC students taking online courses are also taking traditional classes. Faculty must be certified by the Director of Distance Learning prior to teaching an online course. All online courses are evaluated by Department Chairs or Division Directors to ensure they maintain the same academic standards as courses and programs offered on campus.

Students enrolled in online courses enter a unique and secure login code as identification to gain access to each online class. They are held to the standards of conduct identified in the *College Catalog* and *Student Handbook*. As stated in the course descriptions, online math and allied health courses require on-campus midterm and final exams, and students are required to present valid picture identification to take the examinations.

Certificates offered by the institution are typically comprised of courses offered as part of a degree program. The level of instruction, the coherence, and the quality are consistent with NVCC's degree programs.

Transfer among the community colleges in Connecticut is facilitated by the system relationship among the twelve institutions. Additionally, students may transfer to and

from the State's four-year public institutions. As a consequence, NVCC is well prepared to accept and evaluate credit from these institutions as most courses are covered by articulation agreements. The college has also established course-based articulation with the University of Connecticut, as well as numerous private colleges within the State of Connecticut. NVCC maintains and pursues on-going articulation relationships with public and private colleges and universities so as to support student's academic advancement.

To be awarded a degree or certificate from NVCC, students must complete at least twenty-five percent of program credits requirements at the college. Credits transferred from another institution must contribute toward the stated learning outcomes and instructional requirements of the program.

Graduate level credit is rarely accepted and would need to meet the criteria of contributing to the goals, objectives, and learning outcomes for a given program of study.

Assessment of Student Learning

NVCC's approach to developing student-learning outcomes is driven by faculty and is first evaluated in the course initiation process before the Curriculum and Educational Affairs Committee. CEAC guidelines, however, require that all new courses and all changes to courses be reviewed and approved by the committee and moved through the entire CEAC process. Programs with external accreditation have specific learning outcomes, but they must still follow CEAC guidelines.

The College's focus is on the quality and effectiveness of its various programs, and that focus is visible in a number of places. For example, learning outcomes reflect the individual mission of each academic area. These learning outcomes are identified on syllabi and other documents that support curriculum development. Learning outcomes are measured in a variety of ways, many of which are course or program dependent: student portfolios, exams, essays and other written products, oral presentations and/or interviews, group work, and clinical observations. Results of student learning are used for course assessment and modifications to courses or programs.

In addition to being responsible for developing learning outcomes, faculty and staff are involved in student learning on many levels, including work on the General Education competencies, individual contact with students via faculty-student interactions, advising, mentoring, and tutoring at ACE. CAPSS assists students with career planning, academic advising, and transfer options; CAPSS trains faculty advisors and defines the advisor and advisee responsibilities. All full-time faculty take on academic advising as part of their responsibilities, and the College values this one-on-one connection as an important part of students' learning experience.

Sequential learning is a significant part of the process for students as soon as they are admitted to NVCC. The Accuplacer placement exam evaluates math and reading abilities. Students who demonstrate a need for remediation are placed in the appropriate

developmental courses in math and/or writing to ensure they begin their college work at a level appropriate to their skills. They move through a sequence of courses designed to prepare them for college-level work. For example, if a student wants to enroll in Math 172, a college-level mathematics course, the student must demonstrate readiness via the placement test, a particular score on the SAT or ACT ,or by passing the pre-requisite course with a C or better.

Course content, program, or degree requirements also follow a preferred sequence of courses, determined by department chairs or program coordinators. These sequences are available to students in a variety of places, including the College website, the *Catalog*, program handouts, and through consultation with advisors. While some courses have prerequisites, not all programs have a required sequence that students must follow to complete the degree. The math, science, and English departments are all working on assessment. The biology course has a common assessment, and the math department has common final exams in all but two courses. The English department is currently working with a common assignment that faculty assess to determine consistent outcomes in writing courses.

The College has several methods for understanding students' learning experiences, which vary by program of study. In addition to program reviews, beginning in Spring 2010, a web-based graduate survey is conducted for all of the Connecticut Community Colleges. Prior to this, system-wide surveys were conducted from 1999-2007. In a separate effort, NVCC has administered a paper survey at commencement. During the 2011-2012 academic year, the paper survey was expanded to include items related to the Job Placement Center and will be administered when students collect their caps and gowns instead of at commencement. The College also surveys employers, offers standardized testing and licensure testing, performance portfolios and examinations, capstone courses, and evaluations of questions from common final exams.

Some programs, including allied health, criminal justice, human services, hospitality management, DARC, and business, include feedback from outside sources. In the Allied Health area, NVCC's student pass rate has been stellar, as demonstrated by the last three years of data:

	State Licensure Passage Rates	2009	2010	2011	2012 goal or actual*****
1	Nursing	91%	96%	96%	100%*****
2	Radiologic Technology	100%	100%	100%	100%
3	Physical Therapy Assistant	100%	100%	100%	100%
4	Respiratory Care	100%	100%	100%	100%
5	DARC	100%	100%	100%	100%

Institutional Effectiveness

The elements for measuring institutional effectiveness are in place. The mission and vision of the College provide the foundation for solid academic programming. NVCC is

committed to a thorough and systematic review of its academic programs. NVCC evaluates the quality of those programs in a variety of ways as described above. In addition to the cyclical program reviews, several feedback mechanisms are employed. Individual divisions submit annual year-end reports to the Dean of Academic Affairs and receive data on the success of students in each program. Faculty participate in numerous ways, from determining learning outcomes, doing program review, to professional development activities.

It has become evident through the self-study process that measuring institutional effectiveness requires greater integration of the varied methods of evaluation and assessment. As part of this integration, senior management is collecting data and, in tandem with faculty, will be reviewing program performance and projected areas for improvement to make decisions about the allocation of resources to support institutional effectiveness.

APPRAISAL: Achievements

An Academic Master Plan was developed in conjunction with the College's strategic plan, mission and vision. The plan will guide the academic unit for the next five years by providing academic programs that meet the needs of a global economy and workplace, ensuring student engagement and success, enhancing academic leadership and professional development, encouraging community engagement and partnerships, promoting student learning and academic effectiveness, and maximizing the effective use of technology to ensure student success.

The College's commitment to strengthening the Program Review process has proven to be a benefit to the design of programmatic outcome assessment, one of the criteria needing to be addressed during the review cycle. The prior Program Review process was not systematized. Therefore, programs did not have the opportunity to get feedback under outcomes for improvement. The new Program Review process provides the opportunity for feedback, since programs under review will identify outcomes and other results that will constitute improvement strategies.

A partnership between academic and student affairs has been established at the College to enhance student success and learning. Individuals from both units work closely meeting monthly, to ensure that the pathways students take are the right ones. They work hard to ensure that students encounter as few obstacles as possible. Their job is to help guide, mentor and assure students that they can and will succeed. The New Student Success Sessions (NSSS), monthly meetings of academic and student affairs teams, academic advising, and curricular and scheduling initiatives are some examples of the cooperation and commitment of individuals in these areas.

NVCC faculty are fully committed to the success of students. They are engaged in a variety of ways as academic and club advisors, tutors, and mentors. Through their knowledge and expertise, they provide "rich intellectual, educational, cultural and civic-minded experiences" by engaging students directly in scholarship, research and creative

activities through coursework, co-curricular, and extra-curricular activities. Faculty are focused on their own professional development in their field, including conferences, webinars, professional journals, networking with colleagues, online research, and committee work at the College and at the system level.

With the creation of the First Year Experience course, mandatory for all first-time, full-time students, students are prepared for a smooth transition to college. FYE is a course that focuses on developing creative and critical thinking skills, developing information literacy skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and becoming contributing members of the College community. The course also helps students develop a comprehensive academic and career development plan leading to graduation. The College is currently in the process of building an evaluation plan to ensure course effectiveness.

Developed by NVCC faculty and staff, the Honors Institute allows academically advanced students to participate in more rigorous college courses and an Honors Seminar which will enhance their knowledge, research skills, and community service. The Honors Institute allows students to participate in research projects, conferences, mentoring opportunities to enhance critical thinking, and participate in service learning, cultural, and social events. The College is currently in the process of building an evaluation plan to identify areas of effectiveness.

To improve access to courses and ensure more effective scheduling of courses, a number of modifications were made to the master schedule, including early morning (6:30 a.m.) and weekend classes, an increased number of evening classes, a more balanced distribution of classes Monday through Friday, a Late Start session to provide additional options for students, and a one-year (soon to be two-year) sequence to facilitate planning. The schedule is focused on student-centeredness and provides greater flexibility for students who work and have family and other commitments.

To address college readiness, NVCC formally established the Bridge to College Office, fulfilling one of the strategies delineated in its strategic plan. The office is dedicated to creating and strengthening bridge programs with the local high schools that contribute to preparing college-ready students. Most of the initiatives under this area are grant funded and include programs that have been in place for a number of years, such as the Connecticut Collegiate Awareness and Preparation (ConnCAP) program, as well as: WIA In-School Youth Program, Community College Scholars Program, AmeriCorps, and College Access and Challenge Program. In the past year, the Office received over $800,000 in support of these initiatives, which will benefit hundreds of middle and high school students in the Naugatuck Valley Region. The Bridge to College Office will begin in Fall 2012 with the Waterbury Public Schools through a seven year GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant. The College has been awarded $11.2 million to work with three middle schools and later with area high schools. Students from these schools will form part of the GEAR-UP cohort until they graduate from high school with the skills to succeed in college.

With the establishment of the Connecticut State Colleges and Universities (ConnSCU), Transfer and Articulation Policy (TAP), a competency-based initiative, students at NVCC will be expected to demonstrate competence across the knowledge and skill areas defined in general education. TAP will create a more transparent articulation policy across all institutions resulting in more seamless transfers for students.

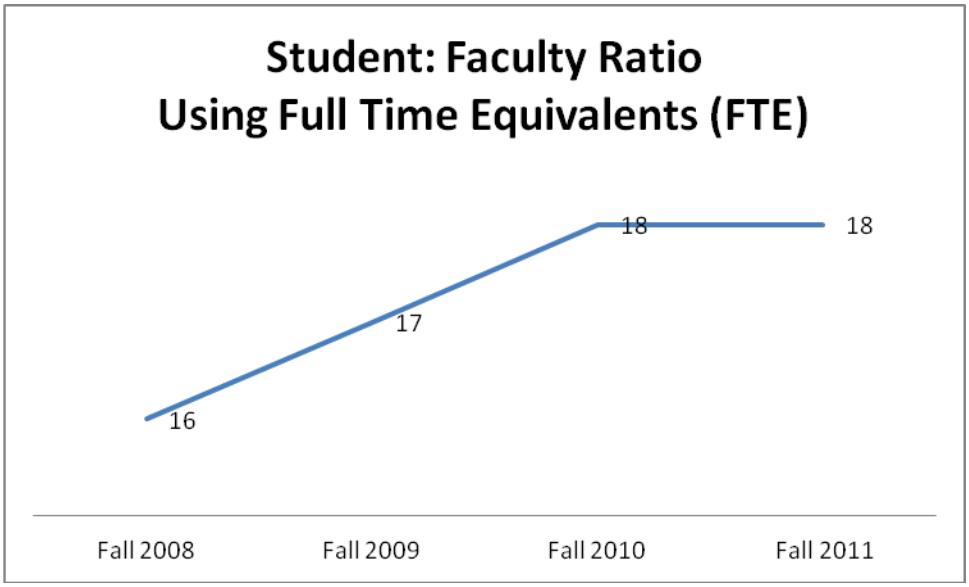
APPRAISAL: Areas for Improvement

Assessment efforts are still at an uneven level, with professional accredited programs leading the way while General Education is still behind in this effort. The College has provided faculty professional development to aid faculty in understanding the best assessment models for their discipline. The College has also sponsored a number of area-specific speakers.

General Education has identified measureable outcomes but has not completed curricular mapping to match current courses to outcomes. The new Board of Regents' commitment to creating a seamless pathway for transfer has put General Education mapping efforts on hold. The BOR is working toward identifying a competency-based General Education model for all twelve community colleges that will match the same competencies at the four-year colleges. It is expected that the matching General Education competencies will result in smoother transitions for all students. The College is participating in system-wide committees to determine these competencies.

The College is working to strengthen developmental education through several initiatives to help students become college ready. STATWAY, Self-Paced, Accelerated Math Project, Fast Track and Express Start are programs that help ease the transition from developmental to college-level work. Nevertheless, this is an area that is in flux given recent approved legislation that will limit the courses in developmental English and Math to a one semester course per discipline. System initiatives are being developed to address the legislation and the College is proactively working to pilot and strengthen some initiatives that have better outcomes, such as providing college-level courses with embedded support. In Spring 2013, the College will pilot this model prior to implementation of Public Act 12-40, a system-wide initiative in Fall 2014.

In spite of diminishing resources, including a large number of faculty retirements in 2009 and 2011, the faculty to student ratio has remained constant in the last two years due to priority given to faculty hiring and improved scheduling.



PROJECTIONS

- Strengthen outcomes assessment efforts especially in General Education and other programs that have not identified appropriate methods to assess student learning outcomes improvement
  - Individual(s) responsible: Dean of Academic Affairs
  - Completion date: AY 2013-2014
- Continue to offer professional development opportunities to faculty, department chairs, program coordinators and division directors to enhance their learning of outcomes assessment
  - Individual(s) responsible: Dean of Academic Affairs
  - Completion date: AY 2012-2013
- Given the changes approved by the Legislature for developmental courses identify and implement appropriate courses and best practices to ensure students are college ready
  - Individual(s) responsible: Dean of Academic Affairs
  - Completion date: AY 2013-2014
- Continue to facilitate seamless pathway to a Bachelor's degree by providing students with the appropriate information for a smooth transfer process
  - Individual(s) responsible: Dean of Academic Affairs
  - Completion date: AY 2013-2014
- Implement the Academic Master Plan and conduct a yearly assessment of progress
  - Individual(s) responsible: Dean of Academic Affairs
  - Completion date: AY 2012 -2017

Standard 4: The Academic Program
(Summary - Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	3,932							3,932
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE								0
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	3,932	0	0	0	0	0	0	3,932
Unduplicated Headcount Total	6537							6537
Degrees Awarded, Most Recent Year	736							726

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	391		106
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	391		106
Unduplicated Headcount Total	648		176
Certificates Awarded, Most Recent Year	n.a.	n.a.	284

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	3 Years Prior (FY 2008)	2 Years Prior (FY2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
Certificate	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
? 2D CADD MODELING CERTIFICATE	2	2	3	0	1
3D CADD MODELING CERTIFICATE	2	2	1	2	0
Accounting	5	7	6	6	6
Advanced English Proficiency	0	0	0	2	2
Advanced Wastewater	1	0	0	N/A	N/A
Applied Behavior Analysis	N/A	N/A	N/A	2	3
Athletic Coaching	4	1	2	2	2
Alt Energy Systems Technology	N/A	N/A	N/A	4	3
Audio-Video Production	0	1	0	0	0
Advanced Engine Performance	0	0	0	0	0
Automotive Fundamentals	4	5	4	5	3
BOT - Clerical	1	0	0	0	0
BOT - Medical Ins Specialist	1	0	1	0	0
BOT - Health Claims Processing	0	1	0	0	0
Business Admin Management	7	6	5	6	3
Child Devl Associate Prep	1	0	0	0	1
Child & Family Services Cert	0	1	0	0	1
Client/Server Systems	0	0	0	1	1

Computer Numerical Control		3	7	11	10	6
Computer Crime Deterrence		0	0	0	2	0
Computer-Aided Draft/Design		2	2	2	1	0
Construction Technology Cert		7	11	9	8	6
Criminal Justice		11	11	8	8	9
Culinary Arts		8	17	18	15	11
Dance		3	7	4	3	0
Dietary Supervision		3	1	1	0	1
Disability/Mental Health Cert		N/A	N/A	N/A	1	1
Drug & Alcohol Recov Counselor		0	2	6	12	21
Early Childhood Education		16	15	16	11	16
Elec Music & Audio Production		3	1	2	4	0
Electrical		2	0	0	N/A	N/A
Engineering Tech Explor Cert		1	0	1	1	1
Environmental Systems		2	1	1	0	0
Family Child Care Provider		0	0	1	1	0
Finance		1	1	2	2	2
Fine Arts/Studio Art		2	2	0	0	N/A
Fuel Cell Technology		1	1	1	0	N/A
General Automotive Services		1	0	0	0	2
Gerontology		5	3	1	1	1
Graphics & Animation Cert		4	6	6	5	5
Health Career Pathways Cert		0	2	3	3	4
Horticulture		9	7	10	11	6
Lean Manufacturing Cert		0	1	0	1	0
Landscape Design		16	9	5	8	11
Legal Studies Paralegal		9	9	16	21	18

Manufacturing		1	0	2	1	2
Management Information Systems		0	3	2	2	0
Marketing and Distribution		1	2	0	0	0
Mental Health		3	3	2	0	N/A
Microcomputer Cust Sup		2	0	0	1	0
Microcomputer Network Spec		1	6	6	5	1
Mktg Electronic Commerce		1	0	0	0	0
Multimedia/Web Authoring		0	0	0	2	2
Object-Oriented Programming		2	3	3	3	2
Quality Control		4	3	3	0	N/A
Sales Support & Service		0	1	0	0	0
Social Services Aide		11	6	1	N/A	N/A
Technical Communications		0	1	0	1	2
Wastewater		0	0	0	0	1
Visual Art Certificate		0	0	1	1	0
	Total	**163**	**170**	**166**	**175**	**160**

Associate

Accounting		131	153	191	177	168
Auto Tech: Management		6	8	17	17	14
Automotive Technician		53	59	72	77	75
Aviation Sci: Aviation Mgmt		10	12	11	11	10
Aviation Science		23	33	33	33	33
Banking		0	1	0	0	0
Behavioral Science		66	73	94	137	148
BOT - Executive		2	4	2	1	0
BOT - Legal		3	3	1	0	0

	BOT - Medical	5	5	2	2	4
	Bus Admin Computer Science	49	65	55	69	74
	Business Admin Finance	71	61	73	82	73
	Business Management	318	318	331	300	337
	Computer Info Systems Tech	153	148	171	191	201
	Crim Just- Computer Crime Detr	19	15	17	18	19
?	Criminal Justice	44	49	54	66	50
	Criminal Justice - Corrections	43	50	53	50	57
	Criminal Justice - Forensics	53	74	72	85	80
	Criminal Justice - Law Enforce	160	179	223	230	252
?	Criminal Justice - Security	3	6	10	9	9
	DigArtsTech: Multimed/Web Auth	15	20	18	21	14
	DigArtsTech:Graphics/Animation	73	69	80	92	79
	Digital Arts Technology	7	5	4	4	5
	DigitalArtsTech: Audio/Video	38	35	38	46	48
	Drug & Alcohol Recov Counselor	43	59	73	90	92
	Early Childhood Education	176	208	221	208	177
	Electronic Engineering Tech	74	129	109	94	80
	Eng Tech - Automated Mfg	10	12	15	21	29
	Eng Tech - CAD/D	32	19	39	26	30
	Eng Tech - Mechanical	61	69	61	73	64
	Engineering Science	8	14	12	17	17
	Engineering Technology	12	19	25	51	99
	Env Sci: Environmental Systems	4	4	14	11	8
	Env Science - Biology	36	43	43	34	35
	Env Science - Wastewater	1	2	1	1	2
	Environmental Science	10	17	11	18	19

Fine Arts - Music	1	1	1	0	N/A
Fine Arts - Theatre Arts	2	2	0	1	N/A
Fine Arts: Digital Design	1	1	0	0	N/A
Fire Tech and Administration	51	72	71	64	45
Foodservice Management	44	41	47	50	56
General Studies	1590	1901	2289	2447	2469
Horticulture	42	52	53	56	48
Hotel Management	27	43	50	44	43
HS: Child & Family Services	35	27	10	N/A	1
HS: Disabilities/Mental Health	28	6	4	N/A	N/A
HS: Gerontology	6	4	1	N/A	N/A
HS: Social Work	113	131	54	N/A	N/A
Human Services	44	94	196	274	276
Industrial Management Tech	3	2	1	0	N/A
LAS: Math/Science	45	36	49	49	51
Legal Asst Paralegal	65	76	89	86	89
Liberal Arts and Sciences	505	527	615	582	604
Marketing	46	63	52	40	51
Math & Science - Chemistry	15	11	17	24	20
Nursing	91	N/A	N/A	N/A	N/A
Nursing - CT - CCNP	119	221	222	219	216
Physical Therapist Assistant	22	17	23	22	17
Plastics & Rubber Technology	1	1	1	1	N/A
Quality Assurance Technology	4	2	2	1	N/A
Radiologic Technology	40	43	36	33	35
Respiratory Care	34	35	35	33	38
Technology Studies	1	2	1	1	0

Tech Studies: Comp Aided Design		0	0	0	1	2
Visual &Perfrmg Arts: Dance Option		16	29	29	19	17
Visual &Perfrmg Arts: Music Option		62	57	76	54	55
Visual &Perfrmg Arts: Visual Arts Option		35	31	31	33	25
Visual &Perfrmng Arts: Digital Dsgn Option		1	4	9	11	8
Visual & Performing Arts		1	1	0	0	0
Visual & Performing Arts: Theatre Option		21	23	27	28	26
Total Associates		4923	5596	6337	6535	6596
Non-Degree/Non-Matric		979	907	643	603	577
Non-Degree/Matric		63	52	49	48	72
	Overall Total	6,128	6,725	7,195	7,361	7,405

Standard 4: The Academic Program

(Credit Hours Generated By Department or Comparable Academic Unit)

	3 Years Prior (FY 2008)	2 Years Prior (FY2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
Undergraduate					
Allied Health (ALH)	6,288	5,661	5,957	5,367	5,407
Arts & Humanities (ART)	32,865	37,425	39,282	39,307	39,570
Behavioral/Social Studies(BEHSS)	21,591	26,142	27,912	25,802	25,972
Business/Professional Studies(BPS)	19,679	21,133	22,046	19,378	19,508
Science Tech Eng Math(STEM)	33,265	37,142	39,687	37,672	37,924
Total	113,688	127,503	134,884	127,526	128,381
Graduate					
Total	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Five: Faculty

Description

Naugatuck Valley Community College's vision is focused on students; they are, as the mission states, "our most sacred trust." Inherent in the College's vision is the desire to provide "rich intellectual, educational, cultural and civic-minded experiences." To accomplish this, the College employs qualified full-time and adjunct faculty who have the necessary knowledge and expertise.

Faculty responsibilities are identified in the faculty collective-bargaining agreements. There are two faculty collective-bargaining agreements in effect, Congress of Connecticut Community Colleges (4Cs) and The American Federation of Teachers (AFT). When Mattatuck Community College and Waterbury State Technical College merged, the faculty from each institution maintained their own union. As new faculty are hired, they are distributed among the two unions in accordance with long-established and agreed-upon ratios (approximately 75% 4C's and 25% AFT). These two agreements, as well as the *Employees' Policies and Procedures Manual*, define faculty roles, their voting rights and privileges, and policies regarding hiring, evaluation, and promotion. 4Cs and AFT contracts identify terms of employment, salary, promotion and tenure criteria, and procedures for grievances.

Full-time faculty are required to teach twelve contact hours and hold three office hours per week. In addition to teaching duties, which constitute 80 percent of workload, faculty also participate in additional responsibilities (ARs) for the additional 20 percent. These ARs support NVCC's mission, goals, and strategic priorities. Faculty submit proposed ARs by June 1st of every year, and the submissions are reviewed by their division directors and the Dean of Academic Affairs. At the end of the academic year, faculty submit a report on the activities engaged in for the ARs. These hours can be fulfilled in a variety of ways, including tutoring, mentoring students, serving as advisors for student clubs, serving on a variety of local committees (such as governance, NEASC, or any ad hoc committees) or the system-wide steering committees (such as the ESL Council, MATYCONN, and CCET, the math and English system-wide organizations). Under the current contracts, faculty may choose to teach an additional three contact hours in lieu of ARs.

As of Fall 2011, NVCC had 108 full-time faculty and 320 part-time faculty. Full-time faculty teach 43% of courses at NVCC, and part-time faculty teach the remaining 57%. The number of part-time faculty hired relates directly to the number of sections offered, the number of full-time faculty employed, and budgetary constraints. Over the past few years, NVCC has hired several temporary full-time faculty in response to retirements; several became permanent tenure-track positions.

In Fall 2011, NVCC had a full-time equivalent (FTE) student population of 4,429 (7,361 headcount), and the FTE student-to-FTE faculty ratio was approximately 18:1.

YEAR	FT FACULTY			PT FACULTY		
	Total	Female	Male	Total	Female	Male
2011	108	66	42	320	164	156
2010	110	65	45	360	189	171
2009	105	63	42	356	182	174
2008	107	61	46	330	164	166

Hiring Process

NVCC is committed to the ideals of a diverse community, evident in its commitment to both Equal Opportunity Employment and Affirmative Action. It is the College's policy not to engage in any unlawful discrimination on the basis of race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, sexual orientation, learning disability, physical disability, or prior conviction of a crime. NVCC is an affirmation action/equal opportunity employer and encourages underrepresented individuals to apply (both as employees and as students). This policy complies with applicable federal, state and local statutes, regulations, and ordinances.

NVCC has a pool of highly qualified full-time faculty who work toward achieving the mission of creating learner-centered instruction. The College exceeds national averages for faculty degree attainment, according to the American Association of Community Colleges (AACC). The College hires faculty who have a master's degree or higher in their field of study or a closely related field. When qualified candidates are not found, the College may occasionally hire faculty with a bachelor's degree and expertise in a very specialized field.

NVCC FT Faculty Education Levels Fall 2011			**AACC FT Faculty** Educational Levels
Doctorate	21	19.4 %	18%
Master	82	76 %	62%
Master's degree or higher		(95.4%)	(80%)
Bachelor	5	4.6 %	12%
Associate	0	0%	5%
Less than Associate	0	0%	2%
First-Professional	0	0%	1%

The College follows a specific plan of action when a full-time faculty position becomes available. The purpose of the search is to establish a diverse pool of qualified applicants for any available teaching position. The College routinely advertises widely in area newspapers, specialized websites, and on the College and Community College system websites. The College makes every attempt to disseminate the information to a range of applicants among diverse populations.

The College maintains a search process that outlines each step of the hiring process (*Employees' Policies and Procedures Manual*, 2006 version, p. 69-72). A Search Advisory Committee, reflecting an appropriate cross-section of the College, is appointed

by the President (as is the chair of that committee). The committee is charged by the President and meets with the Affirmative Action officer to ensure a fair hiring process. The Affirmative Action office reviews the applicant pool, evaluates interview questions, and oversees the search process to ensure compliance with affirmative action guidelines.

The committee reviews applications, keeping detailed notes, during the initial phase of the process. The Affirmative Action officer reviews the list of candidates invited for an interview. The committee may be asked to review the applications again if it has failed to meet Affirmative Action goals for the College. After the initial interview process, which includes a question-and-answer period and a teaching demonstration, finalists are asked back for an all-campus presentation in their field of study. Attendees may ask questions and submit feedback to the President. The President and at least one member of the Cabinet then meet with finalists. The President makes the final hiring decision. Relevant documentation from the search is submitted to the Affirmative Action officer.

The recommendation to hire adjunct faculty is done by the department chair or coordinator, in conjunction with the division director. Adjunct faculty are held to the same qualification standards as full-time faculty. NVCC does not employ graduate teaching assistants.

In a recent survey, 63% of faculty reported a large degree of involvement in activities relating to academic integrity, education programs and faculty personnel (hiring, promotions, sabbatical). Only 16% reported that they were involved to a small degree or not at all.

Salary, Promotion, Tenure, and Sabbatical Leave

The collective bargaining agreements of the individual unions define the grievance procedures available to faculty. All faculty are evaluated on a fixed schedule that is defined by their particular union contract. Full-time faculty are evaluated the first, second, and then every third year of appointment until tenured. After tenure, they are evaluated every fifth year of their appointment. Student evaluations of faculty occur every semester and impact tenure and promotion. Procedures for evaluation are described in the collective bargaining agreements (4Cs, Art. XI and AFT, Art. XI) and in the NVCC *Employees' Policies and Procedures Manual (EPPM)* in the Faculty Development and Review Plan (FDRP). Both unions follow a pattern for assessing full-time faculty that requires a classroom observation by a division director, student evaluations of each class section every semester, a Self-Appraisal and FDRP (completed by the faculty member), and an Overall Performance Report completed by the division director. The division director and the faculty member meet to discuss both the observation and the FDRP. Part-time faculty are evaluated in their first semester of employment and every third semester following that. Part-time faculty evaluation includes a classroom observation by a department chair or program coordinator and an Overall Performance Report that provides an assessment of the observation as well as information about student evaluations and other responsibilities.

Faculty who believe they meet the standards for promotion may apply whenever they believe they meet the promotion standards. Faculty applying for promotion complete the application appropriate to their union, identifying their growth in teaching, professional development, and leadership. The applications are reviewed by elected Promotion Committee members (one committee for each union with a representative from each division on campus). The committees submit a written recommendation, with supporting rationale to the President who makes the final decision based on the applicants' qualifications, merits, and service to the college.

Faculty may apply for tenure in the sixth year of full-time teaching Tenure applicants submit a completed application which is reviewed by an elected Tenure Committee (one committee for each union). The committee submits a recommendation to the President who makes the final decision. As of Spring 2012, 67.6% of full-time faculty are tenured. Part-time faculty are not tenured, but do earn seniority based on number of courses taught at the College.

Full-time faculty may apply for sabbatical (full or half-year) after six years of employment at the College. The process requires an application that describes the sabbatical project and demonstrates how that project will serve the College. An elected Sabbatical Committee reviews the applications and submits a recommendation to the President. There are slightly different requirements in the sabbatical application based on the union to which faculty belong. The President makes recommendations for approval, but final decisions are made at the system level.

Professional Responsibilities and Development

NVCC encourages faculty to engage in professional development, and some funds from their unions are available to faculty. The collective bargaining agreements and *EPPM* describe procedures for accessing funds for professional development. Sufficiency and equity of professional development funding have been an issue in the past and there continues to be disparity between the unions. A survey of faculty regarding professional development activities in Fall 2011 showed that nearly 88% indicated that they had participated in professional development activities in the last three years. There are opportunities available at the College that do not require funding:

- The Center for Teaching (CFT) (a system-funded, faculty-run professional development organization) offers workshops, book clubs, and other professional development activities.
- The Dean of Academic Affairs instituted a new Brown Bag Colloquia series in Spring 2011. This is an opportunity for faculty to present their scholarship to the College community.
- New faculty orientation is provided by the Dean of Academic Affairs for full-time faculty during the first year of their hire.
- The Office of Information Technology offers a variety of training.
- The Office of Distance Learning offers individual and group training in the use of Blackboard and other relevant technology for online instruction.

- There are multiple cultural enrichment opportunities available, including musical, dance, and theatrical productions, poetry readings, and art displays.

There are also system-wide opportunities for professional development:

- System-wide CFT: Barnes Seminar on Teaching (a residential three day teaching seminar based on the Great Teachers Movement); the Schwab Institute (for faculty interested in administrative roles such as chairs and coordinator positions), Pathways (a series of professional development workshops), Spirit of Teaching (a reflective teaching seminar), and the Instructional Skills Workshop (an internationally recognized four-day workshop). NVCC has two faculty members trained as ISW coordinators and Faculty Development Workshop Trainers.
- Blackboard Vista and Learn training (including the iTeach Essentials course)
- System professional days offer faculty a range of professional activities, from invited speakers, to faculty-organized workshops, and opportunities to meet within disciplines.
- System-wide discipline organizations (such as the ESL Council, MATYCONN and CCET meet regularly and plan professional development activities.

Teaching and Advising

In 2011–2012, over 900 courses were taught, approximately 43% by full-time faculty and 57% by adjunct faculty. In the 2010 – 2011 academic year, slightly more courses were taught, approximately 48% by full-time faculty and 52% by adjunct faculty.

Fall 2011: Variety of Instructional Methods and Delivery Times				
Class Times	Day 64%	Evening 25%	Weekend 4%	Online/Hybrid 7%
Class Type	Traditional 88%	Online 5%	Hybrid 2%	Co-Op* 5%

*Co-op: Clinical, Internship, Independent Study, Co-operative coursework

Faculty are offered reassigned time for some college duties, including assignments as department chair or coordinators. Special duties or projects may also be assigned (with approval from the Dean of Academic Affairs) resulting in a decreased teaching load. Additionally, given the state's budget crisis, some faculty were encouraged to teach a fifth course in lieu of the nine hours of additional responsibilities (ARs).

The collective bargaining agreements protect the rights of instructors to design and administer courses within the framework of the course descriptions and objectives as set forth in individual syllabi. Faculty play a significant role in determining those descriptions and objectives and in creating those syllabi. Most departments meet regularly to review syllabi and revise when necessary. Both the collective bargaining agreements and the ***EPPM*** detail ethical faculty conduct; this is further regulated by the Connecticut General Statutes which detail state employee ethical conduct.

NVCC offers a diverse range of courses and employs a variety of presentation methods: lectures, discussions, small and large group work, clinical practicums, distance learning, service learning, smart classroom technology and other specialized labs and technologies (such as clickers), and other methods. The College is committed to meeting the needs of students, and the College and the faculty are committed to investigating instructional methodologies to continue to grow and develop to meet those needs.

The College makes changes to prerequisites, when necessary. For example, prerequisites for entry into most behavioral and social science classes changed beginning Fall 2011 and Spring 2012. Faculty also employ a variety of techniques to assess student learning. Student evaluations, which are now fully online, also help inform teaching.

Academic Advising has been under revision at NVCC since Fall 2010 and is now housed under CAPSS. All teaching faculty are assigned advisees. All newly entering students since Fall 2010 were required to meet with an advisor before selecting courses for the following semester. Prior to these changes, undeclared majors were largely unadvised or received informal assistance. Additionally, faculty teaching the FYE course advise students in that course, ensuring that new students have direct contact with a committed and informed faculty member. Program coordinators are assigned all declared majors in their program, unless there are other full-time faculty in the department.

Some NVCC faculty also teach non-credit courses through the Division of Community and Economic Development. This division collaborates with local business, non-profits, and government organizations to respond to regional workforce needs, and offers quality education and training to businesses and individuals. Programming includes certifications, seminars and abbreviated courses in a variety of formats and topics, such as short-term job training, computer technology, health care, welding, manufacturing, sustainable technology, and test-prep, ranging in duration from two hours to 15 months. Courses are taught on campus and on-site throughout the service area. Instructors teaching these courses receive part-time, temporary contracts and must demonstrate training and expertise in the relevant area. Many have master's degrees in the area in which they teach; others have appropriate certificates or industry preparation or experience. Instructors are evaluated by students and by the division coordinator. Non-credit instructors are welcome at all NVCC professional development activities, and specific training is offered through the division.

Scholarship, Research, and Creative Activity

While not a central component of NVCC's mission, the College encourages faculty to engage in scholarly activities; these activities are considered during promotion, tenure, and sabbatical decisions. Faculty serve on local and national boards and as editors, publishing a wide variety of material, from poetry and fiction to scholarly articles. NVCC faculty regularly present at regional, national, and international conventions, including the National Conference on Addiction Disorders, the Eastern Psychological Association, the International Society of Language Studies, the Two-Year College English Association (TYCA), the International and Popular Culture Association, and the

National Student Nurses Association (NSNA), as well as publishing in academic texts, journals, and other media. The faculty's creative presentations include poetry readings, television productions, dramatic presentations, musical and dance recitals, and art exhibits.

In addition to their own work, faculty have provided students with opportunities to engage in scholarship, research, and creative activities, including attending and presenting at conferences, literary productions (such as *Fresh Ink* and *The Tamarack*), service learning opportunities, dance, music, and theater productions.

Institutional Effectiveness

The academic programs follow a specific cycle of program reviews, spearheaded by the Dean of Academic Affairs. Additionally, the College conducted the student assessments CCSSE in 2004, 2006, 2008, 2011, an annual survey of graduates (1999-2008), and an annual satisfaction survey (2003-2008). The gathering of data is an indication of the commitment to a learner-centered environment, and faculty are committed to helping students achieve a rich and meaningful college experience.

APPRAISAL: Achievements

NVCC clearly Defines faculty roles, and the faculty fully understand their roles at the College (with nearly 100% responding in agreement), based on a survey distributed in Fall 2011. NVCC faculty are dedicated to improving the educational experience and work toward improving the quality of teaching and learning on campus. The faculty use a wide variety of instructional methods, seek out training in emerging educational technologies, and engage in pedagogical discussions. Over the years, faculty have been fully involved in projects and initiatives on campus, including the Strategic Plan, General Education reform, the design of a First Year Experience course, an Honors Institute, and the new Student Advising initiatives. Faculty are fully engaged in campus activities, including serving as advisors for clubs, honor societies, and student publications, running professional development activities through the Center for Teaching, serving as academic advisors, engaging in scholarship and creative activities, and serving on committees.

Hiring Process

The College is committed to maintaining a qualified and engaged faculty; even with complicated budgetary times, NVCC hired 14 new full-time faculty in 2010, and one new full-time faculty in 2011. As shown in the table pertaining to educational levels of faculty, the College exceeds national profiles. Additionally, the faculty have a wide diversity of educational backgrounds, including local, regional, national and international institutions of higher education.

The process for hiring full-time faculty is an open one. The search process is published every September in the "Weekly Bulletin" and includes the publication of Affirmative

Action goals and process, the search advisory committee recommendations, and the process the committee follows. Division directors and appropriate department chairs or coordinators are directly involved in the hiring of adjunct faculty; this process involves the position announcement, review of resumes, interviews, and reference checks. Salaries and benefits are set at levels that attract qualified applicants for faculty positions. New faculty searches for Fall 2010 generated between 11 (nursing) and 92 (mathematics) candidates per position, indicating the breadth of the searches conducted.

NVCC's attention to equal employment opportunity is evident in NVCC's diverse faculty.

Breakdown of Full-time Faculty by Diversity as of November 2011				
	Men	**Women**	**All**	**Percentage**
Black	2	5	7	6%
Hispanic	1	4	5	5%
Asian	1	1	2	<2%
White	38	56	94	87%
	42	66	108	100%
Total Percentages	39%	61%	100%	

Breakdown of Full-time Faculty by Gender as of November 2011						
	FT Faculty			**PT Faculty**		
	Total	Female	Male	Total	Female	Male
2011	108	66	42	320	164	156
2010	110	65	45	360	189	171
2009	105	63	42	356	182	174
2008	107	61	46	330	164	166

Professional Responsibilities and Development

The wide range of professional development opportunities available to faculty is a strength at NVCC. High quality, no-cost programs are conveniently available on campus, and faculty engage in local professional development opportunities, in addition to state, regional, and national conferences. During the last three academic years, CFT has offered 30 to 40 events each year, with a total attendance of about 300 each year.

Adjunct faculty also have opportunities for professional development and training throughout the semester. For example, they are welcome to attend all CFT professional development activities at the College and throughout the system; these activities are funded entirely by the system and come at no cost to participants. Additionally, academic divisions and departments work toward integrating new full and part-time faculty into their areas. This includes formal orientation programs; regularly scheduled division and department meetings; adjunct meetings to review syllabi, course objectives,

and delivery systems; sharing of syllabi and resources; pairing of new faculty and more experienced faculty; and on-site orientation of new clinical faculty.

Teaching and Advising

The curriculum at NVCC is driven by faculty, who design and propose new courses and programs through the Curriculum and Educational Affairs Committee (CEAC). The collective bargaining agreements for the 4Cs and AFT protect academic freedom, regardless of faculty's rank or term of appointment. Additionally, a recent survey indicated that faculty perceive that their academic freedom is upheld at the College, but they also indicated that they are aware of, and agree with, the institution's expectations regarding responsible and ethical conduct.

With the changes in the advising system, faculty are more involved in academic advising. In addition, the Faculty Senate recently collaborated with CAPSS to present a multi-faceted training workshop for faculty advisors; this will become an ongoing training process. The College is working toward addressing advising for incoming and current students. Eighty-two percent of faculty responding to a 2011 survey believe that the new process is beneficial to students.

Scholarship, Research, and Creative Activity

A Fall 2011 survey indicates that 80% of faculty responding are involved in professional development in their field, including through conferences, webinars, professional journals, networking with colleagues, online research, online CEUs, RSS feeds, committee work, and professional development activities within the Community College system. Additionally, the majority of faculty is strongly committed to, and has provided opportunities for, students engaging directly in scholarship, research and creative activities through coursework, co-curricular, and extra-curricular activities.

APPRAISAL: Areas for Improvement

Despite efforts toward inclusive communication, part-time faculty do not feel fully incorporated into the institution, and information about part-time faculty (numbers, educational levels/relevancy to the disciplines in which they teach) has not been consistently or uniformly collected. Consequently, conducting a thorough review of adjunct faculty is difficult. In response, the Dean of Academic Affairs began a review process to ensure part-time faculty have the appropriate credentials. A database was put in place in Spring 2012 to track credentials. The integration of part-time, temporary, and clinical faculty is conducted within the five academic divisions and their respective departments. There is no one program in place for ensuring consistency among the divisions for integrating part-time faculty.

Professional Responsibilities and Development

Faculty workload, and the process by which it is determined, is an area of concern for some faculty, as budgetary concerns have necessitated changes in the distribution of teaching responsibilities, increase in class size in some areas, and changes in the ratio of teaching to additional responsibilities.

Tight fiscal times have increased concerns—for both full- and part-time faculty—about job security, according to the same survey. Increased class sizes have led to a reduction in part-time staffing; some respondents indicated that the College is trying to accomplish more with fewer people, leading to increased workloads. This level of dissatisfaction is apparent in faculty responses, with nearly 40% indicating that they are not satisfied with their level of input on decisions affecting their departments.

Teaching and Advising

Faculty indicated, in a Fall 2011 survey, that the increase in class size has had a negative impact. Several faculty identified developmental courses, in particular, as suffering from the increase in class size. In addition, student enrollment has grown, but the College has had a net increase of only one faculty member from 2008-2009 to 2011-1012. Over 50% indicated that budgetary cuts have negatively impacted the way they do their job. Nearly 70% said that they had had an increase in the class size for their courses from the previous semester.

The College has made great strides in attaining the necessary teaching technology, but there is still a need for additional smart classrooms on campus. Additionally, the faculty need adequate training with the technology. The IT department is not currently offering regular, comprehensive training, so some available resources are under used.

NVCC has been working to revise the advising system at the College, including restructuring the counseling center, now the Center for Academic Planning and Student Success (CAPSS). However, in a recent survey, only 60% of faculty advisors indicated that they felt adequately trained to advise students. Additionally, division directors expressed a concern that there is no measurement of the effectiveness of advising (through tools like student surveys, pre/post assessments, or student success measures).

Scholarship, Research, and Creative Activity

The 4Cs and AFT unions provide funding, made available in the collective bargaining process, for much of the professional development activities undertaken by faculty. Half of faculty respondents indicated that lack of funding, coupled with the uncertainty of reimbursement, has curtailed participation in professional development activities; faculty uncertainty indicates the need for the unions to provide additional clarification, transparent communication, and consistent policies and procedures for reimbursement regarding funding for professional development. These concerns are longstanding issues for the College and were noted as such in the last self-study. Beginning in Fall 2012, the 4Cs will disburse professional development funds to its member, as does AFT, instead of the college disbursing the funds.

PROJECTIONS

- Organize college-wide meetings for part-time faculty, including a common orientation
    - Individual(s) responsible: Dean of Academic Affairs
    - Completion date: AY 2013-2014
- Create opportunities for conversation about scholarly activities and the role of these activities in the life of NVCC faculty
    - Individual(s) responsible: Dean of Academic Affairs
    - Completion date: AY 2012-2013
- Develop more effective measurement tools to assess the current advising model
    - Individual(s) responsible: Dean of Student Service
    - Completion date: AY 2012-2014
- Offer sessions focused on library research skills to faculty
    - Individual(s) responsible: Director of Library and Chair of Center for Teaching
    - Completion date: AY 2012-2013

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

		3 Years Prior (FY 2008-09)		2 Years Prior (FY 2009-10)		1 Year Prior (FY 2010-11)		Current Year* (FY 2011-12)		Next Year Forward (goal) (FY 2012-13)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	23		21		23		21		19	
	Female	26		31		33		32		29	
Associate	Male	10		11		10		10		10	
	Female	19		12		12		13		13	
Assistant	Male	6		6		4		4		4	
	Female	7		7		14		11		10	
Instructor	Male	4		2		6		5		3	
	Female	8		5		6		6		2	
Other	Male	3	166	2	174	2	171	2	156	2	160
	Female	1	164	8	182	-	189	4	164	2	181
Total	Male	46	166	42	174	45	171	42	156	38	160
	Female	61	164	63	182	65	189	66	164	56	181
Total Faculty											

Professor	49	-	52	-	56	-	53	-	48	-
Associate	29	-	23	-	22	-	23	-	23	-
Assistant	13	-	13	-	18	-	15	-	14	-
Instructor	12	-	7	-	12	-	11	-	5	-
Other	4	330	10	356	2	360	6	320	4	351
Total	107	330	105	356	110	360	108	320	94	351

Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	64,842		64,842		66,787		66,787	
	Mean	78,793		78,793		81,100		81,100	
Associate	Minimum	56,501		56,501		59,651		59,651	
	Mean	68,637		68,637		71,423		71,423	
Assistant	Minimum	50,019		50,019		52,808		52,808	
	Mean	59,925							
Instructor	Minimum	46,316		46,316		48,898		48,898	
	Mean	54,726		54,726		56,964		56,964	
Other	Minimum		7,632		7,632		8,010		8,010
	Mean		8,214		8,214		8,622		8,622

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

(Highest Degrees and Teaching Assignments, Fall Term)

	3 Years Prior (FY 2008-09)		2 Years Prior (FY 2009-10)		1 Year Prior (FY 2010-11)		Current Year* (FY 2011-12)	
?	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate								
Professor	9		10		9		9	
Associate	7		7		7		7	
Assistant	4		2		4		4	
Instructor	3		2		1		1	
Other	1	21	1	21	0	22	0	24
Total	24	21	22	21	21	22	21	24
	48							
Highest Degree Earned: Master's								
Professor	47		42		47		43	
Associate	12		14		13		15	
Assistant	11		11		13		10	
Instructor	7		3		8		11	
Other	1	304	8	330	0	293	3	322
Total	78	304	78	330	81	293	82	322
Highest Degree Earned: Bachelor's								
Professor							1	
Associate	2		2		2		1	
Assistant	0		0		2		0	
Instructor	1		2		2		2	
Other	2	5	1	5	2	5	1	5
Total	5	5	5	5	8	5	5	5
Highest Degree Earned: Professional License								
Professor								
Associate								
Assistant								
Instructor								
Other								
Total		-		-		-	-	-

?

Fall Teaching Load, in credit hours

Professor	Maximum	15		15		15		15		15	
	Median	12		12		12		14			
Associate	Maximum	15		15		15		15			
	Median	12		12		12		14			
Assistant	Maximum	15		15		15		15			
	Median	12		12		12		14			
Instructor	Maximum	15		15		15		15			
	Median	12		12		12		12			
Other	Maximum	15	8	15	8	15	8	15	8		
	Median	12	3	12	3	12	3	12	3		

Explanation of Teaching Load (if not measured in credit hours):

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2008-09)		2 Years Prior (FY 2009-10)		1 Year Prior (FY 2010-11)		Current Year* (FY 2011-12)		Next Year Forward (goal) (FY 2012-13)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor										
Associate					1					
Assistant	1		2		3				5	
Instructor	3				10		1		2	
Other			10					6		
Total	4	-	12		14	-	1	6	-	-
# of Faculty in Tenured Positions ?										
Professor	56		56		56		53			
Associate	14		14		15		20			
Assistant	0		-		-		-			
Instructor	0		-		-		-			
Other	0		-		-		-			
Total			70					-	-	-

	70	-		-	71	-	73				
# of Faculty Departing	?										
Professor									1		
Associate	1		1								
Assistant									2		
Instructor											
Other	1		3				2				
Total	2	-	4	-	-	-	2		-	-	
# of Faculty Retiring	?										
Professor	2		10				8		2		
Associate											
Assistant	1										
Instructor											
Other								2			
Total	3	-	10	-	-	-	8	2	-	-	

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2008-09)		(FY 2009-10)		(FY 2010-11)		(FY 2011-12)		(FY 2012-13)	
Number of Faculty by Department (or comparable academic unit)	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
? Allied Health (ALH)	20	10	20	8	20	6	20	4	21	6
Arts & Humanities (ART)	23	110	23	121	24	122	25	110	26	107
Behavioral/Social Studies(BEHSS)	18	60	18	70	18	72	16	60	14	61
Business/Professional Studies(BPS)	18	60	18	63	19	65	17	58	17	67
Science Technology Engineering Math (STEM)	28	90	26	94	29	95	30	88	30	110
Total	107	330	105	356	110	360	108	320	108	351

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Six: Students

Description

Since 2009, several initiatives have been completed to increase student success. The College has streamlined the admissions, placement testing, financial aid, and academic advising processes. Reorganization of the College's admissions, counseling, and student support services, and changes to personnel and the physical plant demonstrate the College's dedication. NVCC's Student Services unit was reorganized in 2009-2010 to enhance collaboration with the Academic unit and to best serve NVCC's students at all levels of their academic experience. ACE was developed in 2009 to coordinate all tutoring services. The CAPSS and JPC were reorganized in 2010 and 2011, respectively, to provide effective counseling throughout the College-to-job pathway. The library entrance was moved to the highly trafficked fifth floor walkway. The Veterans Oasis and a Women's Center were created to assist students with academic and social needs.

Admissions

The majority of NVCC's student population comes from the Greater Waterbury area, but the College's official recruitment area spans 22 towns. NVCC recruits from 23 high schools within the service region and markets to students outside it for whom unique programs (e.g. aviation science, horticulture, welding) and regional programs (e.g. nursing, radiologic technician, respiratory therapy, physical therapy assistant) provide opportunity that other state community colleges do not offer. Efforts are being made to expand recruiting beyond traditional high school events, with visits to local middle schools, adult education centers, the Department of Labor career fairs, and community and religious organizations. The College has emphasized recruiting events that address the needs of minority populations and has focused on growing the enrollments in the Danbury Center. Beginning in Fall 2011, an Admissions staff member began serving as a liaison to Danbury to support recruitment efforts.

NVCC has seen an enrollment increase in credit courses in each of the past ten years. In 2009, the College experienced its largest enrollment increase of 9.7%. NVCC enrolled 7,361 students in Fall 2012. Minority enrollment has been increasing annually and is up 4.9% from 2004, and minority enrollment exceeds the proportion in the state's population of people 18 or older. Danbury Center enrollment grew from 231 students (71 FTE) in Spring 2009 to 801 students (361 FTE) in Fall 2011. This marks a 247% increase in the number of students taking courses; (these are included in NVCC's overall enrollment numbers). NVCC's Non-credit Lifelong Learning registrations peaked in 2004 with 7,186. In subsequent years, a decrease in enrollments has occurred. There were 5,351 registrations in 2008-2009, and by 2010-2011 there were 3,598 registrations. These decreases occurred as the focus of non-credit switched to the delivery of workforce/professional development programming and personal enrichment programming was suspended.

The admissions process for all prospective students is clearly articulated and available on the NVCC website and *College Catalog*. Recent revisions to the admissions process have improved the efficiency and the ease of the application process. Students follow a streamlined six-step Admissions Checklist that takes them through the admission process and guides them to services including testing, registration, financial aid, and tuition payment. This admissions process coordinates the work done between offices of Student Services and Academic Affairs, including Admissions, Financial Aid, CAPSS (including Testing and new Student Advising) and the Office of the Registrar. The admissions process for Non-credit Lifelong Learning is separate from the admissions process for credit courses. No formal college application is required, and the Life Long Learning Office coordinates its own registration, invoicing of vendees, acceptance of payments, advising, and counseling.

NVCC's Student Activities Office offers New Student Orientations in coordination with academic divisions, Public Safety, ACE, JPC, and Student Services. These sessions provide attendees with an opportunity to explore programs and services such as financial aid, mentoring, tutoring, library services, distance learning, and counseling and career advising. New Student Orientations serve to improve student retention and completion rates by informing new students about the programs and services available to them before they begin classes. Orientation lets students meet incoming classmates, faculty, staff, and administrators.

Acceptance into a degree or certificate program requires that an applicant be a graduate of an approved secondary school or have earned a State High School Equivalency Diploma or a General Education Development (GED) diploma. Students without those criteria may enroll at the College as part-time non-degree seeking students.

Retention and Graduation

NVCC uses the Accuplacer Placement Test to place students in the appropriate first semester English and math courses. The College also reviews incoming students' SAT or ACT scores to place students into the appropriate English or math courses. Students may be exempt from taking the Accuplacer based on their ACT or SAT scores or previous college coursework. With permission of the appropriate division director, the ESL director, or a CAPSS counselor, students may retake parts of or the entire placement test once. In Fall 2011, 81% of students who took the placement test and enrolled at NVCC tested into a developmental English class, and 73% tested into a developmental math class. ESL students represented 15.3% of enrolled students during this same period.

To address the college preparation needs of incoming students, NVCC introduced a mandatory FYE course for all first-time, full-time students in Fall 2011. This 1.5 credit hour course is designed specifically to increase retention of this population by providing direct instruction in college success strategies from their first day of classes, giving opportunities to bond within a cohort in a shared classroom experience.

The Center for Academic Planning and Student Success (CAPSS) debuted in Fall 2010 and provides a seamless academic support system for students at the College. CAPSS coordinates a comprehensive advising program and has a qualified staff of two counselors and five academic advisors/counselor/ disability services staff. NVCC introduced a revised advising model in Fall 2010 to enhance retention and accelerate time to graduation. Incoming new and transfer students are required to participate in an individual or group advising session, and may only register for courses for which they have been advised. They are required to see an advisor again during their first semester before they can register for classes in their second semester. Returning students are encouraged, though not required, to meet with their advisor every semester.

NVCC has many college-readiness, retention, and graduation initiatives, including the Connecticut Collegiate Awareness and Preparation (ConnCAP) program, the Community College Scholars (CCS) program, the College Access Program, the Workforce Achievers Value Education (WAVE) program, the Male Retention Initiative, and the Mentoring Program. The success of particular student services are measured through four surveys: the Community College Survey of Student Engagement, the New Student Surveys, The University of Texas at Austin Survey of Entering students (which replaced the New Student Surveys in 2009), and the Graduate Surveys.

Student Services

NVCC offers comprehensive financial aid to qualified students in the form of grants, loans, work-study, and scholarships. All students are encouraged to apply. Financial Aid staff members disseminate information at the New Student Orientation, visit FYE classes, and offer workshops throughout the semester, including nights and weekends. NVCC's Financial Aid department staff conducts workshops in the community and at local high schools where students and their parents can learn about Financial Aid and receive assistance in completing their FAFSA. Criteria for eligibility and application instructions are available in the *College Catalog* and the College website. In 2010-2011 6,972 students applied for financial aid or Veterans benefits. Of those who applied, 65% were eligible for aid and 79.6% of eligible students were awarded aid.

Students seeking social, physical, or mental health services are supported by CAPSS, the Health Disabilities Coordinator, the Department of Public Safety, the Veterans Oasis, and the Women's Center. CAPSS has trained counselors who are able to see students individually for crisis intervention or on a short-term basis (three sessions) before referring them to therapists when appropriate. The Health Disabilities Coordinator addresses the needs of students who have acute or chronic physical conditions (including psychiatric diagnoses) that impact their ability to function in the classroom or elsewhere on campus. The College supports student health needs primarily through the office of Public Safety, whose personnel are trained to provide first aid care as first responders. Additionally, enrolled students are covered by the College's insurance policy in the event of an injury sustained while engaging in activities associated with their coursework or student activities.

The Office of Disability Services within CAPSS works toward providing equal education opportunity and full participation for all qualified students with disabilities in accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Office of Disability Services provides accommodations, academic adjustments, and/or auxiliary aids for any students—including Non-credit Lifelong Learning Students—with a documented disability at both the Waterbury campus and the Danbury Center. An identified counselor is available in CAPSS to work with students who have documented learning disabilities. Every course syllabus is required to have a statement regarding disabilities and where students can locate services.

Student success is the primary goal at the College. Consequently, several initiatives have been completed to enhance the student experience. The College schedule of classes was revised substantially for the 2009-2010 academic year to standardize time blocks, coordinate course offerings across academic divisions, and add Wednesday/Friday sections. In subsequent years, Tuesday/Friday, Sunday, and sections that begin at 6:30 a.m. were added. These changes were designed to maximize student opportunities to take courses, thereby enabling enrollment growth and facilitating faster completion, while relieving some of the pressure on the use of the facilities.

ACE is the headquarters for all academic support and tutoring at the College, bringing together several services that had been spread across campus (the Writing Center, Math Lab, science tutoring, and English as a Second Language). ACE offers tutoring by faculty, professional, and peer tutors, access to eTutoring, and workshops on study skills and other relevant topics. A popular event ACE offers in conjunction with NVCC's Library is an "Exam Cram" at the end of each semester. Both ACE and the Library are open during exam week until 11 p.m., with tutoring offered until 10 p.m. ACE tracks student use and has correlated it with increased student success in courses, with the exception of students in developmental writing courses. Beginning in Fall 2011, ACE expanded tutoring services to the Danbury Center (18 hours per week), so all students can take advantage of the tutoring that the College provides.

The College's Career Services Office was integrated into the new Job Placement Center (JPC) in Fall 2011. Similar to ACE, it centralizes personnel, resources, and activities associated with career development and relevant experiences, including career development services, cooperative education and internships, career fairs and expos, job search, and job training. The JPC serves both current students and alumni.

Students are encouraged to become active on campus through membership and leadership in campus organizations, including student government, student clubs, and service learning projects. Students participate in College governance by their elected representation on CEAC and IPC. Selected students may become members of the President's Circle, which represents one of the highest honor students may receive at the College. Members of the President's Circle serve as advocates for the College and ambassadors to the community and state. In these capacities as student leaders, many NVCC students have engaged in activities that have had a far-reaching impact on the College and the community. NVCC has had students serve on the CCC Board of

Trustees as elected student representatives, where they have advocated for community college students across the State. In recent years, they have testified at State Legislature hearings and at Governor's Town Hall meetings concerning the impact of the proposed budget cuts on the community college system (2011), and provided testimony to community legislative bodies to begin evening bus service to the City of Waterbury (2011).

The *NVCC Student Handbook* provides students with information about campus policies and resources. Specifically, the Policy of Student Conduct, policies of the Community-Technical College Board of Trustees concerning student behavior, and academic appeals are available in the *Student Handbook* and the *College Catalog*.

The College follows policies on the retention and disposal of student records, both physical and electronic, including abiding by the Family Education Rights Privacy Act (FERPA) as set by the Connecticut State Library Office of the Public Records Administrator. Policies on the retention, security (including backup), and deletion of electronic records are part of the IT Policies, Standards, Procedures, and Guidelines created by the former CCC System Office. The Data Management Policy addresses the activities of capturing, storing, protecting, using, disseminating, and destroying data and is published on the CCC System IT website.

Institutional Effectiveness

The mission statement, the Strategic Plan, and the corresponding WIGs guide the College resources to meet commitments to students' educational experiences, opportunities and success. Additionally, the President created the IPC to serve as the institution's steering committee and provide the College with regular updates regarding enrollment, retention, and student success. Every unit in the College is charged with revising practices to increase retention and graduation. The College has committed both financial and personnel resources toward those ends, including major changes to the physical plant to best serve NVCC's students.

Enrollment, retention, and graduation information is available via the student information system (Banner). Historically, academic division directors and program coordinators have reviewed this information for their individual programs, but the Academic Affairs unit has developed a "Dashboard Report" that will consistently provide this information for all programs at a glance each semester, allowing the College to track student progress.

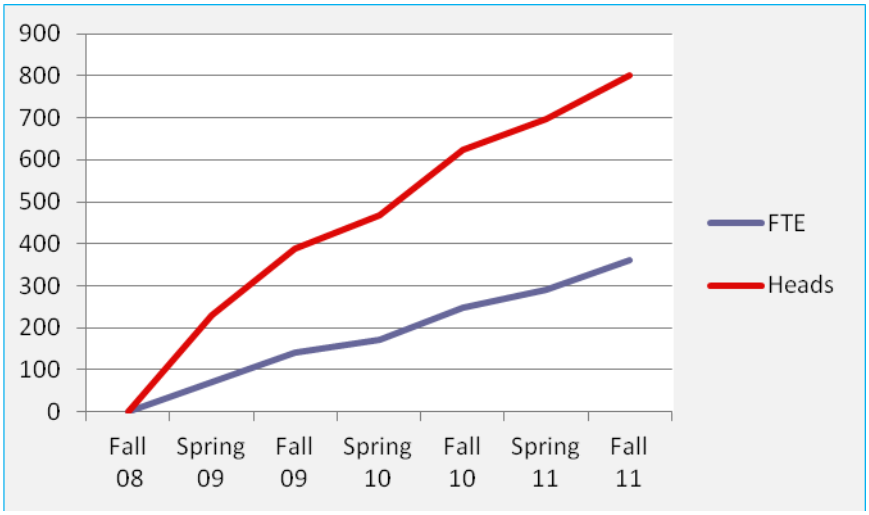
APPRAISAL: Achievements

Admissions

NVCC has experienced enrollment increases in each of the past 10 years. The College experienced its largest enrollment increase of 9.7% between Fall 2008 and Fall 2009. Although the College's current FTE enrollment is behind the strategic plan goal of 30%

increase over three years, a record 7,361 students enrolled at the College in Fall 2011. NVCC's Danbury Center has experienced a large growth in population since it began offering credit courses in the spring of 2009. Given the growth in enrollment and the institution's commitment to serving students, implementation of additional direct services is being planned for Danbury including financial aid and career services

Danbury Enrollment Growth – FTE & HEAD COUNT



Minority enrollment has been increasing annually and is up 4.9% from 2004. Twenty-eight percent of students entering the College in Fall 2011 identified as Hispanic. NVCC's Hispanic student population measures 21% (Fall 2011), which exceeds the state's minority population, allowing the College to be identified as an "emerging Hispanic serving institution." NVCC is projected to become a full Hispanic serving institution within the next few years.

Online enrollment decreased in the last two years due to quality controls put into place, specifically mandatory in-house training for all faculty teaching online and the elimination of online instruction in developmental coursework.

In 2010, the Admissions Office revised the online application processes to streamline entrance for all students as well as to meet the needs of the selective admissions program applicants. The College saw an increase in applications to the Allied Health Programs.

Program	Total #	% Change
Nursing	345	4% increase
Physical Therapy Assistant	69	40% increase
Radiologic Technician	158	16% increase
Respiratory Therapy	73	11% increase

Retention and Graduation

The new advising program has seen success in assigning students to advisors. In April 2010, 2,237 students did not have an advisor. After the program was implemented, only 531 of 7,206 students still needed to be assigned an advisor. By Fall 2011, only 245 students (of 7,413) were unassigned. The success of this program is due, in large part, to the increased engagement of faculty and staff in the advising process. In April 2010, there were 62 advisors; by the Fall 2011 semester, 131 full-time faculty advisors also took on the role of advisors, a 111% increase in the number of advisors. According to a November 2011 survey of students, 87% of respondents indicated that they had used advising to make decisions about courses and/or programs, and 78% of these students indicated that they were "satisfied" with the advising they had received. Similarly, 80% of the students who reported using academic advisement to make transfer or graduation plans indicated that they were satisfied with the service.

Until 2009, a faculty member served as the Coordinator of Learning Disabilities. The College now employs a full-time counselor whose primary responsibility is serving students with learning disabilities. Services for both physical and learning disabilities are located in CAPSS, facilitating communication with other student services. Total student contacts exceed 500 students every semester. Of the 162 students who indicated on the student survey that they used Disabilities services, the overwhelming majority (84%) indicated being "satisfied" with the services they received.

Office of Disability Services – Student Data

	Fall 2009	Spring 2010	Spring 2011*	Fall 2011
Office Contacts	255	237	201	190
Telephone Contact	246	232	217	182
E-mail Contact	55	69	53	35
Documentation Reviews	68	61	91	123
Accommodations Provided	87	73	69	85

* Information for Fall 2010 not available.

Student Graduation data (1997 to 2010) shows an increase in the overall graduation rate and in the rate of certificates being awarded. The five-year period since 2005/06 to 2010/11 shows a 42% increase in degrees awarded and a 210% increase in certificates earned. The ten-year data (2000/2001 to 2010/2011) shows an increase of 61% in degrees awarded and a 259% increase in certificates earned. Through the Enrollment Management Plan, Academic Master Plan and other planning documents the institution is systematizing the use of data for decision making and institutional effectiveness.

The graduating classes of 2010 and 2011 are the largest on record. In 2010, the College awarded 558 degrees and 233 certificates. In 2011, the College awarded 642 degrees and 251 certificates. This is a result of working to identify and eliminate barriers so students can complete their programs in a timely manner.

Student Services

A description of services offered to students is available in the *Student Handbook*, the *College Catalog*, and on the NVCC website. Included in the *Handbook* are policies on student rights and responsibilities, including grievance procedures. The *Student Handbook* was revised and edited in Fall 2011. Students entering NVCC are invited to participate in New Student Orientation. The Orientation has been redesigned to be more participatory and engaging for both students and their families. There has been a 500% increase in student attendance (from 2008 to 2010) at these informational sessions.

The Academic Appeals process was revised, approved, and adopted in July 2010. The process is included in the *Student Handbook*; while academic divisions and the Dean of Academic Affairs provide copies of the required paperwork to students upon request. Student Conduct grievance processes are conducted by the Dean of Students. Student traffic appeals processes are conducted by Traffic Appeals Committee.

Twenty-six percent of all students enrolled at NVCC in Fall 2010 used the services offered through ACE during the semester. Students who used tutoring services at ACE have achieved academic success above that of non-tutored classmates, as measured by the percentage of students earning a C or better in their classes. Students who use ACE have more success than those who do not seek out tutoring assistance, with the exception of students in developmental English.

ACE Retention Spring 2010 to Fall 2010	Overall Student Body	Students using ACE
ENG 043, 053, 063	26.2% (199 students)	32.3% (64)
ENG 101	35.6% (369)	45.9% (102)
MAT 095	28.2% (236)	38.3% (26)
MAT 137	41.0% (355)	44.1% (29)

ACE use has assisted NVCC in retaining students. Seventy-one percent of the overall student body was retained from Fall 2010 to Spring 2011 (5,106/7,195 students). However, 80% of students who used ACE were retained for the spring semester (1,492/1,861 students).

Financial Aid has seen an increase in requests for funds and has increased the total number of applications processed and aid awarded. The number of financial aid applications has tripled. Financial aid recipients have almost doubled.

Financial Aid Applications and Recipients				
Award Year…	**2000-01**	**2008-09**	**2009-10**	**% Increase**
Financial Aid Applicants	2,208	4,614	6101	176%
Financial Aid Recipients	1,356	1,916	2483	83%
Total Funds Dispersed	3,151,621	7,184,519	10,921,277	247%
Pell Grant Recipients	829	1,409	2,070	150%
Pell Grant Disbursements	1,257,441	3,346,498	6,087,956	384%

NVCC is required to award 15% of its tuition revenues as financial aid to eligible students. Since 2008-2009, the College has exceeded the required aid dollars given each year.

NVCC Financial Aid Awards				
Award Year	**Required Award (15%)**	**Actual Awards**	**Amount Above Required**	**% Above Required**
2008-2009	$1,436,251	$1,565,496	$129,245	9.0%
2009-2010	$1,651,893	$1,849,764	$197,871	12.0%
2010-2011	$2,026,244	$2,199,407	$173,163	8.5%
2011-2012	$2,139,721	$2,013,934	-$125,787	5.9%

*Note: Amount awarded was less than "required" because enrollment fell short of the "required" amount

Financial Aid calculates the total cost of attendance. This number is provided to all students in the form of the Net Price Calculator available on the college website. Students are apprised of the anticipated cost at the Student Orientation, Financial Aid workshops and in the enrollment and financial aid information available on the website during the application process. IR calculates the assigned public debt for students attending NVCC. Overall, students appear to be "extremely satisfied" (91%) with how financial aid operates at the College.

APPRAISAL: Areas for Improvement

Admissions

While the College continues to grow, it is behind its growth targets for this strategic planning period. There has also been a significant decrease in Community and Economic Development (CED) enrollments over the last seven years, and enrollments are likely to decrease further due to the current budget reduction and suspension of personal enrichment programming.

CED is not part of the College's Banner admissions and registration system so it cannot take advantage of the advanced data gathering and student success tracking that the academic units use. With the 40% reduction in staff, CED has been limited in its ability to research and secure scholarship grants to act as a financial aid package for students. CED does not participate in the Federal Financial Aid distribution program for which credit students may apply.

Many of the student services assess their services primarily by the number of students served. One area of concern is that this kind of assessment is too limited to paint a complete picture of how students progress through the admissions, advising, and registration processes or determination of disabilities accommodations. It also is not clear that these assessments measure other important aspects of "adequacy" of the services (e.g., waiting time before being served).

Retention and Graduation

The College has emphasized graduation rates, and the number of students earning degrees and certificates has increased over the last few years. However, the College has a fragmented system of tracking student progress toward graduation. The decentralization of information on individual students makes assisting them in achieving their graduation goals more difficult. The Dashboard Report is an attempt to begin centralizing the collection and analysis of data with the goal of increased intervention, retention, and graduation. The College's graduation rate is still below 10%, but the College is looking closely at other indicators of student success, such as transfer rates.

Student Services

Students who have taken advantage of the services on campus reported being "satisfied" with the service they received. At the same time, many students indicated that they either did not know about the service or did not use it. While several initiatives are relatively new, large numbers of students do not know about several services (as indicated by the student survey) that could benefit them (such as advising for graduation or transfer, CAPSS workshops, JPC). This problem suggests that more or better publicity and/or marketing is needed. There were also areas where students tended to be aware of the service, but did not use it. This may be because many students may not need the service (such as personal counseling, disabilities services), but in other areas students may not see the service as relevant or helpful (including transfer fairs, transfer/graduation advising). In these cases, the College may need to rethink how these services are

implemented to engage students, particularly because students tend to be satisfied with the services once they get them.

The lack of an organized, systematic method of gathering student evaluations of services (such as CAPSS, Admissions, Registrars, Financial Aid) is an area of concern. Data gathering is sporadic and of varying methodology, and results gained vary in reliability.

PROJECTIONS

- Assess the feasibility of continuing the Community and Economic Development program in its current form, as well as investigating the reasons for decreasing profitability.
    - Individual(s) responsible: President and Cabinet
    - Completion date: AY 2012-2013
- Create an Outcomes Assessment position in the Institutional Research office. Completion of the project dependent on budget projections.
    - Individual(s) responsible: President
    - Completion date: AY 2015-2016
- Administer faculty survey regarding the advising process to assess effectiveness of current program and approach
    - Individual(s) responsible: Coordinator of Student Advising
    - Completion date: AY 2012-2013
- Create and administer surveys on the effectiveness of student services at strategic points in the semester. These will be outcomes based.
    - Individual(s) responsible: Dean of Student Services
    - Completion date: Fall 2012
- Develop a more comprehensive and coordinated system for tracking student progress toward graduation or other student success indicators.
    - Individual(s) Responsible: Dean of Academic Affairs, Dean of Student Services
    - Completion Date: AY 2013-2014
- Reopen Fitness Center as a pilot for one semester with a different fee schedule and hours of operation
    - Individual(s) responsible: Provost/Senior Dean of Administration
    - Completion date: Determination of feasibility made by Summer 2012

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2008)	2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
Freshmen - Undergraduate	?					
Completed Applications	?	2,227	2,398	2,389	2,171	2300
Applications Accepted	?	2,153	2,333	2,343	2,130	2233
Applicants Enrolled	?	1,388	1,501	1,594	1,668	1648
% Accepted of Applied		96.7%	97.3%	98.1%	98.1%	97%
% Enrolled of Accepted		64.5%	64.3%	68.0%	78.3%	74%
Percent Change Year over Year						
Completed Applications		-	7.7%	-0.4%	-9.1%	-100.0%
Applications Accepted		-	8.4%	0.4%	-9.1%	-100.0%
Applicants Enrolled		-	8.1%	6.2%	4.6%	-100.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
Transfers - Undergraduate	?					
Completed Applications		967	1,129	1,333	941	1100
Applications Accepted		929	1,012	1,245	905	1000
Applications Enrolled		714	799	822	660	730
% Accepted of Applied		96.1%	89.6%	93.4%	96.2%	91%
% Enrolled of Accepted		76.9%	79.0%	66.0%	72.9%	73%

Master's Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree - All Programs	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

			3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year* (FY 2012)		Next Year Forward (goal) (FY 2013)
UNDERGRADUATE		?									
First Year	Full-Time Headcount	?	1,980		2,093		2,221		2,027		1974
	Part-Time Headcount	?	2,187		2,469		2,593		2,879		2861
	Total Headcount		4,167		4,562		4,814		4,906		4835
	Total FTE	?	2,560.0		2,810.0		3,006.0		3,029.0		3011
Second Year	Full-Time Headcount		584		678		730		737		710
	Part-Time Headcount		1,377		1,485		1,651		1,718		1861
	Total Headcount		1,961		2,163		2,381		2,455		2571
	Total FTE		1,084.0		1,234.0		1,369.0		1,400.0		1446
Third Year	Full-Time Headcount										
	Part-Time Headcount										
	Total Headcount		-		-		-		-		-
	Total FTE										
Fourth Year	Full-Time Headcount										
	Part-Time Headcount										

	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount	?				
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	2,564	2,771	2,951	2,764	2684
	Part-Time Headcount	3,564	3,954	4,244	4,597	4722
	Total Headcount	6,128	6,725	7,195	7,361	7406
	Total FTE	3,644.0	4,044.0	4,375.0	4,429.0	4457
	% Change FTE Undergraduate	na	11.0%	8.2%	1.2%	.6%
GRADUATE		?				
	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount	-	-	-	-	-
	Total FTE	?				
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		6,128	6,725	7,195	7,361	7406
Grand Total FTE		3,644.0	4,044.0	4,375.0	4,429.0	4457
	% Change Grand Total FTE	na	11.0%	8.2%	1.2%	-100.0%

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Standard 6: Students

(Financial Aid, Debt, and Developmental Courses)

? Where does the institution describe the students it seeks to serve?

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)
? Student Financial Aid					
Total Federal Aid	$6,120,840	$9,729,949	$13,319,658	$12,340,837	$12,355,000
Grants	$4,397,040	$8,070,369	$10,957,530	$10,802,354	$10,800,000
Loans	$1,500,391	$1,412,547	$2,109,130	$1,284,983	$1, 300,000
Work Study	$223,409	$247,033	$252,998	$253,500	$255,000
Total State Aid	$1,411,608	$1,574,479	$1,640,285	$1,138,232	$ 973,714
Total Institutional Aid	$2,127,690	$2,745,593	$3,358,074	2,000,000	2,200,000
Grants	$2,027,690	$2,745,593	$3,358,074	2,000,000	2,200,000
Loans	$0	$0	$0	$0	$0
Total Private Aid	$83,670	$177,138	$169,860	$170,000	$170.000
Grants	$83,670	$177,138	$169,860	$170,000	$170.000
Loans	$0	$0	$0	$0	$0
Student Debt					
Percent of students graduating with debt*					
Undergraduates	10%	12%	6%	10%	10%
Graduates	na	na	na	na	na
For students with debt:					
Average amount of debt for students leaving the institution with a degree					

Undergraduates	$4,888	$5,407	$5,937	$ 5,500e	$5,000
Graduates	na	na	na	na	na
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$7,031	$7,889	$6,058	$6,000e	$5,000
Graduate Students	na	na	na	na	na
Cohort Default Rate	11.5	3.3	na	na	na
Percent of First-year students in Developmental Courses**					
English as a Second/Other Language	11%	9%	8%	12%	12%
English (reading, writing, communication skills)	56%	50%	47%	50%	50%
Math	50%	49%	50%	55%	50%
Other	N/A	N/A	N/A	N/A	N/A

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Seven: Library and Other Information Resources

Description

Resources and Access

The Max R. Traurig Library/Library Resource Center (LRC) staff helps students use library resources and further develop their information literacy. The LRC's mission statement defines its purpose as supporting and enhancing "the active learning of its diverse community." The mission statement identifies the need for a well-trained library staff whose role is to provide "services and instruction in a welcoming atmosphere." The mission points to the library's role in helping "students navigate the College and the research process" while providing "access to technology and information resources relevant to the College curriculum." The LRC offers access to library and information resources that support both academic programming at the College and greater Waterbury community. The LRC has recently revised its mission statement; the new statement includes five goals with learning objectives that focus on information literacy.

The LRC is committed to providing users with access to many types of academic resources as well as instruction on using the library resources. To accomplish that goal, the College supports the library's operating budget and staffing needs. The library has 12 staff members, six full-time, six part-time, and six student workers. The full-time staff includes the director, two reference/instructional librarians, one serials/reference librarian, one technical services/system librarians, one circulation supervisor, and one interlibrary loan/serials assistant. The director provides oversight for all library services, budget, and staff. The library staff manages the collections, including acquisitions and budget planning, managing and designing the library's website, providing database management services, providing instruction in and assessment of information literacy courses, developing the library's collections with emerging technology and media items, and supporting the Danbury Center. It has 68 computers and four printers, one scanner, and two copiers. Public user accounts are available on any computer in the library. These services are available to the service area community, in addition to NVCC students, faculty, and staff. The library is open and accessible days, evenings and weekends, and the staff is intent on meeting all of the needs of those who use the library.

The College has committed significant resources to help the LRC achieve its goals. In 2010, the library underwent major physical changes to better accommodate the needs of patrons and make it more accessible and learner-centered. The main entrance, along with the circulation and reference desks, was moved to the fifth floor walkway. This move increased activity in the library; prior to the 2010-11 academic year, the library averaged 4,381 reference desk questions. In the 2010-11 academic year, that number increased to 4,741. The number of individuals visiting the library increased similarly, from 123,661 to 155,099. As part of this organization, and to expand seating capacity and facilitate new types of instruction in library use and information literacy, the electronic classroom was moved to the fourth floor.

The library continually assesses its holdings, adding to or omitting materials no longer used and/or relevant. Library staff work closely with faculty to ensure the necessary resources are available for particular fields of study and offer system statistic reports to academic programs.. The library staff encourages faculty to make recommendations for additional resources at the library and has a "New Library Materials Request" form available on its website. In addition to meeting circulation needs and assisting students with library use, the library hosts a variety of events, including open-mic poetry readings, an annual Holocaust remembrance name reading ceremony, and dramatic readings of featured authors.

The LRC supports curriculum with print and non-print resources, available in the library and online. It provides full-text electronic access to over 18,600 journals. The NVCC community has access to iCONN, a state-funded, digital library collection, for a total of 78 accessible online databases that house hundreds of thousands of journal titles and articles. Students have access to interlibrary loan services, allowing them to access information from across the state. Other library resources include films on demand (6,000 digital titles) and 2,440 music CDs.

Library Resources (as of December 2011)	
Total Print Volumes	43,337
Multimedia Items (DVD/videos	5,066
Print Journal Subscriptions	376
Online Databases	78
Electronic Books	21,000
Microforms	4,944
Full-text Electronic Journals	20,631

The library encourages use of its space for group work as well as individual study. Group study rooms are available and each can accommodate six to eight students. During the 2010-2011 academic year, the library offered a Collaboration Studio, a group project/presentation area in L524. This space was equipped with Mediascape technology. The three workspaces could accommodate up to six students and each workstation had a 42" inch flat panel monitor and outlets for six laptops, using a technology called "PUCK." However, recent changes in space allocation have necessitated moving two of these tables to ACE, leaving one in the library group study area.

Other resources available from the library include all current course textbooks (for in-library use), subject/course research guides (compiled by NVCC librarians for research assistance), photocopiers, DVD and video viewing (headphones are available in the library for viewing at computer monitors), magnifying lenses, netbooks (available for in-library use), ESL reading items, and USB flash drives (available for seven-day check out). Reference and research help are available in person, by phone, or electronically (via "Ask a Librarian" chat feature or email). Library Mobile access is available and social networking options are embedded into the library's online catalog.

While there are no librarians at the Danbury Center, students there have library support through a computer lab with Internet access that students can use to access the library electronically. Additionally, NVCC has an agreement with the WestConn library that allows students to check out up to ten books and use their database for research. Students taking classes at the Danbury location have the same access to electronic resources and the "Ask a Librarian" feature as do Waterbury students.

To facilitate electronic access to the library, the library website was redesigned in the summer of 2010. The new features include social networking, live chat with librarians, new item RSS feed, research guides, recommended titles, archive for Oral History Interviews, and virtual shelf browse with call numbers. Useful communication forms for students and faculty were also added during this redesign; these forms include the Library Instruction Request Form, Library User Registration Form, Library Material Request Form, and Course Reserve Form.

To meet the needs of students with disabilities, the library provides software and equipment for students with low vision or blindness, including ZoomText, JAWS, Dragon Naturally Speaking, Eye-Pal Solo Low Vision scan and read system, and Clearview. The software is also available at ACE and CAPSS. Most of the equipment is available for students to borrow for in-class use. Additionally, the software can be made available in classrooms upon request. Many of the databases provide downloadable audio files, and the library also offers services for patrons with limited mobility.

The library has established and publishes policies designed to educate and protect its patrons while ensuring the appropriate use of its resources, including policies on borrowing library materials, using interlibrary loan, and returning overdue items. Copyright policy information is noted on the photocopiers in the library.

Institutional planning and resource allocation at the College support the library. The library's operating budget has increased incrementally since the 2007-2008 academic year (with the exception of 2009-2010). The College's support for the library is evident.

Information and Technological Literacy

Throughout the year, the library staff is engaged in instructional programs, tutorials, and services that promote informational and technological literacy. The library is open over 60 hours per week during the academic year. In 2010-2011, librarians offered a total of 126 information sessions on a variety of research, technological and informational literacy topics, serving over 2,000 students. Library instruction takes place in the electronic classroom, which is also used as a general research and report writing area. Classroom instruction is offered in Waterbury and a librarian visits classrooms in Danbury as requested. The work of the library staff ensures that students are able to use information resources and technology as part of their education while attaining a level of proficiency appropriate to their field of study. Additionally, library instruction and individual assistance ensures that students are able to access information sources with increasingly sophisticated skills.

Students at NVCC use information resources and information technology as integral parts of their educational experience. Before taking online courses, students are encouraged to take a self-assessment, offered through the Connecticut Distance Learning Consortium (CTDLC), to gauge their readiness for online learning. The assessment provides feedback on their preparedness for an online course and includes recommendations about their technological literacy in terms of academic instruction. The site also offers "Student Support Tools" to assist students in their online learning efforts.

Institutional Effectiveness

In keeping with the College's intention to plan meaningfully, the library staff is working on developing a long-term plan. The library does assess use of its resources. In 2009, it conducted a random sampling focus group of students and distributed a survey to library patrons. The library intends to continue assessing use of the facility and resources and is currently designing an electronic resources usability survey; it also gathers information on resource usage. Similarly, the Office of Distance Learning assesses training offered through surveys administered by IR. IT responds to user technology needs via the help-desk and makes the necessary budgetary decisions to keep NVCC as current with relevant technology as possible.

APPRAISAL: Achievements

NVCC has made a significant commitment to the library, recognizing that it is an integral part of student success. The recent renovations to the library have increased its visibility and accessibility by students, faculty, staff, and the general public. A Fall 2011 survey indicated that faculty and staff recognize that the NVCC librarians exceed their responsibility to provide training for electronic resources. Survey results also indicated that 88% of faculty respondents found the library resources were sufficient for their academic and scholarly work.

The library adds an average of 2,000 items to the print collection each year and is working toward increasing the currency and relevance of its print collection. The library is also working to increase its E-book subscriptions, thereby improving the entire library collection in terms of currency and relevance.

The library also works collaboratively with IT. This includes the sharing of resources, space, and knowledge. Survey results indicated that faculty, in particular, appreciate the expertise and responsiveness of Distance Learning staff and are satisfied with the trainings.

Technology training, both on campus and through the CCC system, has served as a quality insurance mechanism. The iTeach Essentials faculty training workshop was developed by the Teaching and Learning Team (composed of faculty, librarians, IT and distance learning staff, deans, and divisions directors from throughout the CCC system). iTeach Essentials is now offered by the Connecticut Distance Learning Consortium (CTDLC) and offers faculty a fully online experience in an intensive nine-week course,

focusing on the pedagogy and the technological expertise needed to teach an online course.

APPRAISAL: Areas for Improvement

One area of concern for the library is the need for a security device/system. However, the budget is not available for the type of security system required. Librarians also need to continue exploring effective tools and methods to conduct outcomes-based assessment in information and technological literacy. The library's technology goal is to upgrade and acquire new technologies and equipment which promote prompt and efficient access to electronic as well as print and non-print resources.

Methods to assess library services and resources, as they relate to student satisfaction, are inconsistent; system reports are largely statistical and do not provide the qualitative data needed to accurately gauge satisfaction. Additionally, the library wants to eliminate overlap and reallocate budget to provide more resources. To accomplish this, the library needs a collection overlap analysis to maximize the collection budget. However, the library would need additional personnel, training, and budget for this change.

Although information literacy is an integral component of all library instruction and is incorporated in many courses, NVCC is not assessing all students for competencies in information literacy. The newly designed and implemented FYE course, which has information literacy built into three of its instructional objectives, will help the College achieve this goal (as will the new General Education competencies—once that work is completed); however, only first time, full-time students are required to take the FYE class, so there is no consistent assessment of all students.

PROJECTIONS

- Implement regular data collection from students and faculty following library instruction
    - Individual(s) responsible: Director of the Library
    - Completion date: AY 2012-2013
- Assess the possibility of funding for a Radio Frequency Identification security system for the collection. Alternatively, conduct a detailed inventory on a regular basis and purchase replacement books when missing
    - Individual(s) responsible: Director of the Library
    - Completion date: AY 2013-2014
- Increase funding to library technology and equipment as part of regular library budget requests. (Costs and training would likely be shared with the other colleges in the system.)
    - Individual(s) responsible: Director of the Library
    - Completion date: AY 2013-2014
- Implement Library and Information Literacy instruction as a mandatory component of the First Year Experience course
    - Individual(s) responsible: Director of the Library
    - Completion date: AY 2012-2013
- Implement Library and Information Literacy instruction for students that are not part of specific courses
    - Individual(s) responsible: Director of the Library
    - Completion date: AY 2012-2013

Standard 7: Library and Other Information Resources

(Library)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	? Next Year Forward (goal)
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Expenditures/FTE student					
Materials	$162,954	$155,000	$167,700	$144,000	$150,000
Salaries & Wages	$448,720	$486,036	$490,056	$499,243	$499,243
Other operating	$8,148	$7,750	$8,385	$7,200	$7,000
Collections					
Total print volumes	42,570	40,858	43,000	42,000	42,000
Electronic books	462	462	21,000	25,000	30,000
Print/microform serial subscriptions	350	352	352	352	352
Full text electronic journals	18,000	18,000	18,601	18,650	18,700
Microforms	4,944	4,944	4,944	4,944	4,944
Total media materials	66,326	64,616	87,897	90,946	95,996
Personnel (FTE)					
Librarians -- main campus	7.0	7.0	7.0	7.0	7.0
Librarians -- branch campuses	n/a	n/a	n/a	n/a	n/a
Other library personnel -- main campus	3.0	3.0	3.0	3.0	3.0
Other library personnel -- branch campus	n/a	n/a	n/a	n/a	n/a
Library Instruction					
? Total sessions -- main campus	115	126	130	135	150
Total attendance - main campus	2012	2197	2208	2310	2400
Total sessions -- branch campuses	n/a	n/a	n/a	n/a	n/a

	Total attendance -- branch campuses	n/a	n/a	n/a	n/a	n/a
	Reference and Reserves					
?	In-person reference questions	4429	4334	4400	4500	4500
?	Virtual reference questions	0	0	10	15	20
	Traditional Reserves:					
	courses supported					
	items on reserve	141	110	678	600	600
	E-Reserves:					
?	courses supported	0	0	0	0	0
?	items on e-reserve	0	0	0	0	0
	Circulation (do not include reserves)					
?	Total/FTE student	2	2	2	2	2
?	Total full-text article requests	122	125	130	135	150
	Number of hits to library website (database searches used as proxy)	190465	306322	310000	325000	325000
	Student borrowing through consortia or contracts	144	77	100	125	140
	Availability/attendance					
?	Hours of operation/week main campus	52	56.5	56.5	60.5	60.5
	Hours of operation/week branch campuses	n/a	n/a	n/a	n/a	n/a
	Gate counts/year -- main campus	138438	123661	100000	110000	110000
?	Gate counts/year -- average branch campuses	n/a	n/a	n/a	n/a	n/a
	URL of most recent library annual report:					
	URL of Information Literacy Reports:					

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Standard 7: Library and Other Information Resources (Information Technology)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	? Next Year Forward (goal)
	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
Number (percent) of students with own computers (FYE survey…Fall 2011)				78%*	

*have use of a computer for more than 20 hours a week

?	**Course management system**	Blackboard Learn v9.1 SP8				
	Number of classes using the system					
	Classes on the main campus	1091	1239	1245	1245	1250
	Classes offered off-campus					
	Distance education courses					
	Bandwidth					
	On-campus network	1 GB	1 GB	1 GB	1 GB	1 GB
	Off-campus access					
?	commodity internet (Mbps)	100 MB	100 MB	100 MB	100 MB	100 MB
?	high-performance networks (Mbps)	N/A	N/A	N/A	N/A	N/A
?	Wireless protocol(s)	802.1 b/g	802.1 b/g	802.1 b/g	802.1 b/g	802.1 b/g
	Network					
	Percent of residence halls connected to network					
	wired	N/A	N/A	N/A	N/A	N/A
	wireless	N/A	N/A	N/A	N/A	N/A

Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	70%	100%	100%	100%	100%
Public wireless ports	70%	100%	100%	100%	100%

Multimedia classrooms (percent)

Main campus	40%	43%	45%	45%	45%
Branches and locations					

IT Personnel (FTE)

Main campus	9.0	7.0	7.0	8.0	9.0
Branch campuses	0.0	0.0	0.0	0.0	0.0
Dedicated to distance learning	2.0	2.0	2.0	2.0	2.0

Software systems and versions

Students	Banner(v8)/mycommnet/BlackBoard Learn v9.1 SP8/TutorTrac v4.2 118018
Finances	Banner Financials (v8)
Human Resources	CoreCT
Advancement	NA
Library	Voyager (v8)
Website Management	DotNetNucke v5.0
Portfolio Management	NA
Interactive Video Conferencing	NA
Digital Object Management	NA

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Standard Eight: Physical and Technological Resources

Description

NVCC is situated in Waterbury, Connecticut, one of the state's largest cities. The campus is on a 110-acre site minutes off I-84 in western Connecticut, filled with beautifully maintained gardens, general plant life, and nature trails, much of which is maintained by students. The buildings total approximately one million square feet. The Danbury Center, located 28 miles from the Waterbury campus, is a newly renovated 6,000 square foot facility.

As evidenced by the Strategic Plan, NVCC leadership is committed to maintaining its infrastructure and ensuring that its campus public safety protects students, faculty, and staff. This commitment includes providing classrooms and laboratories that are environmentally safe, educationally relevant, and well maintained. Necessitated by this commitment is the development of a Master Plan that examines the entire campus, along with the formulation of an Academic Master Plan that investigates emerging and ongoing instructional priorities, including human, intellectual, and physical resources.

Campus safety is a commitment that the College makes to the faculty, staff, students, and the general public. NVCC's Public Safety department exists under the supervision of the Provost/Senior Dean of Administration, and the staff includes one police lieutenant, one sergeant, three police officers, one lead buildings and grounds officer, three full-time, and one part-time buildings and grounds officers, one full-time and one part-time telecommunications operator. All the police officers have been trained at the Police Officers Standards and Training Academy, and all officers are certified in CPR/first aid and in the use of automated external defibrillators. Emergency telephones are located in strategic places inside and outside of buildings, with a direct link to the Public Safety Office. The Public Safety Office publishes a summary of campus crime activity annually in compliance with the Federal Department of Education Campus Crime Reporting Act and sends emergency notices via email and voicemail.

NVCC is one of four Connecticut community colleges with sworn police officers on its public safety staff and is the only community college whose police officers are armed. Historically, NVCC has been and continues to be considered a safe campus by college employees, and public safety has not been viewed as a critical area when hiring decisions have been made during recent years of severe budgetary constraints. Overtime staffing is used to maintain the established minimum staffing level.

The Director of Public Safety has started programs in emergency preparedness: the Critical Incident Management Team (CIMT), which is charged with providing support to the College's academic, administrative, and support departments in a crisis (including natural disasters, civil disorder, or terrorist threats); the Building Evacuation and Response Team, created by the CIMT, which has trained Building Captains and Floor Managers whose role is to distribute safety awareness information and to facilitate evacuations in times of emergency; and the Threat Assessment Team, whose goal is to identify the potential for violence, prevention, and respond to individual acts of violence.

NVCC's commitment to maintaining a safe and educationally sound infrastructure is also evident in the recent faculty and staff green initiative. Team Green, established in 2008, is committed to moving the College toward a fuller consciousness of its impact on the environment. The committee is engaged in everything from green building, water use, transportation, waste disposal, recycling, weatherization, air quality improvements, and jobs training. The team also initiates programs and coordinates with departments on campus to facilitate environmentally conscious behaviors. Recent initiatives include the following: Annual Earth Day Cleanup, the recycling of bottles, aluminum, and plastic on campus, the removal of Styrofoam from the cafeteria, a Green Student Initiative, the cosponsoring of a Biofuel project, and Arbor Day plantings.

The Environmental Affairs and Occupational Health & Safety (EAOHS) office provides services in an effort to promote and maintain a healthy and safe environment for the entire College community. EAOHA and the Facilities Department, along with the former Tools for Schools committee, actively address indoor air quality concerns. Recent renovations have improved air quality. These include work done in the Copy Center rooms to vent pollutants, ductwork in Ekstrom Hall to improve overall air flow, and the installation of a slot hood to remove odors and chemical vapors in the Animal Room in Ekstrom.

Main Campus Facilities

Recent renovations done on the Waterbury Campus have focused on developing educational resources for students. NVCC completed the construction of Technology Hall in 2009. It is connected to the fifth floor corridor, resulting in a continuous space between all main campus buildings, except Founders Hall. The 100,000-square-foot addition houses several programs, including hospitality, horticulture, automotive technology, engineering technology, and welding. As of Fall 2012, the building now houses a new Advanced Manufacturing Technology Center. The hospitality program has a dining room (which is also used for meeting space). The building also houses a faculty technology training lab, a fitness center, open computer labs, faculty offices, computer classrooms, and general classrooms. The atrium is spanned by "Echo," a 6'x 90' custom installation of artwork by Rhode Island artist Paul Housberg. The work, commissioned by the Connecticut Art in Public Spaces program, is a kiln-formed glass mural inspired by the intricate and colorful patterns of the electromagnetic spectrum.

One of the largest programmatic projects, completed during the summer of 2009, is the creation of the Academic Center for Excellence (ACE), a 5,000-square-foot tutoring center located in Ekstrom Hall. A free on-campus resource, ACE is dedicated to helping NVCC students achieve their goal of academic success. Another significant renovation is the remodeling of the library space. To make the library more accessible and learner-centered, its entrance, along with circulation and reference desks, was moved to the fifth floor walkway. Seating was expanded by moving the electronic classroom to the fourth floor. Additionally, a Nursing Simulation Lab was installed in 2008, as were upgrades to the nursing skills labs, which allowed live feeds to other classrooms and labs.

Smaller changes to the College's physical space include the addition of Learning Commons throughout the College, particularly throughout the fifth floor corridor. These spaces give students places to meet and study. The library and ACE provide a significant portion of the study space available on campus (including three Mediascape collaborative work spaces), and the library has a dedicated student quiet area (L501). However, throughout campus there are study carrels, six open computer labs, and multiple spaces furnished with comfortable seating designed to facilitate conversation and collaboration.

NVCC provides students equal educational opportunities through accommodations, auxiliary aids, and support services. Full participation for students on the basis of a disability is in accordance with ADA and Section 508 of the Rehabilitation Act of 1973. For example, specialized desks are placed in classrooms as needed to accommodate those with physical disabilities. The library recently acquired an Eye-Pal Solo reader, Clearview magnifier, and a Victor Stream Reader to accommodate visually impaired students.

Most classrooms are fitted with basic presentation equipment such as TV/DVD players and white boards. On the main campus, seventy-nine classrooms are equipped with smart Classroom technology, including ceiling-mounted projectors, instructor stations with computers, document cameras, touch control panels, screens, and audio/video equipment. With the addition of Wi-Fi access throughout the College, students have the ability to work electronically from their laptops anywhere on campus. The Department of Arts has many discipline specific spaces, including two theaters, a dance studio, a chorus/orchestra rehearsal room, a darkroom, visual arts studios, a digital technology production studio, and a multi-media technology lab. Other courses are supported by the necessary facilities, including science labs that are fitted with the necessary equipment and ventilation, a greenhouse, a Science Exploration Center, a Photovoltaic Experimental Research Center, and a weather station. The College also houses an astronomical observatory with a research-grade 14' Celestron Reflecting Telescope.

Requests for classroom space for general activities (both internal and external) are not considered until all course scheduling has been completed, with credit courses having priority over non-credit courses. Shared spaces include Mainstage (an 825 seat theater), Playbox, the Ruth Ann Leever Atrium, the art galleries, 5th Avenue (main corridor), the cafeteria (east and west), Cutrali Commons, Technology Hall Atrium, and several of the outdoor plazas. Priority for shared spaces is given to NVCC sponsored and co-sponsored events, and the Waterbury Symphony Orchestra, NVCC's resident orchestra.

In Fall 2011, the Office of Facilities Scheduling and Events Planning (OFSEP) was dissolved, and the scheduling and events planning responsibilities were divided among other areas of the College. The lead position in OFSEP was eliminated and two support staff (one full time, one part time) were reassigned to the Records Office. Room scheduling for credit courses is done by the academic divisions; scheduling for non-credit courses is done by the Office of Non-Credit Lifelong Learning. Conference room reservations are made through the specific areas/units in which they are located. Room assignments for courses scheduled at the Danbury Center are handled by Center staff.

An Events Planning Committee (EPC) was formed, in 2011, to review requests for external events. The EPC includes representatives from Facilities, IT, Arts and Humanities, and is chaired by the Director of Public Safety. The Committee makes recommendations to the President about accommodations for individual events. Once the President approves an event, contact with the organization and coordination of the event is handled by Records Office support staff.

NVCC has a dedicated facilities department that maintains the grounds of the College. This includes the regular activities necessary for an attractive and safe institution, such as mowing the lawns and removing the ice and snow; however, the grounds of the College also are home to beautifully landscaped gardens and the Tamarack Arboretum, founded in 1986. The Tamarack Arboretum is an outdoor museum and environmental educational center which encourages visitors to observe living trees and shrubs throughout their life cycles. The initial plantings were completed by the Agro-Biology Club, a student organization committed to restoration ecology and environmental stewardship. The arboretum has a collection of more than 200 different woody plant species. As part of a campus-wide beautification process nine new gardens have been installed which serve to enhance the quality and sustainability of the College grounds.

NVCC has a maintenance budget of approximately $3 million a year. The funds allow for housekeeping, provision of utilities, and small repairs. There are 36 facilities employees, with one Director of Facilities, one Building Supervisor II, and one Supervising Custodian. The staff includes 16 Custodians (including two part-time and one durational), three Lead Custodians, one Skilled Maintainer, one Maintainer, one Mail Handler, one Storekeeper, one Clerk-Typist, six Qualified Craft Workers, one Lead Stationary Engineer, one Stationary Engineer, and one Boiler Tender.

The money for capital projects is distributed by the Board of Regents from bond funds allocated by the Legislature. The process for identification and planned resolution of deferred maintenance is dependent on funding from the State. Projects are prioritized based on need and availability of funding. Currently, NVCC has several projected physical and technological projects, including the renovation of Founders Hall, the rehabilitation of the HVAC system and the Fire Protection System in Kinney Hall, and the continued installation of smart classrooms. The College has received approval of funding for a campus-wide improvement project that will be used to provide a new east entrance to the College, repave roads and parking lots, install sidewalks, replace site lighting, install emergency telephones, and construct a new parking lot. Funds for desidn in the amount of $1.325 million have been bonded and the engineer selected, with the expectation that design with begin during Summer 2012.

Danbury Center

The NVCC off-campus site is located at 183 Main Street, in Danbury, Connecticut. The move to the Main Street location facilitated a 25% increase in class size and consolidated the College's off-campus classrooms and administrative services. The new space allows for additional services, including tutoring, for Danbury students. The Main Street

location houses four classrooms, a computer lab, a CNA/Health Lab and classroom, a student services center, and administrative offices.

Technological Resources

The computing environment of NVCC's Waterbury campus consists of Windows-based personal computers with a small number of Apple-based personal computers. All full-time faculty has desktop computers and adjunct offices are equipped with them for use by part-time faculty. The College has allocated 1,254 computers for classrooms, library, and open lab access. NVCC's IT systems are supported and maintained by eight full-time staff members. All main distribution frames and intermediate distribution frames are equipped with network switches facilitating gigabyte throughput capacities and capable of Layer 3 at the edge. The network configuration provides superior network performance and enhanced security opportunities, and the College maintains two core routers for redundancy. The College maintains approximately 50 servers, 150 network printers, and 35 network closets/cabinets. NVCC employs a full-time storekeeper who maintains records of college assets and equipment and inventories it yearly.

The technical infrastructure of NVCC's Danbury Center includes a local area network providing file and print services, connectivity to the System Data Center (Hartford), and the NVCC Waterbury campus and the Internet. Wireless access is also available. There is a single network closet on the second floor. The Danbury Center computing environment consists of Windows-based personal computers. There are six classrooms that incorporate technology, ranging from installed smart classroom technology to the availability of rolling carts for computer based presentations.

The Danbury Center's technology is supported and maintained by IT. The System Data Center (SDC) office of the BOR manages and maintains many central functions for the NVCC Danbury Center and for the Waterbury campus, including email services, Internet services, anti-virus/malware security (faculty and staff only), and domain administration. The SDC policy provides NVCC with 100 Mb/Sec Internet capacities, which meets the campus needs. In direct compliance with SDC and FERPA policies, the security of critical data regarding staff, faculty, and students prohibits remote network access. Additionally, users are bound by the policies governing the use of CCC information technology resources.

Student network and Blackboard accounts are generated when students register for courses. Faculty and staff accounts, including email, are generated upon employment and are revoked when employment ends. Access to some systems is determined by requirements of position and training. NVCC faculty use the Blackboard Learn (v. 9.18) course management systems. The community colleges transitioned from Blackboard Vista to Blackboard Learn during the 2011-12 academic year, with full deployment of Blackboard Learn planned for the Fall 2012 semester. In 2008, Blackboard Managed Hosting and Presidium entered into partnership with the CCC system to provide expanded application server and database server capacity.

The position of Director of Distance Learning was created and filled in October of 2005 and reports to the Dean of Academic Affairs. The Director of Distance Learning is responsible for providing direct pedagogical expertise in course development and augmentation. This includes planning, assessment, and implementation of distance and online learning, and partnering with faculty and academic staff in the exploration and use of instructional technologies. In December of 2005, a part time Educational Technology Specialist was added to the Department; the position became full-time in 2008.

The Academic Computing Team (ACT), established in 1997, serves as an advocacy team for technology needs within individual divisions as well as for the needs of the College as a whole. ACT serves as an advisory group to the Dean of Academic Affairs, and the membership consists of one faculty member from each academic division and one representative each from the library and distance learning. The Director of IT is also a committee member.

NVCC's website includes a direct link to myCommNet, a SunGard Higher Education product (Luminis) used by the Connecticut Community Colleges to access a broad array of online resources, including Banner Self-Service products, Blackboard Learn, and library databases. This system is available 24 hours a day, seven days a week, except for regularly scheduled maintenance or emergencies (when notification is given). NVCC students must enter a unique, secure login and pass code, known as a NetID, to gain access. NVCC uses this process to ensure that the student who registers in a distance learning course or program is the same student who participates in and completes the program and receives the academic credit as required by The Higher Education Opportunity Act of 2008.

In addition to technical services for students, faculty, and staff, support is customized to address the present single sign-on portal (myCommNet) and Blackboard Learn issues throughout the CCC system. Since Spring 2002, grades have been available to students exclusively online, and since Spring 2010 all student evaluations are administered online. These cost-saving and environmentally friendly changes have also resulted in students having immediate access to their grades. In the summer of 2007, the College installed a Cisco Voice-Over Internet Protocol system that replaced the analog/digital phone system.

Since October 2008, NVCC has employed myCommNet Alert, an emergency notification system that delivers critical information in the event of an emergency through text messaging. Emergencies may include campus-related immediate health or safety situations and weather-related cancellations. Enrollment in myCommNet Alert is free and voluntary, and is open to all students, faculty and staff.

Institutional Effectiveness

NVCC leadership is committed to maintaining its infrastructure and providing a safe learning facility with the necessary resources, which includes providing the budgetary resources necessary to meet that commitment. While the institution cannot meet all of the requested technological and physical plant demands, especially under the tight fiscal constraints of the current atmosphere, the College works to provide resources and a safe,

educational environment. NVCC does not currently have a Facilities Master Plan but has plans to develop one that examines the entire campus to best determine how the limited resources can meet the needs of the institution.

APPRAISAL: Achievements

Overall, the College is performing well in many areas, including in its commitment to technology and improvements to campus infrastructure and aesthetics. The Strategic Plan articulates those commitments, and the College works diligently, even in these fiscally challenging times, to support the institution's needs.

NVCC is performing well in integrating technology into the curriculum, particularly through the Blackboard Learning Management System. Data gathered in Fall 2011 indicates that 74% of course sections are enhanced with Blackboard. Results from the faculty and staff survey and another survey of division directors and department chairs indicated a high rate of satisfaction in training and support for the Blackboard Learning management system. Additionally, faculty indicated that using technology positively enhances the classroom experience and learning outcomes of students.

Another area where the College is performing well is the fulfillment of beautification and campus improvement projects which enhance the quality and sustainability of the College grounds. Beautification has involved improvements ranging from painting of walls, replacement of floor tiles, reupholstering of chairs, and the addition of gardens.

Campus improvement projects are a priority for NVCC, and the outcomes are substantial, including full renovations of the Learning Resource Center, the ACE, and the continued renovation of older classrooms to be equipped with smart technology. In 2010, NVCC opened its new Danbury Center, in space which was fully renovated to include a nursing classroom, computer classroom, three general classrooms, offices and other additional space. In July 2011, the State Bond Commission voted to bond funds for NVCC in the 2011-12 academic year for a variety of projects at the College in the areas of improving energy efficiency and life safety/code enforcement issues. The total granted was $695,000 and allowed for life/safety code maintenance energy efficiency improvements, including work to improve air quality and installing photocells on outside lights. These projects are under the direction of the Facilities Department. The work continues to be performed by outside contractors and NVCC employees. Prior high-level campus improvement projects (2007-11) include the ConnCAP ramp; the library renovation; Kinney Hall vestibule, exterior stairs, and sidewalk installation; Mainstage handrails; overflow parking area; Fine Arts north Plaza and stairs; Technology Hall welding lab; nursing simulation lab; Academic Center for Excellence; Founders Hall sprinkler lab and weatherization lab; and automotive technology epoxy floor.

To address increased safety and security concerns, the College has implemented the Critical Incident Management Team and the Building Evacuation and Response Program, in addition to the existing Threat Assessment Team, to respond to the safety demands presented by the increase in enrollment and expansion of physical facilities. The membership of all three is largely voluntary. In addition, the continuation of the

Campus-wide Improvement Project scheduled for Summer 2014 will address issues such as campus lighting that are related to concerns about safety and security.

APPRAISAL: Areas for Improvement

While NVCC is focused on supplying the most current technology and making it as accessible as possible, demand for classroom technology outweighs supply. According to a Fall 2011 survey, nearly 80% of faculty respondents indicated having used smart classrooms or other classroom technology in course delivery and believe that the use of technology enhances the classroom experience and/or learning outcomes of students. However, faculty responses indicated a shortage of technology to meet their needs, specifically referencing the number and availability of smart classrooms. The College administration is aware of this issue and remains committed to the installation of smart technology as funding becomes available. Since 2002, fifty-seven smart classrooms have been installed, representing a 256% increase in smart classrooms. In an effort to realize efficiencies, accommodate growing enrollments and a shrinking budget, and increase availability of classroom technology, NVCC is running courses seven days a week, starting at 6:30 a.m. on weekdays.

Additionally, faculty have expressed concern about training opportunities in administrative and information technology. Only 55.6% of respondents indicated that IT provides sufficient training for faculty in the use of smart classroom technology. In reference to other training, responses varied, but most were concerned with the lack of formal training opportunities offered by IT. To provide more effective training in IT related areas, the College is working to fill three vacant IT positions in AY 2012-13.

Although campus improvement is one of NVCC's strengths, the status of improvement projects, notably projects-in-process, has not been effectively communicated to the campus community at large. In a survey administered to faculty and staff, nearly 43% of survey respondents had concerns regarding NVCC's physical facilities, and approximately 31% had concerns related to ecology/environment, health or personal safety. Concerns were centered on the structural aging of the Waterbury campus (including garages and elevators) and environmental issues (specifically water leakage, mold, and air quality issues in Ekstrom and Founders Halls). However, many of the projects were either completed or underway at the time of the survey, notably the State Bond Commission awarding $695,000 in funds for NVCC in FY 2011-12 allowing the institution to address various facilities issues.

Ventilation of four lab areas equipped with fume hoods continues to be problematic. One problem is that the booster fans that assist in exhausting chemical vapor are quite noisy, resulting in a difficult teaching environment. A second problem is that these fans create positive pressure within the ductwork that connects the fume hood to the roof fans. This can result in the possibility of fugitive emissions within the building should leaks exist in the ductwork. Faculty members from the Science department have met with the Administration to discuss possible solutions. Work on this project is ongoing and the engineering design phase, funded through the Bond Commission award, will occur in 2012-2013.

Public access for the Public Safety Office requires ascending one flight of stairs and opening a non-automatic door raising concerns regarding handicap access. Telephone access to Public Safety officers is available on and off campus but physical access for individuals unable to climb stairs or open doors prevents direct access to the Public Safety Office in its current location. The College plans to address space reallocation for the Public Safety department as part of the Founders Hall renovation project scheduled for completion during the 2016-17 Academic Year. In Spring 2013, an ADA audit will be conducted on campus and a more immediate solution may be developed at that time.

Despite enrollment increases of more than 60% over the past ten years, the addition of Technology Hall (100,000 square feet of classrooms, offices and technology labs) and consequent increases in vehicle traffic, there has been little change in staffing levels in the Department of Public Safety. In 2011-12, the College added one part time officer and a total of 22 hours of coverage weekly.

PROJECTIONS

- Fill two vacant Information Technology positions
    - Individual(s) responsible: Provost/Senior Dean of Administration
    - Completion date: Fall 2012
- Improve communications about campus improvement projects by sending separate emails to faculty and staff indicating when projects begin and again upon completion
    - Individual(s) responsible: Provost/Senior Dean of Administration
    - Completion date: Fall 2012
- Address safety and security issues, including lighting, with a Campus-wide Improvement Project
    - Individual(s) responsible: Provost/Senior Dean of Administration
    - Completion date: Summer 2014
- Following the move of Allied Health to Founders Hall, the college will conduct a space utilization study for the entire college.
    - Individual(s) responsible: Provost/Senior Dean of Administration
    - Completion date: 2016
- Create a College Master Plan
    - Individual(s) responsible: Provost/Senior Dean of Administration
    - Completion date: AY 2013-2014

Standard Eight: Data First Forms (2)

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus		
other U.S. .locations		
international locations		

	2 years prior (FY 2009)	1 year prior (FY 2010)	Current Year (FY 2011)	Next Year Goal (FY 2012)	Goal in 2 years (FY 2013)
Revenue ($000)					
Capital appropriations (public institutions)	$2,269	$135	$4,332		
Operating budget	$436	$549	$636		
Gifts and grants					
Debt					
TOTAL	$2,705	$684	$4,968	$0	$0
Expenditures ($000)					
New Construction	$4,633	$449	$111		
Renovations, maintenance and equipment	$8,489	$7,868	$7,900		
Technology	$1,843	$1,604	$2,051		
TOTAL	$14,965	$9,921	$10,062	$0	$0

Assignable square feet (000)	Main campus	Off-campus	Total
classroom			0
laboratory			0
office			0
study			0

special			0
general			0
support			0
residential			0
other			0

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Technology Hall	Administrative offices, Classrooms, technology labs, Hospitality Management dining room and kitchen			

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years The list below includes renovations costing $_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year

Renovations planned for next 5 years The list below includes renovations costing $_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year

Standard Nine: Financial Resources

Description

NVCC is committed to using its financial resources to fulfill the College's mission and vision. The 1991 Higher Education Flexibility Bill (Public Act 91-256) gave all of the community colleges greater freedom in fund allocation. Because of this legislation, the institution has been able to maintain its own reserves, which lets the College respond to normal short-term financial emergencies. Additionally, the advent of a state biennial budget process, in 1994, has permitted the College to manage its financial resources more efficiently. However, financial planning at NVCC is dependent on funds received from the state that are, for the most part, used to offset personnel costs. Along with state appropriations, the budget is derived from two other main sources: tuition and fees and grants. Tuition and fees were set by the Board of Trustees and are now set by the Board of Regents.

NVCC is a state-funded college and is subject to the state's economic climate and budgetary conditions. The CCC System Office used a formulaic approach to allocate funds from the state to individual colleges. Some of the more significant factors in the budget allocations are student FTE, leases, faculty, utilities expenditures, square footage, special programs, and size of the public safety force. Given these constraints, NVCC manages its financial resources to support the mission while also working within the constraints imposed by the recent economic downturn. Financial planning is part of the College's larger planning processes. The BOR is using the BOT budget distribution formula for the 2013 fiscal year.

Revenues are an important part of the budgeting process. Enrollments are projected by the President, in consultation with the Cabinet and Student Services personnel. Consideration is given to changing numbers of graduates from area high schools and the state of the economy. The System Office provides additional information and guidance, and enrollment trend information is discussed among college administrators in the state.

Financial resource allocation is fully integrated into the strategic planning process at the College, and the use of funds is reviewed continually to ensure the College is meeting its commitments and moving forward in meaningful ways. Resource allocation is demonstrated in a variety of ways at the College; one clear example of how the resources are directed toward the strategic planning is evident in the conversion of three vacant non-faculty positions to full-time faculty positions three years ago.

The NVCC community develops a budget that draws upon the strategic planning processes of both the system and that of NVCC. The budgetary process begins with members of the College community discussing budget requests with their supervisors, and then representatives of the College departments, offices, and divisions making presentations before the President and Cabinet each spring to provide rationales for their respective budgets. Deans review the budget requests in their area of responsibility and then submit recommended budgets to the President. The President reviews the budget,

making the necessary changes in consultation with the Cabinet. The Provost/Senior Dean of Administration submits the final budget to the System office, with the President's approval. After the General Assembly passes the budget, the System Office allocates the budgeted dollars to the individual campuses. The final budget is circulated by the President to the college community. A task force of presidents of community colleges and universities will meet in the summer and fall of 2012 to formulate a new budget allocation formula to be recommended to the BOR, which will be implemented for 2014 fiscal year. The budget process is distributed widely to the College community.

Typical Timing of NVCC's Budget Process	
February	Budget proposed by Governor to CGA
February	Special meeting for Presidents and/or Deans of Administration
March	Budget forms prepared for Deans, Department Chairs and Directors (Forms used for requests for department expenditures, educational assistants, and student labor)
March	• Revenue projections formulated so that operating fund expenditure support can be determined • Budget components received from System Office
Early April	Departments/divisions present requests to Cabinet
Mid-April to Early May	President tentatively approves budget and awaits budget distribution from System
June	System Office gives college budget distribution and adjusted budget promulgated by President (Timing dependent on budget data from System Office and approval of a budget by General Assembly)

In 2012, the State General Fund allocation was $17,090,000, for a contribution of 43.5% of NVCC's total budget of $39,245,000. The cost per student is $5,331, with the State paying $2,319 of that total. NVCC is one of six colleges in the Connecticut system required to transfer money back into the system. This transfer is designed to support the CCC System as a whole, specifically the six colleges that require additional financial support. NVCC contributed approximately $1.4 million in fiscal year 2011 and $983,000 in FY 2012.

The College achieves a balanced budget, but the recent budgetary downturn has complicated the process. In addition to a cut at the beginning of the year, an additional $200,000 was cut by the Governor in January 2012, which resulted in a delay in filling vacancies. This meant finding monies that had already been allocated and determining ways to continue to meet the College's commitments with a further reduction in budget. Last spring, when the College administration became aware that further reductions were likely, they encouraged college faculty, staff, and students to participate in the decision-making process in Hartford. The Provost/Senior Dean of Administration, in consultation with the Dean of Academic Affairs, invited members of the campus community to brainstorm about ways the College could achieve cost savings and efficiencies. Two such meetings were held, and more ideas were solicited via email. The economic uncertainties have required some changes at the College, including increased class size

and a push for faculty to teach an additional course instead of their additional responsibilities (ARs). Budgetary reductions are painful and affect College functions, including academic programming.

The Director of Finance provides regular reports to budget managers throughout the fiscal year. Additionally, the Self-Service portion of the Banner Finance Module permits departments to monitor their budgets on a regular basis. The College community reviews and explores opportunities for growth. Additional review is performed by the System Office. One substantive change caused by these reviews is the expansion of the Danbury Center in 2009. From 1999 to 2008, only non-credit and ESL courses were offered at this location. Credit courses were added in 2009, and by the end of the Spring 2009 semester, the number of students enrolled in credit courses in Danbury jumped to 209. During the Spring 2011 semester, growth at the Danbury Center accounted for 75% of FTE growth college wide. Continued growth will ensure that revenue will cover expenses for this location, and the College has received an increase in budget distribution for the Danbury Center.

NVCC is subject to the policies of the State of Connecticut. The System Office provides training on various procedures and subjects such as diversity, so the College can ensure the appropriate oversight of its financial and ethical practices. Additionally, the College exists under BOR, which requires an annual audit by an appropriate independent auditing firm. The policy also stipulates that recommendations made by the auditors be implemented or resolved as soon as practicable and that a written response to the auditors' recommendations be prepared by the College and sent to the System Office. This response must include the steps taken to implement and/or resolve the recommendation. These annual audited statements are available to the public at the BOR website. Reviews of specific policies and procedures are also done periodically by the System Office, but it is the Administration of the College that is responsible for ensuring compliance.

The College has increased its grant-writing activities and is in the process of hiring a part-time grant writer. Grant proposals are reviewed by the Provost/Senior Dean of Administration to ensure College policies and procedures are followed and to determine if there are any budget implications. A recent example of a grant that benefits the campus is the WAVE Program, which is a federally funded program designed to build academic and work skills. The program is in its sixth year of operation. Over 80 students have been accepted into the program, and the three-year graduation rate for certificates and associate degrees is approximately 82%.

NVCC's Foundation works on fund-raising efforts to support institutional purposes. The Foundation's mission clarifies the integrity of the work that it does to support the institution: "Empowering learners to achieve educational and professional goals and supporting and strengthening college programs and activities." The Foundation has become an increasingly significant presence on campus, and net assets have grown from $442,807 at the end of 2001 to $1,116,224 at the end of 2011. The Foundation also seeks to improve its processes; in 2009, it transitioned to new bookkeeping software, adopted a

board membership program, reviewed updates of its bylaws and other management documents, and began a strategic planning process. By 2010, the Foundation had aligned its strategic planning with the goals of the College.

The NVCC Foundation is growing and becoming an increasingly important source of funding for the College. The Foundation elected new officers in 2010 and has embarked on a campaign to double its membership to 30 before the end of 2012. The bylaws were formally revised in 2010, and the recordkeeping was converted to QuickBooks. The Foundation raised more than $610,000 to help outfit the new Technology Hall. Along with other events and campaigns, the Foundation continued its successful Mystery Dinners, netting $17,154 in 2011. The Foundation expects continued growth with the January 2012 hiring of a Director of Community Engagement by the College.

Institutional Effectiveness

As a college within a larger system, NVCC is continually reviewed by the System Office and by an independent accounting firm as part of the annual System audit. The accounting staff at the College, including the Director of Finance, reviews the actual practices of the College in comparison to the policies and procedures instituted by the System Office. The College administrators institute and practice philosophies, attitudes, and actions that stress the importance of accuracy, adherence to policies and procedures, and honesty through the organization. Additionally, the Banner Finance Module aids in financial oversight.

The Director of Finance and Administrative Services oversees the accounting and finance functions at NVCC and ensures compliance with BOT/BOR Procedures Manual and the accounting and finance procedures of the System Office and the State of Connecticut. The Director of Finance reports to the Provost/Senior Dean of Administration.

APPRAISAL: Achievements

NVCC has remained financially stable in challenging fiscal times. Despite declining appropriations from the state, the College has added faculty and expanded hours of service to students. The general fund appropriation as a percentage of the College's operating expenses decreased from 60% about ten years ago to about 42% for the year ending June 30, 2011. In 2011, the College expanded early morning and weekend classes, adding 6:30 a.m. and Sunday sections, created ACE, moved the library to a more central location, and increased the number of faculty advisors available to assist learners. Through management of course offerings, the College has become more efficient, while increasing the size of the student body and the number of certificates and degrees awarded, and improving the completion rate. The College uses approximately 15% of its tuition proceeds for financial aid to students. Within the system, NVCC is a "net" contributor to the overall system.

NVCC has an internal control environment managed by the Director of Finance and Administrative Services. The BOT/BOR publishes fiscal, financial, and accounting

policies as stated in the *Policy Manual: Board of Trustees of Community-Technical Colleges*, which was updated in March 2010. It is the responsibility of all College employees to comply with the *Connecticut Community Colleges Ethical Conduct Policy*, which (in addition to a number of state statutes) provides ethical guidance for members of the NVCC community. For example, all checks for vendor payments are processed by the finance staff of the System Office. The Finance and Administration area of the System Office also monitors all financial accounts and budgets for compliance with accounting standards, implements automated financial systems and controls, and provides training and support to the College.

APPRAISAL: Areas for Improvement

Of major concern to the College is the impact of declining state funding and budget reductions. The contribution to NVCC's total budget from the State of Connecticut has dropped from about 60% in fiscal year 2002, to about 42% in fiscal year 2012. The unrestricted net assets of the College were negative from 2002 through 2006, increased significantly in 2007, and dropped to negative $577,000 in 2009. In 2010, the net assets increased $777,000 to a positive $200,000, but dropped to only $2,000 in fiscal 2011. As a measure of the College's ability to handle future operations and to manage short-term financial difficulties, the small amount of net assets is troubling, particularly when faced with an uncertain budget climate in 2013. In 2011, the College managed a major reduction in the general fund allocation by eliminating nine non-faculty positions, delaying filling vacancies, reducing the Part-Time Lecturer budget, closing the fitness center, and reducing operating expenses for a number of areas. Additional budget cuts may be expected in the 2013 fiscal year, so this is an area of concern for the College.

Another concern is the need to formalize the capital spending plan. Capital expenditures are anticipated, assembled, listed, and prioritized through the office of the Provost/Senior Dean of Administration. As funds become available, the Dean reviews the anticipated capital spending with the President and the Cabinet. Although the system has worked, a formalized system that includes a review and approval process would help ensure coordination with the College's Strategic Plan.

Additionally, many members of the College community evidently do not understand the budget process. In a recent survey of college administrators, staff, and faculty, eighty-two percent of respondents indicated that they either "agreed fully" or "for the most part" that "the institution establishes and implements its budget after appropriate consultation with relevant constituencies." In the same survey, however, only 56% agreed with the statement that indicated a familiarity with the budget process and the manner in which funds are allocated. Though the Office of the Provost/Senior Dean of Administration organizes, advertises, and provides assistance with the budgeting process and presented this process to all of the deans, directors, and supervisors responsible for providing input to the budget, lack of awareness persists.

PROJECTIONS

- Create a Basic Capital Spending Plan to ensure a formalized system that will include a review and approval process and will coordinate with the College's Strategic Plan
    - Individual(s) responsible: Provost/Senior Dean of Administration
    - Completion date: AY 2013-2014
- Review models for forecasting revenues
    - Individual(s) responsible: Provost/Senior Dean of Administration and Director of Finance and Administration
    - Completion date: AY 2013-2014

Standard 9: Financial Resources

(Statement of Financial Position/Statement of Net Assets)

		FISCAL YEAR ENDS month & day: (06/30)	2 YEARS PRIOR (FY 2009)	1 YEAR PRIOR (FY 2010)	MOST RECENT YEAR	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
		ASSETS					
	?	CASH AND SHORT TERM INVESTMENTS	15	15	15	0.0%	0.0%
	?	CASH HELD BY STATE TREASURER	9,375	9,684	11,642	3.3%	20.2%
	?	DEPOSITS HELD BY STATE TREASURER				-	-
	?	ACCOUNTS RECEIVABLE, NET	4,405	4,660	5,345	5.8%	14.7%
	?	CONTRIBUTIONS RECEIVABLE, NET				-	-
	?	INVENTORY AND PREPAID EXPENSES	525	69	56	-86.9%	-18.8%
	?	LONG-TERM INVESTMENTS				-	-
	?	LOANS TO STUDENTS	153	151	168	-1.3%	11.3%
	?	FUNDS HELD UNDER BOND AGREEMENT				-	-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	57,684	55,132	52,442	-4.4%	-4.9%
	?	OTHER ASSETS				-	-
		TOTAL ASSETS	**72,157**	**69,711**	**69,668**	-3.4%	-0.1%
		LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	5,949	5,697	5,649	-4.2%	-0.8%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	2,400	2,518	2,358	4.9%	-6.4%
	?	DUE TO STATE				-	-
	?	DUE TO AFFILIATES				-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-

	?	AMOUNTS HELD ON BEHALF OF OTHERS	225	252	257	12.0%	2.0%
	?	LONG TERM DEBT				-	-
	?	REFUNDABLE GOVERNMENT ADVANCES				-	-
	?	OTHER LONG-TERM LIABILITIES	4,370	4,680	4,813	7.1%	2.8%
		TOTAL LIABILITIES	**12,944**	**13,147**	**13,077**	1.6%	-0.5%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	-577	200	2	134.7%	99.0%
	?	FOUNDATION				-	-
		TOTAL	**-577**	**200**	**2**	134.7%	99.0%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL				-	-
	?	FOUNDATION				-	-
		TOTAL	**0**	**0**	**0**	-	-
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	59,790	56,364	56,589	-5.7%	0.4%
	?	FOUNDATION				-	-
		TOTAL	**59,790**	**56,364**	**56,589**	-5.7%	0.4%
		TOTAL NET ASSETS	**59,213**	**56,564**	**56,591**	-4.5%	0.0%
		TOTAL LIABILITIES AND NET ASSETS	**72,157**	**69,711**	**69,668**	-3.4%	-0.1%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)[1][2]	NEXT YEAR FORWARD (FY 2013) [1]	TWO YEARS FORWARD (FY 2014) [1] [3]
		OPERATING REVENUES					
	?	TUITION & FEES	19,441	21,365	22,081	22,604	
	?	ROOM AND BOARD				-	-
	?	LESS: FINANCIAL AID	(5,469)	(6,896)		-	-
		NET STUDENT FEES	13,972	14,469	22,081	22,604	-
	?	GOVERNMENT GRANTS & CONTRACTS	8,273	10,521	8,463	8,659	
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	76	192	209	214	
	?	OTHER AUXILIARY ENTERPRISES					
		ENDOWMENT INCOME USED IN OPERATIONS					
	?	OTHER REVENUE (specify):	2,063	550	483	485	
		OTHER REVENUE (specify):					
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	**24,384**	**25,732**	**31,235**	**31,962**	**-**
		OPERATING EXPENSES					

	?	INSTRUCTION	22,352	23,646	19,709	19,622	
	?	RESEARCH					
	?	PUBLIC SERVICE	82	252	28	29	
	?	ACADEMIC SUPPORT	8,636	9,783	7,677	7,615	
	?	STUDENT SERVICES	5,697	4,335	2,594	2,548	
	?	INSTITUTIONAL SUPPORT	4,746	5,175	3,976	3,927	
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	7,672	7,604	5,533	5,457	
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	3,252	4,936	11,020	11,276	
	?	AUXILIARY ENTERPRISES					
	?	DEPRECIATION (if not allocated)	3,226	3,196			
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	**55,663**	**58,927**	**50,537**	**50,475**	**-**
		CHANGE IN NET ASSETS FROM OPERATIONS	**(31,279)**	**(33,195)**	**(19,302)**	**(18,512)**	**-**
		NON OPERATING REVENUES					
	?	STATE APPROPRIATIONS (NET)	29,127	29,570	**20,109**	**19,481**	
	?	INVESTMENT RETURN	21	18	**20**	**20**	
	?	INTEREST EXPENSE (public institutions)				**-**	

		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	144	65		-	
	?	OTHER (specify):	1	1		-	
		OTHER (specify):					
		OTHER (specify):					
		NET NON OPERATING REVENUES	**29,293**	**29,654**	**20,129**	**19,501**	**-**
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**(1,986)**	**(3,541)**	**827**	**989**	**-**
	?	CAPITAL APPROPRIATIONS (public institutions)	135	4,332			
	?	OTHER	(798)	(765)	**(882)**	**(929)**	
		TOTAL INCREASE/DECREASE IN NET ASSETS	**(2,649)**	**26**	**(56)**	**60**	**-**

Footnotes

(1) FY12, FY13, FY14 Are projected on a budgetary basis and therefore do not include statement accruals (i.e. financial aid adjustments, depreciation, fringe benefits paid by the state on general fund wages, etc.)

(2) FY2012 reflects 27 pay periods

(3) FY2014 would be part of the FY14-FY15 budget request from the System Office to the State of Connecticut for the biennial operating budget request for fiscal years 2014-2015. At this time, it has not yet been produced.

Standard 9: Financial Resources (Supplemental Data)

		FISCAL YEAR ENDS month & day (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	59,213	56,564	56,590		
		TOTAL INCREASE/DECREASE IN NET ASSETS	(2,649)	26			
		NET ASSETS END OF YEAR	**56,564**	**56,590**	**56,590**	-	-
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	2,226	2,614	2,714	2,777	
		FEDERAL, STATE & PRIVATE GRANTS	7,081	9,220	**8,463**	**8,659**	
		RESTRICTED FUNDS					
		TOTAL	**9,307**	**11,834**	**11,176**	**11,436**	-
		% DISCOUNT OF TUITION & FEES	-28%	-32%			
?		% UNRESTRICTED DISCOUNT	11%	12%			
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

FY12 and FY13: The budgets do not include statement accruals such as financial aid adjustments, depreciation, fringe benefits paid by the state on General

Fund wages, etc. That is the reason you will see actual numbers for prior years for some rows, but no numbers for budget years.

FY 14: The State of CT prepares a biennial budget. The Community College System office prepares a budget request for 2 years that incorporates all 12 community colleges. The latest budget information we have from our Community College System Office is through fiscal year 13 and it is in the same format asked for here. However, this form asks for FY 14 data which has not yet been prepared.

Standard Ten: Public Disclosure

Description

NVCC uses the college website, catalog, other print materials, and internal communications to effectively communicate with staff, students and the external community.

Website

Information about NVCC is accessible on the College website and includes information about the College for the general public as well as for current and prospective students. The website includes separate web pages for different academic programs and support services. Sections on the website is continually updated; these include About NVCC https://www.mail.commnet.edu/exchange/, Admissions, Payment for College, Academics, Student Links, and Offices and Departments. There is also a link to MyCommNet, which provides access to personal, academic, and work-related services for students, faculty, and staff,.

The College began the process of upgrading the website in 2006. In 2007, a content management system was selected, and the work of auditing all existing pages and rewriting content began. The new website went live in early 2010.

A Fall 2011 student survey gauged student use of and satisfaction with the website. Seventy-three percent of student respondents indicated that they use the College website. Forty-six percent of those surveyed indicated that they used to support their decision to attend the College, while 58% indicated that they found all of the information they needed to make their decision to attend the College on the website. When asked if college communications, about college-wide procedures, systems and organizational structures, were adequate to meet their needs, approximately 70% responded with "completely adequate" or "for the most part."

Contact information (phone number and address) is available at the bottom of every page of the website. Additionally, there is a Contact Us link that directs visitors to a variety of contacts (with phone numbers, campus location, and email addresses). Additionally, each administrative office and academic department provides contact information on its web pages. The homepage also provides specific links for alumni, future students, current students, community partners, and donors. Audited financial statements can be found on the System Office website.

The College Facts webpage provides a variety of information about the College and includes links to analysis about students and their success. Licensure exams and other measures of student success are available on departmental web pages, though not all departments provide documentation for this information.

Student support services are described in a variety of places on the College website. A complete listing is available in the *Student Handbook.* Co-curricular activities are listed under Student Activities, and institutional learning and physical resources on campus can be found on the Student Life page. Articulation agreements are also available on the Counseling and Advising Services page, focusing on transfer planning.

College Catalog

The NVCC *College Catalog* is updated and produced annually. The process is managed by the Academic Affairs office, with input from the relevant departments and divisions. All division directors, department chairs, and program coordinators are expected to review the draft of the catalog and suggest necessary revisions and/or changes.

The print version of the *College Catalog*, which includes the College's mission and vision statements, is also available on the College's website. Current and archival editions of the print catalog, dating back to 1963, are available in the library. The catalog describes the institution and its commitment to learning and public services as consistent with the College's mission. The catalog also includes all institutional requirements, procedures, policies, rules and regulations for admissions, credit, transfer, and student financial information. The online catalog is a searchable PDF version of the print catalog and is accessible through several links on the website. Online archival editions are available from 1999 to the present. While the catalog has a full list of courses for each division and department, it does not give current course offerings for each semester; current course offerings are available online through CommNet online catalog access.

In 2010, a Catalog Review Committee began a more thorough review of the catalog for inconsistencies, inaccuracies, and other issues. The committee made several recommendations, including consistency in the use of vocabulary, listing of curriculum, and labeling of requirements, electives, and specialized courses. The committee also recommended the addition of a prerequisites page. The catalog will not be printed in 2012 but will retain its current format and be available as a PDF on the College website. The goal is to have the catalog fully integrated with the academic page content on the website by 2013. This means that specific degree pages would link to the program information as well as to the courses.

The *College Catalog* includes a listing of full-time faculty (including their titles, degree and degree-granting institutions), names and positions of administrative officers, members of the governing board, and College staff. Adjunct faculty are not listed in the catalog, but information about accessing the list of adjunct faculty is available.

Both the catalog and the College website include information about the cost of attending NVCC (Tuition and Fees). The website includes student debt information. Information about financial aid is available in both the *College Catalog* and the *Credit Enrollment and Admissions Guide*. The typical length of study is not available in print or web sources. The *College Catalog* states that NVCC is accredited by the New England

Association of Schools and Colleges and the Connecticut Board of Governors for Higher Education.

Other Publications and Publicity

The Office of College Marketing produces a variety of materials. General College contact information is made available to the public through press releases and the following print publications: the enrollment guide and the promotional catalogs printed for non-credit, Kids on Campus, and special events. Additionally, the Office of Public Relations (OPR) delivers a monthly newsletter and press releases through the Office of the President. OPR also publishes an annual Community Report. The public is also invited to follow NVCC on Twitter, Flickr, Facebook, and LinkedIn. NVCC does direct mailings to the 22 towns in the service region, advertises in area newspapers, on local radio stations, at the Department of Motor Vehicles, in phone books, on local buses and bus stops, and at area malls.

Published before each semester (including summer), the *Credit Enrollment and Admissions Guide* lists the Academic division directors and their contact information. Other information available in this source includes general information about the College, but also includes contact information, a map of the main campus, and directions to both the main campus and the Danbury Center. The *Credit Enrollment and Admissions Guide* is also coordinated by the Marketing office.

Other college publications include the student newspaper (The *Tamarack*) which is available in print and electronically via a Facebook page; the "Weekly Bulletin," an internal email newsletter used to inform employees of agendas, announcements, and personal interest items; and departmental publications, such as those from ACE.

Institutional Effectiveness

The College is improving the website to meet its communication needs. To accomplish this, every unit on campus reviews content on the website. This process is ongoing and the College is committed to this outcome. The College is managing print publications by having them reviewed by the relevant departments; for example, Student Services reviews and updates the *Student Handbook* and plans for this to be a yearly process. Additionally, the College now has a Publications Committee to review the *College Catalog*, enrollment guides, and major marketing publications to ensure quality control and consistent message.

APPRAISAL: Achievements

The *College Catalog* provides extensive information about the College's obligations and responsibilities to students. Toward this end, the Catalog Review Committee, instituted in 2010, regularly reviews the catalog to ensure consistency of language, accurate

information, and updated details. The work done by this committee is evidence of institutional effectiveness.

The President provides access to information to faculty, staff, students, and outside community members. The President uses the "Weekly Bulletin," distributed via email to faculty and staff, to share information and highlight work and events occurring on campus. The President's monthly newsletter provides college news and highlights to the College and to the community at large and is available on the website. Interim reports on the Strategic Plan progress are also available on the website.

To facilitate understanding of the College's mission and vision, these statements are distributed throughout the physical college and through publications, both print and electronic. Framed copies of the mission and vision are located throughout the College, and the statements appear in most print publications.

In assessing how well the institution makes accurate and relevant material accessible, attention was directed to the *Student Handbook*. During Fall 2011, the document underwent a comprehensive revision; it now exists as an electronic document available on the College website. Additionally, the College has entered the world of social networking (especially relevant as nearly 78% of NVCC students indicate that they use social networking) with a Facebook page (with over 2,000 fans), a Twitter feed (with over 200 followers) and the myCommnet alert system (which sends text messages with safety alerts, weather closings, and other relevant information).

APPRAISAL: Areas for Improvement

The institution must continue to assess the effectiveness of its communication. For example, the periodic review process of web content is not fully established and integrated into the workflow of the College. This is an area of concern since the College's website is a primary vehicle of communication within and outside the institution. Additionally, the method by which the website analytics will be gathered is not operational.

Particular areas of the website are incomplete or outdated. One particular area of concern is the incomplete list of faculty and faculty credentials. Adjunct faculty are listed on the website, though this listing is also incomplete. The professional biography database, which will completely populate the full and part-time faculty lists on the website, is underway and expected to be completed in 2012.

The institution needs to be more diligent in ensuring that all information on the website is current. The College does not, for instance, clearly indicate which courses or personnel are not available during a given year, and the print catalog and the electronic listing of courses through myCommnet do not always match; the print catalog lists courses that have not been taught in several years.

PROJECTIONS

- Implement a method for gathering website analytics
    - Individual(s) responsible: Associate Dean of Information Technology and Web Developer
    - Completion date: AY 2013-2014
- Ensure that the employee listing, including a faculty list with credentials, is completed and that adjunct faculty are designated as such
    - Individual(s) responsible: Dean of Academic Affairs
    - Completion date: AY 2012-2013
- Indicate clearly which courses or personnel are not available during a given year
    - Individual(s) responsible: Dean of Academic Affairs and Registrar
    - Completion date: AY 2012-2013
- Ensure that the catalog and CommNet listings consistently match, including implementing a system to cross-check the listings and develop a specific method of maintaining the consistency
    - Individual(s) responsible: Dean of Academic Affairs and Registrar
    - Completion date: AY 2012-2013
- Create a list of articulation agreements on the website and a system to maintain the accuracy of the list
    - Individual(s) responsible: Dean of Academic Affairs
    - Completion date: AY 2012-2013
- Implement an annual review of all web content for accuracy and currency. A reminder of the needed review will be sent campuswide in July of each year and generated content will be uploaded each January (with interim uploads as needed)
    - Individual(s) responsible: Associate Dean of IT
    - January 2013

Standard Ten: Data First Forms (1)

Standard 10: Public Disclosure

	Information	Web Addresses	?	Print Publications
	How can inquiries be made about the institution? Where can questions be addressed?	http://www.nvcc.commnet.edu/Admissions/Apply-to-NVCC/itemId/793/Contact-Us		2011-2012 Catalog, preface.
		https://www.nvcc.commnet.edu/Admissions/Request-Information		
		There is also contact info in the right column of most pages		
	Notice of availability of publications and of audited financial statement or fair summary	http://www.commnet.edu/finance/statements.asp		n/a
		_		
	Institutional catalog	http://www.nvcc.commnet.edu/Academics/Catalogs-Schedules		2011-2012 Catalog; Enrollment Guide
	Obligations and responsibilities of students and the institution	http://www.nvcc.commnet.edu/Academics/Catalogs-Schedules		2011-2012 Catalog
		http://www.nvcc.commnet.edu/Portals/0/Documents/StudentServices/NVCCStudentHandbook.pdf		
	Information on admission and attendance	http://www.nvcc.commnet.edu/Admissions		2011-2012 Catalog, Enrollment Guide
	Institutional mission and objectives	http://www.nvcc.commnet.edu/About-NVCC/Mission-Vision		2011-2012 Catalog, p. 6; 2012 Spring Guide pp. 2 and back cover
	Expected educational outcomes	http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Degree-Programs		2011-2012 Catalog pp. 49-50; program outcomes under each program

	Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.nvcc.commnet.edu/About-NVCC		2011-2012 Catalog, pp. 7
	Requirements, procedures and policies re: admissions	http://www.nvcc.commnet.edu/Admissions/Apply-to-NVCC		2011-2012 Catalog, pp. 11 - 14
	Requirements, procedures and policies re: transfer credit	http://www.nvcc.commnet.edu/Admissions/Transfer-Program		2011-2012 Catalog, p 15; pp 24 - 25
	A list of institutions with which the institution has an articulation agreement	http://www.nvcc.commnet.edu/Student-Life/Counseling-Advising/itemId/773/Transfer-Planning		2011-2012 Catalog, pp. 24 - 25
	Student fees, charges and refund policies	http://www.nvcc.commnet.edu/Paying-for-College		2011-2012 Catalog, pp 13, 20 - 23
	Rules and regulations for student conduct	http://www.nvcc.commnet.edu/Portals/0/Documents/StudentServices/NVCCStudentHandbook.pdf		2011-2012 Catalog, pp. 27-37
	Procedures for student appeals and complaints	http://www.nvcc.commnet.edu/Portals/0/Documents/StudentServices/NVCCStudentHandbook.pdf		2011-2012 Catalog, pp. 36 , Student Handbook pp. 23-30
	Other information re: attending or withdrawing from the institution	http://www.nvcc.commnet.edu/Admissions		2011-2012 Catalog, pp. 39-42 Spring Guide 2012, pp. 2-4
	Academic programs	http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses		2011-2012 Catalog, pp. 47-139, Spring Guide 2012 pp. 5
	Courses currently offered	http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses/Courses		2011-2012 Catalog, pp. 147-187
		https://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch		
	Other available educational opportunities	http://www.nvcc.commnet.edu/Academics		2011-2012 Catalog, p. 44, 143, Spring Guide 2012 p. 12, 15

	Other academic policies and procedures	http://www.nvcc.commnet.edu/Admissions/Apply-to-NVCC		2011-2012 Catalog, pp. 11-44, Spring Guide 2012 p. 4, 7
		http://www.nvcc.commnet.edu/Academics/Records-Registration		
	Requirements for degrees and other forms of academic recognition	http://www.nvcc.commnet.edu/Academics/Credit-Programs-Courses		2011-2012 Catalog, pp. 43, 47-139
	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.nv.edu/Portals/0/Documents/Catalogs/2012-13-CollegeCatalog.pdf		2011-2012 Catalog, pp. 191-195
	Names and positions of administrative officers	http://www.nvcc.commnet.edu/Offices-Departments/Administration		2011-2012 Catalog, inside cover, Spring Guide 2012 pp. 10 - 11
	Names and principal affiliations of members of the governing board	http://www.nv.edu/NVCC-Foundation/itemId/1009/Board-of-Directors		2011-2012 Catalog, p. 1
	Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location			
	Programs, courses, services, and personnel not available in any given	http://www.nvcc.commnet.edu/Academics		n/a

	academic year.			
	Size and characteristics of the student body	http://www.nvcc.commnet.edu/About-NVCC/College-Facts (menus of data on right)		n/a
	Description of the campus setting	http://www.nvcc.commnet.edu/About-NVCC/Visit-Us		2011-2012 Catalog, pp. 6; campus maps
	Availability of academic and other support services	http://www.nvcc.commnet.edu/Student-Life		2011-2012 Catalog, pp. 11 - 37; Spring/Fall Guides pp 5 - 11
		http://www.nvcc.commnet.edu/Academics		
		http://www.nvcc.commnet.edu/Offices-Departments/Other-Resources		
		http://www.nvcc.commnet.edu/Student-Life/Job-Placement-Center		
	Range of co-curricular and non-academic opportunities available to students	http://www.nvcc.commnet.edu/Student-Life/student-activities		2011-2012 Catalog, pp. 24 - 26
	Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.nvcc.commnet.edu/Student-Life		2011-2012 Catalog, inside front cover; pp. 24 - 26, 43 - 44
		http://www.nv.edu/Offices-Departments		
	Institutional goals for students' education	http://www.nvcc.commnet.edu/Portals/0/Documents/PresidentsOffice/NVCC-StrategicPlan.pdf		2011-2012 Catalog, pp. 6 - 7
	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure	http://www.commnet.edu/planning/Research/Completions/Completions.htm		n/a

	exams, as appropriate			
		http://www.nvcc.commnet.edu/About-NVCC/College-Facts		
	Total cost of education, including availability of financial aid and typical length of study	http://www.nvcc.commnet.edu/Paying-for-College/Tuition-and-Fees		2011-2012 Catalog, pp. 13, 17 - 24; 2012 Spring Guide pp. 7 - 8
		http://www.nvcc.commnet.edu/Paying-for-College/Types-Of-Aid		
	Expected amount of student debt upon graduation	http://www.nvcc.commnet.edu/Paying-for-College		2011-2012 Catalog, pp. 17 - 24
		http://www.nvcc.commnet.edu/About-NVCC/College-Facts		
	Statement about accreditation	http://www.nvcc.commnet.edu/About-NVCC/Accreditation-NEASC		2011-2012 Catalog, pp. 7

Standard Eleven: Integrity

Description

NVCC's mission and vision are integral parts of the College's commitment to maintaining high ethical standards. The College's behavior as an institution exemplifies its values by creating an atmosphere of academic excellence and integrity in all its dealings with current and prospective students, faculty, staff, the governing and external agencies, and the general public.

The expectation is that all members—faculty, staff, and students—will behave with integrity; and the institution publishes a Code of Ethics in the *Employees' Policies and Procedures Manual,* as well as standards of behavior. All new employees receive and sign multiple key policies including the State and BOR ethics policies and a link to the Office of State Ethics is on the College website. Information about academic appeals is in the *College Catalog*. The *Student Handbook* includes information about the student conduct expectations and the student grievance procedure.

The administration is dedicated to shared leadership and creates an atmosphere in which issues of integrity can be addressed. This commitment is evident in the recent work the College has done in its self-study, with cross-campus participation to complete the document, including open hearings and discussions at all-campus meetings. To keep the self-study process open to the College community, information was disseminated bi-weekly in the "NEASC News" (sent via email) and on the website. Faculty, staff, and students work together on committees and clubs across campus; for example, the Curriculum and Educational Affairs Committee and Academic Standards Committee have membership from all academic divisions, Student Services, and student representatives. Faculty and staff commitment to the College is evident in their engagement in campus activities that support them such as service on standing committees, work on General Education reform, and campus-wide assessment projects, as well as professional development activities both on and off campus.

The College's commitment to maintaining an atmosphere of open discussion is based on the belief that an academic environment has to be one of open and respectful dialogue that includes the sharing of ideas, both in and out of the classroom. To facilitate this open discussion, the President publishes the "Weekly Bulletin," designed to keep faculty and staff informed about the life and activity of the College, including new and revised policies. Additionally, regular all-campus meetings run by the President include faculty and staff in those same conversations. Regular meetings of divisions and departments also create multiple opportunities for shared information and discussions. The CEAC has open hearings to facilitate discussion of changes to, or the creation of, programs and courses; the Academic Standards Committee uses campus-wide email communication. Both the self-study process and the General Education process have included open forums; the entire campus was invited to be part of the process and to give feedback.

NVCC's policies are an indication of the value the College places on integrity. Academic integrity is defined in the *College Catalog* and the *Student Handbook*. Faculty are expected to demonstrate academic integrity and are supported in their efforts by CEAC, the Student Affairs Committee, and the College's Academic Standards Committee. CEAC regularly reviews proposed changes and additions to curriculum to ensure that they comply with college mission. Decisions made by CEAC are approved or rejected via full faculty vote. The Academic Standards Committee worked to eliminate the N grade to improve integrity in the grading system and is currently working to establish a consistent class attendance policy. The Student Affairs Committee, with feedback from the College community, works with the President in the selection of the commencement speakers and has addressed issues related to the cafeteria food service provider, campus safety and overall cleanliness of the campus. The *EPPM*, BOT/BOR policies, and the various collective bargaining agreements articulate faculty and staff rights; the *Student Handbook* covers policies on student rights, conduct, and grievances.

The BOR/BOT policies and the collective bargaining agreements of the two faculty unions assure faculty and students the academic freedom to pursue study of a given field. Academic freedom policies are embedded in Connecticut State Statute Chapter 185b, Section 10a-72(b)(4), the BOR/BOT policy 5.2.2, Article 6 of the 4Cs *Collective Bargaining Agreement*, and Article 5 of the AFT *Collective Bargaining Agreement.* In addition to policies that help the College meet its commitment to responsible and ethical behavior, NVCC observes the spirit as well as the letter of all applicable legal requirements.

Effective January 1, 2012, the State of Connecticut reorganized the higher education units, eliminating the Community College Board of Trustees and creating a new Board of Regents for Higher Education governing the State Universities, the Community Colleges and Charter Oak. This new configuration is entitled Connecticut State Colleges and Universities (ConnSCU). The BOR is responsible for establishing general rules and policies for the governance of the Community Colleges. This new structure, developed in part due to budgetary constraints, fosters coherence and consistency among the constituent units as well as maintaining the authority of the President of NVCC to validate and award diplomas signifying the conferral of the associate degree.

The College provides leadership and services that remove any discriminatory barriers. NVCC adheres to the mandates of FERPA. The College complies with the Connecticut General Statutes and submits an affirmative action plan annually to the State Commission on Human Rights and Opportunities (CHRO). The CHRO has consistently approved NVCC's annual report. Affirmative action policies on recruitment and hiring are clearly delineated on the College website as are hiring and promotional goals, with gender and ethnicity specifications for hiring. Hiring searches are frequently conducted at the national level to attract highly qualified and diverse applicants. NVCC complies with the collective bargaining agreements in reference to promotion, tenure, and grievance procedures. The College's support of diversity is evident in its commitment to services for the physically challenged in compliance with ADA and Title IX and in its intolerance of racism and sexual harassment. The Student Services Unit indicates its support of

cultural diversity in its mission statement, and the College supports the needs of its diverse population in part through the disability services offered by CAPSS; through the Office of Facilities, which ensures accessibility to the College; and through SGA, which supports the College clubs and organizations. SGA supports over fifty clubs, including the Asian Student Union, the Black Student Union, the Chinese Club, the Gay/Straight Alliance, the Muslim Student Association, Women on Campus, the Office of Multicultural Affairs, and the Veterans Club.

NVCC manages academic programs, administrative operations, and interactions with current and prospective students with honesty and integrity. NVCC's governance structure facilitates the effective and transparent management of academic programs; included in this structure are a variety of committees in which faculty, staff, and administration collaborate to develop, design, review, approve, and monitor the academic programming at the College. The College also manages its data with integrity through Banner, currently used to manage admission, financial aid, registration, placement testing, and scheduling.

Students are made aware of College policies on student conduct, including academic honesty and expected behavior on campus, in the *Student Handbook* and in the *College Catalog*. The College policy delineates its philosophy regarding student conduct, and clarifies the student disciplinary process—including expectations, sanctions, and procedures. Additionally, academic integrity statements are required on all course syllabi. This information is also referenced "Expectations for Student Conduct," a publication provided to all students.

The institution's admission policies are clearly articulated in the *College Catalog*. While some programs have selective admissions standards, NVCC has an open admission policy and does not discriminate. Additionally, NVCC has an Affirmative Action Officer who investigates any allegations of discrimination or harassment and who is actively involved in the College's hiring policies, recruitment, and searches.

Institutional Effectiveness

NVCC strives to demonstrate integrity in all areas of endeavor. By institutionalizing planning and evaluation of results, including a midpoint report, the college ensures sharing of critical information, opportunities for reflection and decision making.

Actions resulting from the above process and analysis promote continuous support for the college mission.

APPRAISAL: Achievements

To behave with integrity toward members of its community NVCC has to respond to the goals inherent in its mission statement: "Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by

providing opportunities to individuals and organizations to develop their potential." This mission requires that the College acts responsibly, honestly, and fairly.

The Strategic Plan is assessed and revised every three years to maintain focus on its goals. Progress reports are written by four subcommittees of the IPC every year. The President reports on this progress in an End of Year report; detailed reports are published in hard copy and on the website each year.

The College pursues integrity through transparent policies and governance. Much of this is evident in the policies and procedures of the Student Government Association, the collective bargaining agreements, the Faculty Senate, the College Advisory System, the Academic Appeals process, all-campus meetings, and an open budget process. NVCC provides for open communication and participation concerning all internal and external activities, and all constituencies are fairly represented through campus organizations, such as the IPC and Faculty Senate.

The College maintains policies intended to facilitate ethical behavior on campus. For example, the College has a clearly Defined hiring process, with specifically articulated goals, and a general academic honesty policy is published in numerous documents. The College defers to federal and state mandates regarding intellectual property rights and adheres rigorously to FERPA legislation. Additionally, NVCC's computer network is safeguarded by a VeriSign SSL certificate, the highest level of protection available on a public network.

The College's work on the self-study is another clear indication of the commitment to maintaining integrity on campus. The College is responding thoughtfully to challenges that are emerging as it engages in this work. When the self-study reveals concerns about the effectiveness of the College website, these concerns were brought to the attention of the President and the Associate Dean of IT. Specific issues have been addressed and there is planning in place to respond to the remaining issues. Members of the College community have, however, already begun the necessary work to address those issues. For example, the Office of Academic Affairs is now the central repository for all curricular and policy changes that result from the work of CEAC and ASC. These will be stored both electronically and in hard copy and the Dean of Academic Affairs is responsible for checking all catalog revisions against this history. This work was a direct result of the self-study.

APPRAISAL: Areas for Improvement

One of the most significant ways in which an institution can maintain its integrity is through consistent and effective communication. Information is transmitted through numerous media, including the President's online "Weekly Bulletin," email notification, professional staff and All-College meetings, and regular internal mail. However, students who do not have a current email address, or who have not provided one to the College, will not receive information via that route as the College does not currently maintain

college-generated email addresses for its students. The BOR is exploring establishing student email addresses at all college with the expectation that this will be in effect by Fall 2012; once implemented, this concern will be resolved. Additionally, communication with students, faculty, and staff—as well as for the general public—is hindered by the incompleteness of the College website.

Not all documents are easily accessible. For example, even though individual policies have been updated and published, the *EPPM* was not updated from 2006 until July 2012. Although an updated manual is nearly complete, this process has taken more than a year to accomplish, and it was only initiated as a response to self-study requirements. Students' academic freedom is supported with their ability to appeal, and this information is available to them in the *Student Handbook*. Additionally, all employees of the CCC are expected to be familiar and comply with the provisions set forth in the CCC Ethical Conduct Policy, by the Code of Ethics for Public Officials and State Employees, and by the CT General Statutes. Although said policies are the same in all essential aspects and the Office of State Ethics has all of its policies on its website, these policies have not been easily accessible on the College website in the recent past; however, they will be included in the upcoming *EPPM*.

Policies regarding scheduling of events and courses still need procedural review. According to the Dean of Academic Affairs, there is a designated process to deal with course cancellations. However, there is currently no reference to course cancellations or alternative options in any College publications or on the website. The Dean of Academic Affairs projects that this policy will be published in the next version of the *College Catalog*. Policy changes are effectively communicated through the "Weekly Bulletin." These documents are published via email and stored in the President's office and online in public folders. However, these documents are not easily searchable, and a system should be developed for ensuring that all policies find their way into the *Student Handbook*, *EPPM*, or an electronically indexed repository. The College's events scheduling policy was revised over the summer of 2011, and the new procedures were published in the "Weekly Bulletin"; however, there is no schedule for assessing it. The Dean of Academic Affairs projects that the scheduling policy will be assessed during the Spring 2013 semester.

The College does maintain a general academic honesty policy, which is published in all syllabi; however, the execution of that policy and its specific limits are subject to individual faculty members' discretion as published in each syllabus. A procedure for the execution of student conduct violations covers this policy; a new data collection procedure and policy language regarding violations of academic honesty was developed in Spring 2012.

Although the College has made significant changes in the times courses are offered, these changes have been made without any market research. It is likely that students benefit from a flexible schedule, but the College has no data to support this view and does not know if this flexible course scheduling responds to students' needs. Increasing enrollments in these courses indicates there is a need. To provide detailed information

regarding student scheduling preferences the College plans to survey students beginning in Fall 2012.

While there is a published schedule and procedure for assessing and revising the Strategic Plan, and union negotiations establish procedures for assessing and revising contractual obligations, some College policies have been developed or revised with little research or attention to data. For example, the College has changed the way classes are assigned classrooms without any research into how this process may have affected learning. For budgetary reasons, class sizes have been increased; however, no advance research was conducted into best practices or the effects of these increases on student learning. It is important that all students receive quality advising, but there was no research into how to achieve that before implementation of a policy change requiring faculty meet their contracted obligations to advise. CAPSS and the Faculty Senate initiated faculty training and newsletters in Fall 2010, however effective advising would have been better ensured if such training was provided prior to the policy change.

Episodic assessment of policies is not performed consistently, so it does not fully support the College and its achievements with the community.

PROJECTIONS

- Develop major policy changes and construct the master course schedule based on data and the regular evaluation of outcomes
    - Individual(s) responsible: Dean of Academic Affairs and Academic Council
    - Completion date: May 2013
- Create a standardized template for all policies
    - Individual(s) responsible: Director of Human Resources
    - Completion date: May 2013
- Create a centralized database for policies and policy revisions
    - Individual(s) responsible: Director of the Library
    - Completion date: May 2013
- Offer mandatory yearly training for faculty advisors
    - Individual(s) responsible: Director of CAPSS
    - Completion date: December 2012
- Create an office to manage grant coordination which will oversee grant applications and administration
    - Individual(s) responsible: President and Cabinet
    - Completion date: May 2013
- Identify and publish academic freedom statement for students
    - Individual(s) responsible: Dean of Academic Affairs and Dean of Students
    - Completion date: December 2012

Standard 11: Integrity

?	Policies	Last Updated	?	URL Where Policy is Posted		Responsible Office or Committee
	Academy honesty	2012		http://www.nvcc.commnet.edu/Portals/0/Documents/Catalogs/2012-13-CollegeCatalog.pdf http://www.nvcc.commnet.edu/LinkClick.aspx?fileticket=v1gmSId8wLw%3D&tabid=117&mid=1750		Deans Academic & Student Affairs
	Intellectual property rights					
	Conflict of interest	2006		http://www.nvcc.commnet.edu/Portals/0/Documents/EmployeeInformation/NVCCEmployeePolicyProcedureManual.pdf		Dean of Administration
	Privacy rights	2012		http://www.nvcc.commnet.edu/LinkClick.aspx?fileticket=6vHmOqpdPYQ%3D&tabid=117&mid=1750 http://www.nvcc.commnet.edu/Academics/Catalogs-Schedules/Publications/itemId/1379/College-Catalog http://www.nvcc.commnet.edu/Paying-for-College/Financial-Aid/itemId/344/Family-Educational-Rights-and-Privacy-Act-FERPA		Registrar
	Fairness for students	2012		http://www.nvcc.commnet.edu/Academics/Catalogs-Schedules/Publications/itemId/1379/College-Catalog http://www.nvcc.commnet.edu/LinkClick.aspx?fileticket=v1gmSId8wLw%3D&tabid=117&mid=1750		Deans of Academic & Student Affairs
	Fairness for faculty	2012		http://www.nvcc.commnet.edu/portals/0/documents/eppm07.pdf http://www.commnet.edu/employee_info_schedule.asp		HR & BOR Unions
	Fairness for staff	2006		www.solutions-eap.com/http://www.nvcc.commnet.edu/Offices-Departments/Administration/Human-Resources/itemId/515/Human-ResourcesPayroll		HR & BOR Unions
	Academic freedom	2008		http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf http://www.commnet.edu/emprel/Contracts/Merged%20contract_final_1-15-08.pdf http://www.commnet.edu/emprel/Contracts/Federation%20agreement_2007-10_final.pdf http://www.commnet.edu/emprel/Contracts/Federation%20part-time%20agreement_2007-10_final.pdf		Unions (contracts) Board of Regents (BOR)
	Other Ethical Conduct_	1995		www.commnet.edu/emprel/policies.asp		BOR

Non-discrimination policies			
Recruitment and admissions	2012	http://www.nvcc.commnet.edu/Portals/0/Documents/Catalogs/2012-13-CollegeCatalog.pdf	Affirm Action
Employment	2012	http://www.nvcc.commnet.edu/Portals/0/Documents/EmployeeInformation/NVCCEmployeePolicyProcedureManual.pdf	Affirm Action
Evaluation	2008	http://www.nv.edu/Offices-Departments/Administration/Human-Resources/itemId/1679/Collective-Bargaining-Contracts	HR & Union
Disciplinary action	2012	http://www.nv.edu/Offices-Departments/Administration/Affirmative-Action/itemId/859/Employees-Affirmative-Action-Grievance-Procedure http://www.nv.edu/Offices-Departments/Administration/Affirmative-Action/itemId/860/Sexual-Harassment-Policy http://www.nvcc.commnet.edu/Portals/0/Documents/EmployeeInformation/NVCCEmployeePolicyProcedureManual.pdf http://www.nv.edu/Offices-Departments/Administration/Human-Resources/itemId/1679/Collective-Bargaining-Contracts	Affirm Action Officer
Advancement	2012	http://www.nvcc.commnet.edu/Portals/0/Documents/EmployeeInformation/NVCCEmployeePolicyProcedureManual.pdf http://www.nv.edu/Offices-Departments/Administration/Human-Resources/itemId/1679/Collective-Bargaining-Contracts	NVCC and Union
Other _____			
Resolution of grievances			
Students	2012		Deans Academic & Student Affairs
Faculty	2011	http://www.nv.edu/Offices-Departments/Administration/Human-Resources/itemId/1679/Collective-Bargaining-Contracts	HR BOR
Staff	2011	http://www.nv.edu/Offices-Departments/Administration/Human-Resources/itemId/1679/Collective-Bargaining-Contracts	HR BOR

Other _____	1998	www.commnet.edu/emprel/policies.asp	HR BOR

? Other	Last Updated		Relevant URL or Publication		Responsible Office or Committee
1					
2					
3					
4					
5					