

Standard One: Mission and Purpose
DESCRIPTION

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

Naugatuck Valley Community College has the second largest full-time enrollment of the twelve community colleges in the Connecticut higher education system. Established in 1964 as Mattatuck Community College, the institution merged with Waterbury Technical College in 1992 and was renamed as the two institutions were consolidated.

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 certification. During the 2011-2012 academic year, including summer session, the College offered approximately 745 continuing education (lifelong learning) courses for personal, professional, and workforce development.

NVCC is a community-based college and “takes pride in its historical role as a vehicle for the advancement for 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 website). 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 we define the institution’s activities.

In 2008, NVCC welcomed Daisy Cocco De Filippis as Naugatuck Valley Community College’s 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 the revision of the vision. Prior to this review, the College revised both statements during the 2001-2002 and 1991-1992 academic years. Along with faculty and staff input, Dr. De Filippis and her cabinet also solicited input from the community, most notably through the Community Day which the College hosted in April of 2010. The finished document was presented at the May 2010 All-College meeting. All College 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.

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, Naugatuck Valley's strategic planning process takes into account the talented and experienced faculty and staff at the College to respond to the needs of the students and our 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 as follows:

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 provides evidence of how the mission and vision drive the activities at the College. The institution needed to meet the growing space demands to serve the population more fully and has worked toward this goal through the addition of Technology Hall, the library renovation, 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, as well as space and equipment for the Engineering/STEM Division. The library's main entrance was moved to the main floor of the building to serve students more effectively, and ACE is a fully staffed tutoring center. The decision to allocate resources in these directions, especially in tight 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 the fall of 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 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, the Behavioral and Social Science (BSS) division's mission states that "the faculty and staff members of the division...are committed to innovative and effective educational practice to create the best possible environment for our students to learn about themselves, others, and the diverse world in which we all live." The faculty's commitment to this mission is evident in a variety of ways. Students taking psychology courses can learn in a hands-on environment as NVCC is the only community college in the nation that has a behavioral live operant conditioning lab. The Psychology Club faculty advisor brings students to the Eastern Psychological Association (EPA) Conference, and the group will resume presenting research in the 2012-2013 academic year. The BSS faculty propose and run new courses and programs, including archeology and the Drug and Alcohol Recovery Counselor Program. Theme-based service learning is an integral part of the Human Services degree program, offering students real life experiences on themes such as poverty. Highlighting the activities of one division is an indication of NVCC's active and engaged faculty, and that division is an example of the many ways the faculty and staff at NVCC strive to meet the College's larger mission.

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. The faculty at NVCC are active participants in essential projects, such as redesigning the general education curriculum, mentoring programs, academic advisement and student club advisement that further the College's mission.

Institutional Effectiveness

NVCC recently completed a process of reviewing its mission and revising its vision while also designing a new Strategic Plan. This was done to provide clear planning and resource allocation. The result the new strategic plan is an enhanced institutional effectiveness.

APPRAISAL Achievements

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 lead 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."

As NVCC continues to meet its mission and vision goals, the College needs to let specific goals guide us. As most college mission statements, NVCC's is general and inspirational in nature, but it does define the distinctive character of the College and is appropriate to higher education. The 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 our 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 our 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 also has managed a budget that did not mirror enrollment growth during tight 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 our core values, including student success and civic engagement and accountability. NVCC's credit and non-credit programs offer a wide range of courses and workshops, both online and onground, through service learning, and for a broad range of participants. NVCC offers courses seven days a week, from early morning into the evening hours. 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 the *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 demonstrates 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.

Areas of Concern

The College needs to address the lack of individual unit mission statements. Some divisions and departments either do not have mission statements or do not describe fully 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.

PROJECTION

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

Standard Two: Planning and Evaluation

DESCRIPTION

Naugatuck Valley Community College's planning and evaluation processes are responsive to the College's mission, vision, and strategic planning goals and initiatives. Because NVCC is part of the state community college system, operating under the auspices of the Connecticut legislature, the College is also responsible for performing the mission established for the entire system, which must be incorporated into the planning processes at the College. The primary responsibilities of the Colleges in the Connecticut system include the following:

- to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs;
- to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals;
- to provide programs of study for college transfer representing the first two years of baccalaureate education;
- to provide community service programs; and
- to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

In January 2012, the Connecticut Higher Education System was reorganized resulting in the Connecticut State Colleges and Universities Board of Regents (BOR). The BOR was voted into creation in early June 2011, with transition activities in subsequent months. The Board of Trustees (BOT) concluded their work on December 31, 2011. The overall goals for higher education in this state include the following:

- ensure equal access and opportunity to post-secondary education for all state residents;
- promote student achievement, including student performance, retention, and graduation;
- promote economic competitiveness in the state;
- improve access to higher education for minorities and nontraditional students, including, but not limited to, part-time students, incumbent workers, adult learners, former inmates, and immigrants; and
- ensure the state's obligation to provide adequate funding for higher education.

Planning

The College's strategic plan for academic years 2010-2013, "Toward a Splendid College: Naugatuck Valley Community College," is the vehicle that drives the planning at the College. The strategic planning process is informed by both NVCC's mission and the

Connecticut Community College System Strategic Priority, which is to ensure “that we are organized to maximize student success.” There are three system strategic goals that emerge from that priority:

- 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 three goals are identified in the Connecticut Community College system as the Wildly Important Goals (WIGs) and address student achievement as well as resource acquisition and management. Additionally, the CCC system also identified six levers which inform planning, management, and resource acquisition. The levers are redesign and innovation, integration of academic and student success, assessment, data and measurement, curriculum alignment and professional development. The Wildly Important Goals were recommended by the Chancellor to the Board of Trustees after a collaborative process of consultation with College presidents and the Chancellor’s Management Team.

During the summer of 2009, the president asked each of the members of the President’s Cabinet to convene colleagues in their respective units to help create the College’s WIGs Operational Plan 2010-2011 (“Weekly Bulletin” 7/14/2010). Meetings were scheduled throughout the summer and in the early part of September 2009 to elicit feedback and to create an operational plan that would integrate the system’s Strategic Priority and WIGs with the goals, initiatives, and desired outcomes delineated in our *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 entire College community. Each subsequent year, NVCC will develop an operational plan that outlines the specific activities that the College will undertake within each initiative area. The intention is that the President’s Cabinet will draft the plan during the summer and disseminate it across campus early in the fall semester. Regular communication of the progress of these initiatives is communicated to the campus community through the “Weekly Bulletin,” campus-wide emails, and All-College meetings. Additionally, members of the Institutional Planning Committee 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 the following:

- 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 students' success;
- alignment of the work of Student Services and Academic Affairs;
- implementation of services of a Job Placement Center designed to redeploy 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, to assist in the overall planning at the College; the IPC comprises faculty, staff, students and administration. This committee's 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 that required by the New England Association of Schools and Colleges and those determined by the Connecticut Community College System. The IPC also has as a goal to help facilitate the transitions from the previous strategic plan to the new one as well as overseeing the three-year strategic planning process.

The IPC steering committee, chaired by President De Filippis, 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 Vigor, 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 and the WIGs operational plans and the work done by the IPC, the Dean of Academic Affairs is creating an Academic Master Plan that will parallel the Strategic Plan. The Academic Master Plan will contribute to the College's Strategic Plan as it is invested in the College's mission and focuses on student success.

To facilitate making the College's Strategic Plan operational, the President organized a retreat for Management Team in October of 2008. The retreat resulted in the creation of

the IPC. Three documents—a summary of the Management Team Statement of Purpose, an executive summary of the retreat, and a draft of "Cultivating Community," and NVCC's Operational Plan for 2008-2009—were produced and distributed widely on campus. This Management Retreat also outlined the methods to accomplish the work of the IPC. Each of the members of the Management Team is responsible for the completion of the work delineated in the Operational Plan.

Other planning at the College parallels 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 Management Enrollment Master Plan, Technology Plan, Physical Master Plan (through facilities), and Institutional Effectiveness Plan. Each of these is led by the administrator overseeing the related department but incorporates a variety of faculty and staff from the College. Additionally, focus groups are routinely convened to solicit feedback about all planning and evaluation processes. For example, the General Education Committee, created to reexamine the College's general education requirement, regularly presents work to the College community and began its work by soliciting feedback via a series of faculty discussions.

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

Data sources available through the OIR include the following:

- Community College Survey of Student Engagement (CCSSE);
- Integrated Postsecondary Education Data Systems (IPEDS);
- Graduate Surveys;
- Student Satisfaction Surveys;
- Graduation Statistics (for NVCC as well as the other colleges in the system).

The College publishes statements of its goals for students' education and of the student success in achieving those goals. Some of this information is not readily available in print—other than that kept by individual academic divisions—but is accessible on the College website. While there is information on student success, including retention and graduation rates, limited information exists for passage rates for licensure examinations. A notable exception is the Allied Health graduates. According to the NCLEX report from the National Council, NVCC students ranked the second highest of all the community colleges. Student success is a direct result of the collective efforts of the entire College community.

The President ensures that the planning at NVCC is in keeping with the College's mission and vision and that it also fulfills the Connecticut Community College System

mission. 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 data-informed. For example, the new STATWAY program, designed to ameliorate the failure rate in Intermediate Algebra, was based on data about both the program and student success rates.

Additionally, the entire College community is kept informed of the progress of individual initiatives and the larger decision-making process via campus-wide emails, weekly bulletins, and campus-wide meetings. To facilitate communication, the President created the Administrative Council, comprised of academic and student affairs directors; this group is charged with facilitating communication among units of the College, strengthening the sense of community, and reducing silo mentalities across campus. The Council meets three times each semester. In addition, the council's recommendations inform the meeting's agenda and directly address what communication is needed to advance the goals of the College. A planning calendar for each academic year is released on the website.

In January 2012, the CCC System was consolidated resulting in the emergence of the newly organized Connecticut State Colleges and Universities. The Connecticut State Colleges and Universities (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 entrepreneurship;
- 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 of the institution. Additionally, NVCC 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 budget planning, and the budget is made public to all employees via email. Other opportunities for participation also exist; for example, in the FY 2011 process, administration, faculty, and staff were invited to submit a “beautiful idea” that was in keeping with the Strategic Plan. A “beautiful idea” was defined as a “seed project to support preparation of a grant, development of a new program or project, a student retention initiative or the enhancement of our facilities” (“Weekly Bulletin,” 7/14/2012). Some of these

submissions were granted funds for the FY2011 year. Additionally, to ensure consistent and accurate communications with students, directors are invited annually to submit a communications plan. The plan analyzes current communications with students to spot inconsistent, confusing, or erroneous messaging to our students. Areas of improvement are highlighted, and a plan to address concerns is developed. The President and her cabinet determine the award recipient and monies are distributed to improve our ongoing student communications.

The President encourages participation in the budget process and keeps the College community informed of system-wide budgetary issues by keeping the campus informed via emails. The institution continues to succeed in implementing its planning. For example, the opening of both the Academic Center for Excellence (an academic support center) 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 all 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 involves evaluation at a variety of levels, including program, departmental, institutional, and state levels. As NVCC evaluates its mission and vision statement regularly, these are an integral part of the evaluation process. As part of the evaluation piece of the planning process, the President regularly informs the College community of progress made. This includes the fall presentation of the WIGS Operational Plan and the reporting out of WIGs progress three times during each academic year. Each Academic Division must submit Annual Goals, connecting these to the Strategic Plan, the President's Goal, and WIGs. Additionally, the Connecticut Community College System's Office of Planning, Research, and Assessment (OPRA) helps support NVCC's data-informed decision-making process. OPRA is part of the Administrative Offices of the Connecticut Community Colleges and provides direction regarding strategic planning, assessment, policy analysis and development as well as providing other services.

The methods used for evaluation include both qualitative and quantitative measures and statistical data analysis; nationally standardized surveys; annual outcomes assessment documents, prepared by individual units; student performance on licensing examinations, such as in the healthcare programs; community feedback, during events such as Community Day and the Regional Advisory Council; student feedback, specifically via the online course evaluation system; accreditation reports, including NEASC. NVCC has a system of program review that includes external perspectives. These reviews assist departments and programs to evaluate their successes and to inform the continued planning. Non-accredited programs including Criminal Justice, Human Services, and DARC all have advisory boards, and 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, to promote the development of programs that are consistent with the mission of the College.

Student learning outcomes are assessed by the individual programs and departments. This occurs both within the College and with external input. For example, the English as a Second Language Department adopted learning outcomes and students submit a portfolio when they reach the last level of ESL. This portfolio is reviewed by the ESL Program Director, ESL faculty, and, if needed, English faculty. The Early Childhood Education Program is accredited by the National Association for the Education of Young Children (NAEYC). Evaluation of full and part-time faculty is undertaken by department chairs, program coordinators, and/or division directors.

Periodic reviews of academic programs include external perspectives. For accredited programs, there are industry advisory boards. Feedback is solicited and received from four year institutions for transfer. Beginning in 2012, for non-accredited programs, reviews will include external input.

Institutional Effectiveness

The Institutional Planning Committee'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 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.

The College uses the results of its planning and evaluation to continue to serve students in its service area. For example, results have included increased busing 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

Naugatuck Valley Community College's Strategic Plan drives the institution's planning processes to "maximize student success." The Strategic Planning process for academic years 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 Wildly Important Goals (WIGs) which relate to the Strategic Plan, 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 WIG. The College is working toward creating a culture of planning. Feedback was elicited from the entire 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 plan operational included the creation of the Institutional Planning Committee (IPC); the collaborative nature of this committee (which consists of faculty, staff, students, and administration) helps maintain the culture of planning.

The partnership with the community throughout the planning process has made for positive changes for NVCC's students. For example, collaboration with the community leaders and businesses has resulted in evening bus transportation to the College. The planning process was detailed, included a clear plan of action, required student support and financial backing; the campus received regular communication updates, and this results in successful implementation of expanded evening and weekend bus service which allows students to take classes once not available because of transportation issues.

Other campus initiatives have been a direct result of this culture of planning at the College. The First Year Experience 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 focus on student success. These initiatives also include the consolidation of tutorial support services under the Academic Center for Excellence, the addition of Tech Hall and the renovations of the library (which included relocating the entrance to increase visibility and student use).

Evaluation

The College is working specifically toward making data-driven decisions. To support this goal, NVCC has hired a full-time Institutional Research Director in 2004 along with an Educational Assistant. Examples of this kind of decision-making is evident on campus; for example, online developmental writing courses are no longer offered at the College, based on national data regarding student success rate in these courses. Given student difficulty rate in developmental math courses (075 and 095); a new initiative was implemented to address this deficiency. 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 its effectiveness and its sustainability. The planning process at NVCC now includes a planning grid and flowchart, depicting the interconnectedness of all College planning efforts, resulting in a budget process that connects each unit's budget to the Wildly Important Goals, Presidential Goals, and the Strategic Initiatives. Additionally, departments around the College have assessment processes and use results to modify the programs and/or offerings.

Outcome Assessment is a continuing focus for the College. A training program was implemented for directors, coordinators, and others responsible for drafting individual

unit's assessments. Additionally, the process for program and discipline reviews is being developed and implemented to increase accountability.

Institutional Effectiveness

Naugatuck Valley Community College is building a culture of planning and data-informed decision making. The recent drafting of the Institutional Effectiveness, Academic, Technology and Enrollment Plans indicates the College is moving forward in important and 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 Effective Reports illustrate the interconnectedness of all College-wide planning.

The effectiveness of the planning and evaluating done at NVCC will be enabled by a Master Plan, which links all institutional work. Because not all of the necessary campus plans are not yet complete, assessing how this will work is difficult. However, recognizing and working toward this task indicates that the College is progressing

Areas of Concern

Planning

NVCC is linking other campus plans and initiatives to the Strategic Plan. This involves the development of many of these plans, and this process is underway. The institution must develop an Academic Master Plan, an Enrollment Management Plan, a Financial Plan, and a Technology Plan. Once this work is complete, these plans will culminate in the development of a Master Plan. Work on these various plans has begun, and each one has a specific completion deadline. This work will help NVCC change the ideology of the College to one focused on planning.

Evaluation

The College has limited data on student job placement and transfer success. Additional data will help us to serve their educational and work-place needs more fully. To address this and other data needs, the College requires a central repository for institutional research reports and data analysis; a central repository would increase accessibility and result in departmental data-driven decision making.

The planning calendar does not include all identified components of college-wide planning; while the college administration has made great efforts to make these processes public and transparent, results of a recent survey indicate that there is not full awareness of the results of planning efforts. The connection between planning and resource allocation is not as well understood as it needs to be with apparent disparity between communication efforts and subjective sense of awareness.

While the development of the infrastructure (ACE, Tech Hall, and library renovations) is clearly an achievement for the College, assessment of how those particular developments evidence 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. Additionally, the budget process is inclusive and open; however, additional support is needed to confirm the clarity of the link between planning and resource allocation; this clarity would enable NVCC to document successes more fully.

In general, the development of feedback systems for College-wide and departmental assessments, with evidence of a systematic review of results, would continue to move the College in useful directions as would the development of systems to disseminate information regarding assessments and outcomes.

PROJECTIONS

- Create a Master Plan
 - Individual(s) responsible: Provost/Senior Dean of Administration
 - Completion date: Academic Year 2012-2013
- Create a central repository for institutional research reports and strategic planning documents
 - Individual(s) responsible: Director of Institutional Research and IR Assistant
 - Completion date: Academic Year 2012-2013
- Make data about former students available to all relevant units for whom this information will allow for improved services
 - Individual(s) responsible: Director of Institutional Research
 - Completion date: Academic Year 2012-2013
- Collect students' goals upon entering NVCC so the College can track goal achievement and better serve students
 - Individual(s) responsible: Dean of Students
 - Completion date: **to be determined**
- 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: Academic Year 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 division, for collecting student data on job placement and transfer success.
 - Individual(s) responsible: Job Placement Center
 - Completion date: Academic Year 2012-2013
 - Develop and implement a process for collecting data, across all divisions, on job placement and transfer success of our 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: Academic Year 2015-2016

Standard Three: Organization and Governance

DESCRIPTION

Naugatuck Valley Community College (NVCC) functions within the larger framework of the organizational structure of Connecticut's twelve public community colleges. This structure has remained essentially unchanged for many years, and the governance is vested in several connected agencies. However, major changes are currently underway. 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, which is the chief executive officer for the Board. Additional information is available on the [Board of Regents](#) website.

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 of the faculty, administrator, counselor, and librarian bargaining units has separate agreements that specify the protocols and procedures for promotion, tenure, sabbatical leave or professional development, if applicable.

The President of NVCC is the chief executive officer of the College and has the authority for 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 a three-tier procedure: receipt of staff and student recommendations, statement of presidential intent, and implementation (when appropriate). These steps are announced in the "Weekly Bulletin," which is the official instrument of communication with faculty and staff. The President conducts two All-College meetings per semester as another communication venue. The administration works to keep lines of communication open to the entire College community. For example, during the recent economic downturn, the President charged the Dean of Academic Affairs and the Provost/Senior Dean of Administration, with soliciting College-wide input for cost saving measures and efficiencies. The President sent communications regularly to update the College community of the forum. They held two open meetings and also solicited ideas via email. Allowing everyone to be part of the decision-making process creates an open and collegial process when possible.

The President supervises the following individuals, who also comprise the membership of the President's Cabinet, along with the Interim Associate Dean of Academic Affairs and the Associate Dean of Information Technology:

- Dean of Academic Affairs
- Provost/Senior Dean of Administration
- Dean of Student Services

- Director of Human Resources and Labor Relations
- Interim Dean of Community Engagement
- Director of Community Engagement
- Public Relations Associate

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

The Dean of Academic Affairs serves as the chief academic officer of the College, runs the Academic Unit, and is responsible for all academic policies and programs. The Academic Unit comprises a seven-member Academic Council who reports to the Dean of Academic Affairs. This group includes the following:

- Academic Division Director/Arts and Humanities
- Academic Division Director/Behavioral and Social Sciences
- Academic Division Director/Business
- Academic Division Director/Nursing and Allied Health Programs
- Academic Division Director/Science, Technology Engineering, Mathematics (STEM)
- Associate Dean of Academic Affairs (newly created position in 2010, currently filled part time by an Interim Associate Dean.)
- Registrar
- Director of Distance Learning
- Director of Institutional Research
- Director of the Academic Center of Excellence
- Director of the Library
- Directory of Danbury Center

The Academic Council meets monthly to make recommendations and discuss issues, problems, or concerns pertaining to the academic operations of the College. The topics raised at the Academic Council meetings emerge from a variety of sources, including the President's office, Cabinet meetings, academic division meetings, system-wide academic deans meetings, the other units, or from individual faculty, staff, or students.

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

- Associate Dean of Information Technology
- Coordinator of Environmental/Occupational Health and Safety
- Danbury Center Director

- Director of Community and Economic Development
- Director of Facilities
- Director of Finance and Administrative Services
- Director of Job Placement Center
- Director of Public Safety

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 following individuals:

- Director of Admissions
- Director of Financial Aid
- Director of Student Activities
- Director of Center for Academic Planning and Student Success (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 its primary role is advisory 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 ten 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. Membership of each committee is representative of all units at the college.

The College Advisory System (CAS) consists of three advisory committees to the full professional staff. 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 CAS comprises the following:

- Curriculum and Educational Affairs Committee (CEAC) reviews recommendations for course changes, new courses, certificate and degree programs, degree requirements and other curriculum matters.
- Academic Standards Committee (ASC) reviews and sets standards for grading systems, honors, probation and suspension.

- Student Affairs Committee (SAC) determines local student procedures, policies and rules, credit and non-credit student services appeals, awards and recognition.
- Agenda Committee oversees the processes and operations of the other three committees, determines appropriate committees for proposal consideration, reviews and determines if proposals recommended from the other three committees are ready to be placed on the agenda of the full professional staff meeting for consideration, monitors the College Advisory System and, when necessary, recommends modifications of the system structure or processes.

Additionally, there are several ad hoc committees created as needed by the College and student community. Recent examples of these committees include the Administrative Council, Critical Incident Management Committee, Traffic Appeals Committee, Academic Appeals Committee, Commencement Committee, Library 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 Continuing Education 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. Additionally, the SGA president attends the 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. The SGA promotes interaction among students, faculty, and staff.

Institutional Effectiveness

Organization and governance is reviewed continually, primarily through the Institutional Planning Committee (IPC). An Institutional Effectiveness subcommittee of the IPC can be called upon to review governance, if necessary. 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 and reported back to the entire IPC; (anyone may attend). 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 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 the needs of students and the community. The College created and filled the position of Dean of Student Services as well as that of a full-time Director of Institutional Research position. The President's "Weekly Bulletin" now reaches its audience electronically, 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 noteworthy efforts to address student needs. Examples of these efforts 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)
- Addition of evening and weekend administrator duties
- Expansion of the Danbury Center from non-credit courses and English as a Second Language (ESL) courses to both credit and non-credit with increased enrollment
- College initiative to provide evening bus service for students
- The addition of Sunday classes and classes beginning as early as 6:30 am.

A survey of students indicated that over 65% were aware of the reorganization of the public higher education system on Connecticut.

In an online survey sent to faculty and staff during the fall 2011, focusing on their understanding of and satisfaction with the NVCC governance and organization, the majority of respondents (between 73% and 84% for all categories, agreed with the following: 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 College president and deans with faculty, students, staff and other administrators; the administrative structure established by the College President promotes NVCC's purposes and objectives; the College President has established an administrative structure which provides the means to assess the effectiveness of the institution; and the College President effectively manages and allocates resources in keeping with the institution's purposes and objectives.

Communication between the Board of Trustees and NVCC has improved since the 2002 NEASC visit. Survey results gathered for the previous self-study indicated that fewer than 50 percent of respondents believed that the administration has effective communication. In the most recent survey (in fall 2011), 75 percent indicated that existing channels of communication between the previous board and the institution were

effective (with 15 percent recommending “fully effective” and 59 percent responding “for the most part”). Additionally, the 2011 survey results indicate that current communication channels should continue to be used without significant changes (with 15 percent recommending “no changes” and 60 percent recommending “few changes”).

Areas of Concern

An area of concern for Naugatuck Valley Community College, and for all of the Colleges in the Connecticut Community College system, is the change to external governance. The new Board of Regents of Higher Education significantly modifies the external governance structure under which NVCC has existed.

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

- Create a central repository for relevant meeting minutes (both written and audio)
 - Individual(s) responsible: **To be determined**
 - Completion date: **To be determined**

- 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 should be posted on the website)
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: September 2012

- Complete an organizational structure plan for the Faculty Senate
 - Individual(s) responsible: President and Faculty Senate President
 - Completion date: Academic year 2012-2013

- Complete faculty and department web pages and make available on the College website
 - Individual(s) responsible: Associate Dean of Information Technology and Web Developer
 - Completion date: Summer 2012

Standard Four: The Academic Program

DESCRIPTION

Naugatuck Valley Community College's Mission and Vision emphasize meeting the community's needs and offering a rich intellectual, cultural and civic-minded experiences for our students. Student success is central to the Goals of the College. As an open enrollment institution (with the exception of certain career programs), NVCC offers a variety of degrees and certificate options to meet the needs of our service community while offering them a full and varied educational experience.

NVCC offers collegiate-level programs that are consistent with the Mission, Vision, and Goals. The College offers an Associate's Degree in Liberal Arts and Sciences and in General Studies. The Associate of Science (AS) degree has 42 options, and the Associate of Arts (AA) degree has nine options; there are 47 credit certificate programs and 23 non-credit certificates and programs.

Main Campus and Satellite Locations

Credit and non-credit offerings are delivered on the main campus in Waterbury and at the Danbury Center. Courses, both credit and non-credit and in all classroom locations, are subject to the same internal and external academic oversight. For example, the director of the Danbury Center oversees course scheduling, facilities, and resources for the Danbury location; the director of the Business Division coordinates with the Director of the Community and Economic Development (CED) to oversee a five-year credit/non-credit Business Management Certificate program at the Danbury Federal Correctional Institute (FCI). Academic oversight from the standpoint of course content, student learning and faculty evaluation is overseen the same way as multiple course sections on campus. This is done by Program Coordinators and/or Department Chairs. Additionally, the same standards are applied to onground, online, and hybrid courses.

NVCC offers courses in math, English, ESL, accounting, law enforcement, communications, software application, history, marketing, human services, and criminal justice at the Danbury Center. Currently, it is not possible for students to complete a degree solely at the Danbury location. While there is no physical library at the Danbury site, NVCC librarians will scan material and upload it to Blackboard, and there is a computer lab with internet access which student can use to access the library electronically. NVCC has an agreement with the Western Connecticut State University library that allows students to check out up to ten books and use their database for research.

The College has increased its online offerings significantly, but the College does not promote an online-only degree. During the 2007-2008 academic year, there were 74 online courses. During the 2009-2010 academic year, the College offered 129 online courses for a 74% increase. Currently, students may complete at least 50% of the General Studies or the Liberal Arts and Science degree online, and the College has received approval, from NEASC, for this substantive change. The Dean of Academic

Affairs is currently looking into the process of developing at least one degree fully online for the future.

Divisions such as Allied Health (which has programs that depend on clinical sites), Business (which works with non-credit programs to provide coursework in the Danbury Federal Correctional Facility), Behavioral and Social Science (which has courses with fieldwork, and Community and Economic Development (which depends of resources outside of NVCC's direct control) have agreements and contracts with agencies to ensure continued use. These contracts and agreements must be approved by the CT Attorney General's office and are managed by individual divisions and overseen by the Provost/Dean of Administration.

Curriculum Standards

All new programs must follow the Connecticut Community College System guidelines for content as described in the *Academic Program Planning and Approval Process* (last revised in 2000). The College procedures for the development and approval of new programs are outlined in the *NVCC Manual of Procedures and Guidelines for Approval of Courses and Curriculum Proposals*. Program proposals, which are developed by faculty in coordination with their Division Directors, are then reviewed by the originating division and must receive approval from the Dean of Academic Affairs before the College Advisory System Curriculum and Education Affairs Committee (CEAC) process. Once approved by CEAC, the program is presented in open hearings to the College and receives final approval by vote during the College professional staff meetings. The final approval process has been transferred from the Board of Governors to the Board of Regents in Higher Education (BOR). This includes new programs, new degrees, new certificates, substantial changes to existing programs, and program discontinuation. New course creation will continue to be overseen internally by NVCC through the CEAC.

New courses and modifications to existing courses, which are developed by faculty in coordination with their Division Directors, are also subject to review and approval process. After approval by the originating division and signature by the Dean of Academic Affairs, proposals go to CEAC. If approved, the proposal then moves to an open hearing and the entire College community is invited to attend. After that, the professional staff votes on the proposal. After approval, the President makes the final decision about new courses and course modifications, and sends it on to the Office of the Registrar. Proposals that are not approved can reenter the process with necessary revisions or additions. With approval from the originating division and the Dean of Academic Affairs, faculty can offer a course once without going through the CEAC approval process. All disciplines and programs have a coherent mission statement that states the values to be developed within that discipline or program. Work has begun to review program outcomes, to ensure they are measurable. This has been an area of weakness in the past at NVCC; however, with a new administration and awareness, the need for measurable outcomes is being addressed.

Course descriptions and program requirements are available in the *College Catalog*. There is a sequence of courses designed to build on the general education requirement by presenting courses that provide enhanced and focused knowledge and skills. Each program has a broad definition that provides its basic rationale along with a listed outcome. The comprehensive set of Program Outcomes and Objectives that identify the ideals and goals of the individual programs is available in the *College Catalog*. There is currently some inconsistency in terminology, but the catalog review committee is working to resolve this problem.

As of the spring 2011 semester, all course syllabi are submitted to individual divisions and to the Dean of Academic Affairs and must include course descriptions, objectives and learning outcomes. This change is part of the new initiative to have a consistent format for all courses offered at NVCC. Individual syllabi highlight the particular learning objectives of those courses. Along with the learning outcomes, syllabi include the course description (which identifies what students will learn), the method of instruction (onground, online, hybrid), course objectives, a course outline, and grading criteria. Other relevant information is also included. Programs with external accreditation, such as those in the Allied Health division, also include information specific to their program. For example, the Nursing 203 syllabus includes the medication administration policy.

The College requires English 101 for all degree programs and success in the course indicates achievement of the objectives and learning outcomes. This ensures college-level competency in writing. Placement into English 101 is a system standard, using the Accuplacer test or stipulated ACT or SAT scores, for all twelve of the community colleges. NVCC has articulations and agreements with the area colleges and universities, indicating an additional consistency in the course's objectives and outcomes. Additionally, eight certificate programs require English 101. Students who are not ready for college-level writing are offered developmental writing courses or English as a Second Language courses designed to help them increase their skills and achieve college readiness. Many courses at the College, including most courses offered by the Behavioral and Social Science division, require a readiness for college-level writing (demonstrated through course completion or placement testing).

At this point in time, there is no requirement for students to demonstrate a particular level of competence in Information Literacy or Information Technology skills for graduation, though there may be expectations of competence on an individual course basis. However, beginning in the fall of 2011, all first-time, full-time students will be required to take a 1.5 credit First Year Experience course (IDS 101). This course includes an Information Literacy requirement. Additionally, one of the General Education competencies is "Technological Literacy." Competencies have gone through faculty open hearings. The process to assess competencies will be delineated after the common core of courses is approved, based on the competencies.

In response to our 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. There is a clearly delineated form and process that allows faculty to report incidents to both Deans; those offices will track these reports so as to identify students with repeat offenses. Faculty continue to have ultimate control over the consequences for the student in their class.

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 installation and subsequent expansion of wireless capability allows students to access the internet and all of the online services the College offers, including Blackboard (24/7/365 technical support funded by the Board of Regents), myCommNet, and the library resources. While results of a recent survey are not yet in, the College is gathering information from students, indicating the College's commitment to ensuring that students' technology needs are met.

Currently, approximately 65% of the credit courses offered at NVCC are fully web-enhanced with Blackboard, and all online and hybrid courses are delivered through Blackboard. Many courses also integrate text companion web sites and other publisher-provided programs (such as Academic Systems and Pearson's MyLab products). The Office of Distance Learning also provides several resources via the NVCC website and the Distance Learning Facebook page, and every incoming full-time student is enrolled in the Student Orientation course delivered through Blackboard. In the spring 2011 semester, nearly 74% of all NVCC courses used Blackboard, either as fully online, hybrid, or web-enhanced.

Academic Program Review and Planning

The Institutional infrastructure and policies inform the academic planning and evaluation, which are also aligned with the College mission. Responsibility for academic planning and evaluation resides with the Dean of Academic Affairs and the Academic Council (composed of Division Directors, the Directors of Distance Learning, Library, ACE, and Institutional Research). The Dean of Academic Affairs meets monthly with the Academic Council to discuss issues related to planning and evaluation, including enrollment goals, schedule, community initiatives, resource allocation, and policy changes. The President and the Cabinet have final approval.

The Academic Master Plan (AMP), while coming out of the office of the Dean of Academic Affairs, is a coordinated effort including the work of the Academic Council, faculty, and staff and describes NVCC's instructional priorities for the next five years. Additionally, the AMP supports the College's Strategic Plan and the work of the Institutional Planning Committee. This is the first Academic Plan in NVCC's history, and it corresponds to the College's mission and strategic plan. The AMP provides a framework for decision-making and resource allocation in providing instruction and student services. There are six goals in the Academic Master Plan:

- Provide Relevant Academic Offerings that Meet the Need of a Global Economy and the Workplace

- Ensure Student Engagement and Success
- Enhance Academic Leadership and Professional Development
- Encourage Community Engagement and Partnerships
- Promote Student Learning and Academic Effectiveness
- Maximize Effective Use of Technology to Ensure Student Success

The Academic Master Plan aligns with and supports the college's Strategic Plan and is intended to serve several purposes:

- Establishes and prioritizes initiatives that enhance and expand instruction (i.e., course offerings, numbers of faculty) and student learning.
- Advances the functioning of the college to improve effectiveness, and transformational initiatives to move the college in new and strategic directions.
- Prioritizes student learning as the college's central purpose, and assures that resources will be available to support that priority.
- Provides a focus to aid in planning academic and student services units.
- Guides other units of the college to accomplish the goals of the Academic Master Plan, thereby helping to achieve student success.
- Provides mechanisms for ongoing assessment, accountability and continuous improvement that will guide future decisions affecting student learning at every level throughout the college.
- Provides an outline for developing the college budget, which will affect the ability of the college to provide instructional facilities and support services.
- Cultivates a climate that supports and enhances diverse methods of teaching and learning.
- Establishes benchmarks for formative assessment in the classroom and development of appropriate (faculty) feedback instruments.

Evaluation is guided by the College's Discipline and Program Review policies, which ensure continuous program assessment and improvement, determine ongoing program needs, and document the Learning Outcomes and skill standards required by the workforce. The Dean of Academic Affairs, with approval from the Curriculum and Educational Affairs (CEAC) committee, implemented a new template for the Program Review. The Program Review committee is 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. Because many programs and discipline reviews at NVCC were off-cycle or not done, several reviews are currently being conducted. Once program reviews are completed, the findings and recommendations are presented to the Cabinet for review and further action. Presentation to the Cabinet is new to the process and was implemented by the Dean of Academic Affairs to ensure findings and recommendations are considered.

The development of the Academic Master Plan has focused attention on the program review cycle as program reviews had fallen behind schedule. During the 2011-2012

academic year, 19 program and discipline reviews were scheduled for completion. With the completion of the 19 reviews, the program review cycle will be back on schedule. There are established procedures and guidelines for the overall process, which include requirements for external and internal involvement. Programs that provide professional training may include industry representatives as well. All programs have learning outcomes, and most programs have assessment of learning outcomes that are more specific than relying on classroom grading as a barometer of academic achievement. In the 2012-2013 academic year, all programs will need to demonstrate assessment of learning outcomes. Recent program reviews indicate ways in which the College excels:

- the process allows for reflection on program objectives and outcomes and the need to continue developing outcomes;
- the process has validated the sound design of the programs and disciplines and their consistency with the mission of the College;
- the process is specific enough to identify areas that need improvement but broad enough to allow for flexibility to continue developing outcomes and their assessment.

A recent survey of directors and coordinators of programs with outside accreditation indicated that the detailed guidelines and precise evaluation requirements result in efficient and successful programs. Respondents also noted that review cycles have varied in length with many programs have review cycles of seven to ten years. While these cycles are longer than the five year cycle used for the College's internal reviews, many of these programs have ongoing accreditation reporting requirements as often as a yearly basis. Student satisfaction surveys and job placement surveys are being done with the new program review instrument that was implemented fall 2011. Measurable program outcomes will be a focus for annual program reviews beginning in fall 2012.

The College allocates the resources necessary to meet the program needs based on the program reviews and the academic planning within the relevant divisions. Division Directors, Department Chairs, Program Chairs and Coordinators, in conjunction with the Dean of Academic Affairs, make recommendations and work toward the prioritizing necessary to sustain and improve the academic program.

Eliminating a program or a degree option comes only after a good deal of review on the part of those directly involved, including the Department Chair, Program Chair or Coordinator, and the Dean of Academic Affairs. When programs are eliminated or program requirements are changed, the College determines the effect on enrolled students, so that students may complete their education with minimal disruption. The Connecticut Board of Regents for Higher Education's Application for Discontinuation of Existing Program governs the elimination of academic programs. The College considers specific provisions to enable currently enrolled students to complete the program. This includes possibilities such as transferring the program to another community college in the system or completing the program with course substitutions. For example, the Industrial Management and Supervision Technology AS Degree was terminated in the fall of 2010. The two remaining students enrolled in the program were advised to take

alternative classes as substitutions to complete the program. The most recent program eliminations occurred in spring of 2010. There were no students enrolled and no certifications had been granted in the past three years. In preparation for the next program elimination (the Business Office Technology degree options and associated certificates) the program description was removed, a year in advance, from catalog.

Undergraduate Degree Programs

Requirements and outcomes for all degree programs are published in the *College Catalog*, on the College website, in student information packets and the *Student Handbook*, and on advisement forms. Students are presented with programs designed to provide a thorough and integrated exposure to the material within the constraints of a 60-68 credit hour degree program.

The nine Associate in Arts degree programs consists of a strong foundation in liberal studies, with program options that allow students to focus on specialized fields of interest. Students with an AA degree typically are planning for transfer to a baccalaureate degree program. The 42 Associate in Science degree programs include the study of specific career fields (such as those in the health field or social work), emphasizing the study of English and the humanities, behavior and social sciences, science, mathematics, technology, and business. Students with an AS degree are prepared for specific employment or for transfer to a baccalaureate degree program.

Academic programs at NVCC prepare students to transfer to baccalaureate degree institutions or to enter the workforce in a variety of fields or both. Students must complete 25% of their credit requirements at NVCC for the associate degree. NVCC also has dual enrollment agreements with the Connecticut State Universities (CSU). The program is designed for students who plan to earn an associate's degree from a Connecticut Community College (within five years) and want to earn a bachelor's degree at a CSU system institution. Students must have earned 15 or fewer transferable college credits at the community college at the time of application. Students in this program are guaranteed admission at the selected CSU institution upon successful completion of the associate degree with a minimum GPA of 2.0. The students also have full library privileges at the university designated, while completing the associate degree at the community college. There is a smooth transition as the courses taken are transferrable and the NVCC graduates are given course registration equivalent to university juniors at the CSU. In addition to this dual enrollment program, any full-time student may be able to take up to two additional courses at no cost at another state-supported institution of higher education on a space available basis if the course is not offered at NVCC.

During the spring 2012 semester, the Board of Regents (BOR) approved policy designed to facilitate the transfer of the State's community college students into their junior year at the State universities. The key elements of this plan include the development of a common, competency-based general education core and the development of common lower division pre-major pathways that include thirty credits of transferable general education credits that address the core competencies. Consistent with the NEASC

requirements, the BOR intends that the general education requirement will include a balance between the arts and humanities and the sciences (including mathematics and social sciences). The BOR has designed a specific implementation plan for transfer that includes a systemwide Transfer and Articulation Policy (TAP) Council.

Certificate programs at NVCC consist of specialized coursework leading to work in a specific career, without the additional coursework required for an Associate's degree. The *College Catalog* indicates that some of the degree programs and the certificate programs allow for unrestricted electives; most degree programs allow for directed electives to help meet both degree specific requirements and general education requirements.

General Education

The College believes that “while an appropriate level of mastery in occupations and technologies is clearly 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* 49). 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* 49).

Each degree program requires a set of general education courses, presented in the *College Catalog*. The principles of general education have been delineated in the Board of Governors for Higher Education 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.” Work on a new systemwide approach to General Education for the ConnScu system will begin during summer 2012. Prior to the new ConnScu initiative, NVCC had mapped 50% of its General Education courses to the new competencies. During the 2012-2013 academic year, we expect to have new systemwide requirements in place. While this will necessitate changes to our current general education approach, we expect this to be a competency based model and that this new model will not be significantly different than the one we have been using (described below).

The common core of General Education is included in degree programs at NVCC and refers to courses listed under four groupings, and students are required to take six credits from each of the four groups: Group I: Communication Skills, Group II: Mathematics and Science, Group III: Behavioral and Social Sciences, and Group IV: Arts and Humanities.

The outcomes for the general education courses, as for all other college courses, are listed in the course syllabi and specific outcomes for each general education group are published in the *College Catalog*. Recognizing that course completion alone does not sufficiently guarantee that learning outcomes are met, the Faculty Senate General

Education Review Committee, formed fall of 2007, has identified seven core competency areas, including analytical thinking, applied knowledge, creative expression, effective communication, ethics, social awareness and responsibility, and technological literacy. The committee has developed rubrics that will articulate fundamental criteria for each learning outcome associated with the individual competency area and is in the process of identifying general education courses that develop the individual competencies in students. Our general education requirement is applied consistently for programs leading directly to careers and to those leading to transfer to a four-year degree program. However, career programs are disproportionately those that do not meet all of the general education requirements. Career programs are least likely to meet all of the general education requirements because they run up against the allowed credit limits. Additionally, some programs with outside accreditation cannot comply with the requirements of those agencies, meet general education requirements, and stay within the credit limit rules for the College. This issue will be included in the new program review protocol.

In addition to the work initiated by the Faculty Senate, the College administered the Measure of Academic Proficiency and Progress (MAPP) test to the 2007 and 2008 graduating classes. Results (discussed in detail on page 50) 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 should be the last step in this process.

The Major or Concentration

Each degree program has a plan of study based on a linear progression of coursework, as stated in the catalog. One exception to the coherent design is the Engineering Pathway for entry into the University of Connecticut's School of Engineering, which requires courses that NVCC does not offer in total. Courses at the 100 level provide introduction to the discipline, while 200 level courses provide sequential development of the subject matter, including use of resources, methods of inquiry, and theories in that field of study. Program-specific courses progress from basic knowledge to more advanced concentration. Courses offered at NVCC share common numbering with the other eleven community colleges in the Connecticut system. These common courses have at least an 80% consonance in terms of material covered and learning outcomes. Requirements for the major or area of concentration are based on clear and articulated learning objectives.

Integrity in the Award of Academic Credit

NVCC is one of twelve community colleges overseen by the Board of Regents. As an accredited institution with CIHE (most recently in 2002 with the five-year review in 2007), the College has demonstrated that it meets the *Standards for Accreditation* and complies with the policies set forth by CIHE. The College's Mission statement and information about requirements for satisfactory academic progress, academic probation,

and re-admission are published in the *College Catalog* and/or the “Admission and Enrollment Guide.”

NVCC maintains the clear authority and administrative oversight for all courses for which it awards institutional credit or credentials as demonstrated through practices relevant to the development of courses, selection of faculty, professional development activities, and faculty evaluation. In awarding credit, NVCC follows the policy prescribed by the *Policy Manual for the Board of Trustees of Community Technical Colleges* (last updated in June 2011). To recommend the award of one semester hour of credit, there should be approximately fifteen class hours of instruction and thirty hours of student work assignments outside the classroom. The College conscientiously applies this rule in course scheduling. For example, all three-credit courses must meet, during the semester, for at least 2250 hours (this equates to 150 minutes for 15 weeks). Most three-credit courses actually meet for 160 minutes per week. During the 2011-2012 academic year, the week of exams was changed to a regular meeting week (giving instructors the prerogative to either teach or offer exams within the scheduled meeting times). This raised meeting times to 2400 hours in a 15 week calendar and further exceeds NEASC credit policy.

Faculty oversee the curriculum, and the College recognizes the College Advisory System (CAS) as an authoritative body, even though its committees are classified as advisory. The CAS, composed of four committees made up of elected, full-time members of the professional staff (exclusive of management), is responsible for the academic elements of newly-created or modified credit course

With a few exceptions, full-time faculty are responsible for the design and updating of course content. For example, the design and content of all allied health and engineering courses are based on the national accrediting bodies, while the content for nursing courses is designed by the Connecticut Community College Nursing Program (CTCCNP) and is then approved by the accreditation boards. Division Directors, Department Chairs and Program Coordinators provide oversight for course content and delivery of course content.

Full-time faculty selection follows specific policy and procedure established by Human Resources (HR). Search committees require representation by the appropriate constituencies and include presentations in the candidates' fields by the finalists. The President makes the final selection. Qualified adjunct faculty are interviewed by Division Directors, Department Chairs and/or Program Coordinators.

The Division Directors, again in concert with Department Chairs and/or Program Coordinators, oversee the quality of the delivery of the courses and programs. Division Directors, or the relevant Department Chairs or Program Coordinators, observe and evaluate full-time faculty; part-time faculty are observed and evaluated by Department Chairs or Program Coordinators according to the stipulations from Collective Bargaining Units. Students complete online course evaluations every semester (since the Spring 2010 semester); prior to this, student evaluations were paper forms.

The College's admission policy requires an application and the submission of required documents. The applications are processed in the Admissions office, and students take their placement tests and are advised on the same day, prior to registering for classes. NVCC's Associate Registrars are responsible for the evaluation of incoming transcripts to determine whether courses completed at another institution may be accepted at the College. In addition to accepting transfer credits from accredited institutions, NVCC students may apply for the evaluation of prior learning through any of the following: credit by examination (CLEP or a college-produced examination), Advanced Placement Examinations, Board for State Academic Awards (evaluated by Charter Oak College).

Students who register for online courses must be enrolled in the College, following the same criteria as all other students; to gain access to the particular online course, they must enter a unique and secure login code as identification. Students taking online courses are also held to the same expectations of conduct, as identified in the policy published in both the *College Catalog* and the *Student Handbook*. Online math and allied health courses require on-campus midterm and final exams (this is clearly stated in the course listings); students are required to present a valid picture identification card to take the examinations.

NVCC is actively vested in student retention, and one of the four standing committees of the Institutional Planning Committee (IPC), Student Success Committee, is charged with improving student retention. The recent addition of the Academic Center for Excellence (ACE), which offers tutoring in many subjects as well as other activities for students, indicates NVCC's willingness to support this initiative through the budget. The College has just introduced a 1.5-credit First Year Experience (FYE) course for all first-time, full-time students, beginning in the fall of 2011. These resources, along with academic advising, mentoring, and other measures focused on retention, are significant for all students, but particularly for those returning after a break in their educational process.

Faculty award grades based on course criteria outlined in syllabi, which are provided to students in the first week of every course. Grading criteria are standard on all syllabi. Syllabi also include a common correspondence chart for numeric to letter grades; however, all grading requirements are determined by individual instructors. Additionally, the College eliminated the N grade (not enough criteria to evaluate which could be assigned in any course) and has instituted an M grade to indicate progress made in developmental courses only when students are not yet ready to move to the next level. Graduation credit is awarded for all credit courses beyond the developmental level. Credit for Math 137 may be used for college credit, but the course does not fulfill any degree requirement for college-level math. Full-time faculty review and vote on graduation lists, provided by the registrar.

The Office of the Registrar conducts graduation audits continuously, as graduation applications are turned in. In the last year, the registrars' office performed nearly 2,000 audits. Often, individual students are audited multiple times as their status changes. Typically, the graduation file is closed in October, when the application is made available

for the anticipated graduation year. All students are assigned faculty advisors who work with them throughout their time at NVCC and regularly review, using the online “Degree Evaluation” tool to track their progress toward graduation. Conversations between faculty advisors, the Counseling Center, and the Registrar are standard practice to avoid complications for students that could potentially interfere with their graduation.

Graduation requirements are published in the *College Catalog*, and reminders about the deadline to apply for graduation are posted throughout campus, the College website and on Facebook. Students who anticipate completing requirements for graduation must complete an application by December 1st for a January conferral, March 1st for a May conferral, and July 1st for an August conferral. These applications are reviewed individually by the Office of the Registrar, and no student is considered graduated until all graduation requirements are completed. Course substitutions may be obtained when warranted and are approved by the appropriate Divisions Directors.

Degree audit worksheets are available online, and students (in consultation with their academic advisor or on their own) can review their academic progress by generating a degree audit based on selected parameters. These are unofficial audits; official audits are performed through the Office of the Registrar only.

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

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, and English 101 (a course required for all matriculating students) teaches documentation (as do many other courses). Students do have the opportunity to dispute grades through a grievance with the Academic Affairs committee.

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 will have a restricted credit load. They must also see their academic advisor prior to registering for the next semester. Along with the reduced course load, students will be advised to seek additional help at the Academic Center for Excellence. Students on academic probation who fail to meet the required GPA will be notified in writing that they are suspended for one

semester. After the suspension, students may be reinstated upon application. Students may also request a review of academic status by the Dean of Academic Affairs.

NVCC delivers courses in a variety of ways, including traditional onground courses, fully online courses, online courses with campus requirements, hybrid courses, and blended courses (available for credit or as non-credit). Fully online courses are offered in the all divisions: STEM, Allied Health and Nursing, Arts and Humanities, Business, and Behavioral and Social Science. The College also offers courses for abbreviated time periods, summer and winter session, summer half sessions, and Late Start. All courses are designed and taught by NVCC faculty. NVCC requires that faculty teaching online be proficient in the use of Blackboard Vista and/or Learn. Training is required prior to teaching an online course.

Courses are available at Waterbury campus and at the satellite campus in Danbury (Danbury Center), the Danbury Fire House (a fire technology course only), and the Federal Correctional Institution in Danbury. Additionally, NVCC and Western Connecticut State University (WestConn) have a reciprocal relationship; courses are offered on each others' campuses. The College attempts to offer support services for the courses offered outside of the main campus. Online tutoring is available during the academic year, and the library has electronic resources—including a chat feature. NVCC students have access to the library and computer resources at WestConn. All courses for academic credit, regardless of delivery method or time of offering, receive the same oversight from the College.

NVCC also participates in the College Career Pathways program administered by the CT Department of Education. The program is intended to provide students with two years of post secondary education on site at the high school. The College has articulation agreements with 18 district schools in English, mathematics, science and career related courses. High school students can obtain up to twelve college credits. While taught by the high school staff, each course area is coordinated by NVCC staff.

NVCC has a broad offering of non-credit courses which fall under the auspices of Continuing Education. These courses are only reviewed by faculty when they are offered in collaboration with credit courses (blended courses). Blended courses are currently offered in ESL, music, and manufacturing among others.

Assessment of Student Learning

The NVCC vision highlights the need to offer our students a “rich intellectual [and] educational ... experience.” Given that, the College’s Strategic Plan and Wildly Important Goals (WIGS) focus on student success. The work the College has done in the past several years to define and clarify General Education competencies, in addition to creating objective measures for identifying where and how they are met, and the specific requirements (along with the oversight) of individual programs are all connected to the College’s mission and vision.

The Student Success Committee, one of the four subcommittees of the Institutional Planning Committee (IPC), is charged with advancing the first of NVCC's five strategic plan goals: "At NVCC, students achieve their goals." The committee is focused on determining how students learn and on finding ways to improve student success. The committee identified five key student performance outcome areas upon which to focus in the next three years: student skills and competencies, retention rates, graduation rates, transfer rates, and career placement. The subcommittee's objective is to facilitate successful implementation of major student success initiatives, using the committee's institution-wide perspective and the members' particular areas of expertise.

While the mission articulates NVCC's goal of "providing opportunities for individuals and organizations to develop their potential," the work done on the General Education competencies provides the College with a vehicle to achieve that goal and allows the College to implement it more fully. These competencies are intended to define the experience of the students at NVCC fully and objectively. They will not vary for different certificate or degree programs. Individual academic programs determine the specific course content and the assessment of the course learning outcomes.

Faculty and staff are involved in student learning on many levels, including work on the general education competencies and the IPC committees. The involvement also includes individual contact with students via faculty-student interactions (in and out of the classroom), advising, mentoring, and tutoring in the Academic Center for Excellence.

When students initially enroll at NVCC, they are introduced to the degree and certificate programs through the admission and advising process. Typically, this process begins with a staff member at the College, though faculty do volunteer to help during busy admission periods. Thereafter, students are assigned a faculty advisor who serves as a specific contact person throughout their time at the College.

The newly redesigned Center for Academic Planning and Student Success (CAPSS) assists students with a variety of career, academic advising and transfer. The Center 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 individual connection to students as an important part of their learning experiences.

Ensuring that students have meaningful and substantial learning opportunities is a significant function of the individual divisions and programs. Program review work fosters academic oversight and ability to maintain programs and make changes when necessary. This oversight ensures a systematic, substantial, and sequential opportunity for student learning because faculty are engaged in important decisions about their discipline, and they are provided with regular and constructive feedback. All of this is ultimately focused on giving the students the best learning experience possible.

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). CEAC guidelines, however, require that all new courses

and all changes to courses are reviewed and approved by the committee and move through the entire CEAC process. Programs with external accreditation have specific learning outcomes, but they still must follow CEAC guidelines. These programs are Automotive Technician, Automated Manufacturing, Early Childhood Education, Electronic Engineering Technology, Horticulture, Mechanical Engineering Technology, Nursing, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care.

The College's central focus is on the quality and effectiveness of its various programs and that focus is visible in a number of places. While program reviews give the necessary oversight to ensure that the relevant methods assessing student learning are being implemented, learning outcomes at all levels reflect the individual mission of each academic area. These learning outcomes are articulated on individual course syllabi and other documents that support curriculum development.

Learning outcomes for courses are specifically tailored to address skills and knowledge that students will need throughout their education and in their future employment, in accordance with the mission of the College as well as the expectations of each program. Learning outcomes can be measured in a variety of ways, many of which are course or program dependent: student portfolios, exams, essays and other written products (including everything from reflective writing to research papers), 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.

Sequential learning is a significant part of the process for students as soon as they are admitted to NVCC. The Accuplacer placement exam evaluates their 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 courses. For example, if a student wants to enroll into Math 172, a college-level mathematics course, the student must first pass the pre-requisite course with a C or better or place into the course. The student must also pass the Math 172 course with a C or better to proceed to the next Mathematics class.

Course content, program, or degree requirements also follow a preferred sequence of courses, which is determined by Department Chairs and Program Coordinators. These sequences are available to students in a variety of places, including the website, the catalog and program handouts, and through consultation with their advisors. While some courses have prerequisites, but not all programs have a required sequence that students must follow to complete the degree.

The College has several methods to understand students' learning experiences. These vary by program of study. In addition to program reviews, beginning in spring 2010, a web-based graduate survey was conducted for all of the CT Community Colleges. 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 cap and gown

instead of at commencement. The college also surveys employers, offers standardized testing and licensure testing, performance portfolios and examinations, capstone course, and evaluations of questions from common final exams. Some programs, including criminal justice, human services, hospitality management, DARC, and business, include feedback from outside sources. NVCC has a vigorous process of self-review to ensure that, at every level, it addresses student needs. The methods identified here are addressed during program review, and the results of review provide useable information on places for improvement.

Institutional Effectiveness

The quality of the academic programs is central to the mission and vision at NVCC and the College focuses on this in a variety of ways. The mission and vision are the foundation on which solid academic programming is developed and maintained. The College is committed to regular and thorough review of its academic programming, always with the goal of improving and maintaining what we do that is successful. Individual divisions submit year-end reports to the Dean of Academic Affairs. Faculty are committed to continual improvement by seeking out professional development opportunities and by seeking feedback from supervisors, peers, and students. The College also continues to monitor input from NVCC graduates, employers, and the community. NVCC is committed to embarking on new pathways for more formalized and rigorous assessment.

APPRAISAL Achievements

The work NVCC has achieved on its newly revised Strategic Plan has given a focus to its academic planning, allowing the College to make thoughtful decisions about strategic planning, outcomes assessment, divisional and departmental planning, and allocation of resources. The College has dedicated academic resources with its strategic goals, and NEASC standards call for a delineated Academic Plan that is informed from continuous evaluation to enhance the institutional mission and program objectives. To best serve the College and to meet NEASC expectations, the College is currently formulating an Academic Master Plan with the expectation that it will be completed in May 2012. Additionally, the College created the Liberal Arts Coordinator position. Along with completing a program review, the Coordinator will be responsible for curriculum planning and development, student recruitment and retention, student advisement, responsibility for program advisory board, recommendation for selection, oversight and evaluation of program-related faculty.

NVCC manages its center in Danbury effectively; the College now has adequate space to house the current student population, and the College follows all the proper administrative policies required. The Facilities Use Agreement between Western Connecticut State University (WestConn) and NVCC clearly defines the terms of use for the WestConn space, including for the summer sessions although WestConn typically

does not have available classrooms during the busy times of day.. Currently, the College is in the second year of the lease with WestConn. Students at the Danbury site have access to the WestConn library through an agreement negotiated by the colleges, and NVCC regularly updates both the Danbury Center computer facilities and hardware.

The College offers full support for students' academic endeavors with tutoring (available at the ACE and in Danbury), open computer labs, library facilities and instruction, academic mentoring, posted faculty office hours, study group areas, learning disabilities support, a required (for first-time, full-time students) First Year Experience (FYE) course, and various academic clubs. Danbury students, while not having full access to all of these resources, do have access to a computer lab, tutoring in English and Math, the FYE course, and a library. Students taking courses through the FCI program are provided with additional resources, including magazines and audiovisuals, as well as additional tutoring. Students at the Danbury Center do have access to all services at the Waterbury campus.

NVCC is one of three participating institutions of higher education in Connecticut that is participating in the seven-year Connecticut State Bridge to College Programs. The Bridge to College office at NVCC is dedicated to providing early intervention and academic support services to selected students ensuring successful completion of high school, college matriculation and college graduation as well as empowering students to achieve their academic goals and to utilize their skills to serve the community through volunteerism. In its strategic plan, NVCC identifies its commitment to serve the surrounding community through a number of initiatives that respond to the area's educational, social, economic, healthcare and cultural needs. One of the specific strategies is the commitment to create and strengthen bridge programs with the local high schools that contribute to preparing college-ready students. They 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 new initiatives, including the WIA In-School Youth Program, the Community College Scholars (CCS) Program, AmeriCorps, and the College Access and Challenge (CAC) Program.

Curriculum Standards

There has been recent work at the system level to ensure the integrity of college-level English and math credit by standardizing the Accuplacer scores for student placement and evaluation of prior learning. This is significant at these two disciplines are often used as an indicator of academic readiness to take other courses. At the institutional level, there are curriculum changes periodically made through the Curriculum and Educational Affairs committee (CEAC) to best meet the needs of the courses and programs. This occasionally results in positive changes in staffing to meet program staffing needs as well. Once changes are made pursuant to CEAC procedure, course or program content is monitored by department chairs or coordinators in conjunction with faculty input. There is open access to CEAC meetings and minutes as well as to the other Standing Committees (Academic Council and Academic Standards) and to Faculty Senate. This ensures open communication and access to information related to curricular issues.

Participation by faculty and, often, by students at All-College meetings and open hearings is a hallmark of the College. NVCC has no procedural barriers that inhibit any of the representatives from the College's constituent populations from participating in any of these meetings.

Program descriptions that are in the *College Catalog* are supplemented by information provided on the website under the page of the particular program. Specific career-preparation practices are given in the program description and in program outcomes for each program in the catalog, and the program web pages, in many cases, also list potential applications and jobs for the skills developed. Additionally, many of the program descriptions have a clearly stated list of outcomes that detail knowledge, intellectual and academic skills that will be acquired upon completion, giving students a guide for career preparation.

Assessment within the classroom takes place in a variety of traditional forms (interim and final projects, oral exams, presentations) by instructors. However, there is currently a concerted effort to have all programs clearly outline their objectives and program outcomes and a similar effort to have all sections of a course use the same objectives and outcomes. Many courses within a program or discipline have delineated learning objectives and outcomes in their course syllabi at the classroom level. Many programs have learning outcomes that are also published in the *College Catalog*, including the following: Nursing, Radiologic Technology, Respiratory Care, Physical Therapist Assistant, Early Childhood Education and Child Development, Automotive, Engineering, and Horticulture. The English department began an assessment project in fall 2011; the project included blind submissions of student papers, and faculty assessed outcomes using a standard rubric. This project will continue in other writing courses, including the developmental sequence and English 102 (a second semester writing course). While program coordinators and division directors report their efforts to evaluate program learning outcomes, many of these outcomes are not objective and empirical measures. Student success in subsequent courses and in the programs overall, attest to achievements, but there are many areas in which formal data collection is not being used.

All NVCC courses taught in non-traditional time periods and modalities are designed to meet the same standards (hours) and are typically taught by instructors who teach the traditional courses as well. All of these classes use the same materials, typically selected by full-time faculty. Syllabi from courses taught by the same instructor (online and off campus) were reviewed for academic content and showed no variability. The learning outcomes, objectives, and evaluative criteria are identical. Faculty use Blackboard to facilitate lectures and discussions, specifically with hybrid or online courses, but in more traditional courses as well. For example, the accounting faculty use Camtasia to present video clips, problems, and lectures online to supplement what would be put on the board during a traditional class.

Non-program specific institutional support services are broad based. The new iteration of the Job Placement Center is evidence of the College's new effort to address graduate job placement and re-institute internship and co-op placement for current students.

Additionally, the Academic Center for Excellence has developed into a strong student resource for student learning for those students in need of this supportive tool.

Academic Program Review and Planning

There is clear evidence that the academic programs at NVCC are healthy and competitive. The College has also taken many steps, large and small, in the past few years to strengthen the institutional commitment to student experiences outside the classroom. However, improving classroom vitality should be a priority and the only way this could be addressed is through rigorous and consistent assessment. The protocol for program reviews has not been adhered to in the past and assessment efforts within the classroom can be improved. Since assessment is inextricably tied to retention and student persistence, the College is currently engaged in a campus-wide effort to address all programs and disciplines and to commence overall systematic program/discipline assessment and improved assessment within the classroom framework. Certainly, a number of programs subject to external accreditation are engaging in systematic assessment. However, other programs within the College had been engaging in various levels of assessment. The initial and continuing coherence of program goals, structures, and content is guided by the use of the system's Review of Proposals and Approval of Programs in Connecticut Public Higher Education "Manual of Procedures and Guidelines for Approval of Courses and Curriculum Proposal," "and the "Program Review Instrument."

Those programs that have moved through the internal and external review process have applied both quantitative and qualitative methods to understand the experiences and learning outcomes of the students in the program. Student surveys, program review site team members, feedback obtained from employers and internship placements has provided relevant information to aid in the analysis of student learning. A sampling of the programs and disciplines that have been reviewed in the past year indicate that, with administrative support, positive changes have occurred when necessary. The Office of Institutional Research prepares "dashboard reports" for the academic divisions; these reports highlight data regarding student enrollment, retention, and graduation information to assist in each division's annual programmatic review. In response to this data collection two divisions, Behavioral and Social Science and STEM, have committed to annual retreats beginning in the 2012-2013 academic year.

The work done on the Academic Master Plan and the program reviews has focused attention on programs with low enrollment more specifically than in the recent past; as a result, some program deletions have been made (always with attention to meeting the needs of the students enrolled in those programs.). However, the College has made the commitment to keep some low-enrolled programs as a result of their uniqueness and service to the state. Two such programs, Horticulture and Aviation Science, are evidence of this decision-making process.

Although the Academic Master Plan is under development during 2011-2012 academic year, many positive changes have already come out of the work that has been

accomplished. For example, significant efforts and resources have been allocated to the creation and support of the First Year Experience course (IDS 101), designed for all first-time, full-time students beginning in the fall of 2011. In addition, the College has now developed an Honors program; all faculty members participate in the academic advising of students and all students are offered academic advising, which is now mandatory for all first-semester students prior to registration; and the Office of Distance Learning has implemented mandatory training for instructors teaching online courses with mandatory course evaluations. The initiation of a one-year schedule, along with the “dashboard reports,” will assist in making data-driven decisions about programs deletions and course cancellations. Additionally, the Distance Learning Substantive Change Report clearly articulates the educational objectives of distance learning offerings. Numerous projects are underway in the area of developmental education (some already implemented and some still in the design phase). These include Self Pace, which allows students to take developmental math courses at their own pace; Statway, a national project that gives students the opportunity to complete elementary algebra and a college-level statistics course in one year; Fast Track, a summer program offering English 063, math 095, and IDS 101; Accelerated Math Projects, which gives students the opportunity to complete two math courses in one semester (the latter of which is a college-level elective that requires placing out of developmental math).

The primary institutional tool for addressing the core of student learning at NVCC has been the Institutional Planning Committee. It is composed of representative internal stakeholders at NVCC, so it is a valid tool to gauge and monitor institutional effectiveness in different areas such as student learning, resource allocation, and strategic planning. It is fairly new to the institution and is now serving as a planning, discussion, and review tool in key institutional areas; for example, the Student Success subcommittee has worked, in concert with faculty and the Dean of Academic Affairs and the Counseling Center to further develop and refine the College academic advisement program.

The Curriculum and Educational Affairs Committee (CEAC) has been an additional institutional tool for discussion of the various aspects of student learning and has been a long-standing body within the College framework. CEAC reviews academic proposals and is not designed to operate independently itself as a program/discipline content review body.

While all divisions, with the exception of Arts and Humanities, have documented programs that are challenged by cancellation of courses required for graduation, those programs have instituted correct measures that include course substitutions, independent studies, transfer of credits from other community college or accredited post-secondary institution, and new delivery methods to increase enrollment (i.e., online or hybrid). These options reflect the College’s interest in helping students graduate while maintaining the integrity of the credit offered. In addition to the corrective measures, the College has demonstrated a proactive approach to advising students to minimize the need for these measures.

Undergraduate Degree Programs

The College has established procedures for program creation (following system procedures), including input and approval from the appropriate division, the Dean of Academic Affairs, the Curriculum and Educational Affairs committee, all professional staff, and the President. Prior to initiating the process for a new program, the College examines workforce needs, as well as potential enrollment numbers and graduation rates. Each degree program at NVCC requires a general education component and a major component, and new program proposals must provide a program summary that includes a curriculum description for the proposed curriculum, including information about major course requirements, cognate areas, general education, and electives. The open admission policy of the College is consistently applied except for certain career programs that have selective admission policies. These restrictive policies and procedures are clearly set forth in the *College Catalog* under each program.

Of particular note is the professional training available to students in many of NVCC's programs. This training reflects an ongoing commitment to ensure that student experiences effectively establish a connection between curricular content and practice in the field. Programs offering clinical, cooperative learning experiences and experiential learning courses have sequenced requirements toward the end of the program. Cooperative experiences, for example, typically combine work-based learning (employment or field experience) with connecting activities (weekly co-op seminar or workshop). For example, in the Allied Health division, all programs have strict accreditation guidelines requiring connection between curricular content and field practice. One example of particular note is the considerable work done recently to align certificates in the Human Services Program with program options.

NVCC maintains the appropriate levels of academic quality, with clear attention to the acceptance of undergraduate transfer credit from other institutions. The College has clear policies and procedures (*College Catalog p. 15*), which include initial review by the Registrar and, if necessary, the appropriate division director and/or faculty members. Additionally, the spring 2011 CCSSE survey measures and compares transfer credit assistance at NVCC to other similar colleges and to all CCSSE cohort responses. The data reflects an improvement in the "often" category and a favorable decrease in the "rarely/never" category, and NVCC's "often" scores are now higher than the percentages reported for the other institutions surveyed. While the "do not know" category has reflected an increase at NVCC, this is not necessarily indicative of a decline with regard to the College's commitment to transfer. Percentages are summarized below:

Answer categories	Often		Sometimes		Rarely/Never		Do Not Know	
	2008	2011	2008	2011	2008	2011	2008	2011
NVCC responses (All)	6.2	7.9	18.1	19.1	39.2	34.8	36.6	38.2
	7.2	6.7	20.8	19.2	36.4	37.7	35.6	36.4

Other Medium-sized Colleges responses (All)								
CCSSE Cohort Responses (All)	7.4	7.0	20.8	19.7	36.4	37.8	35.4	35.5

The College does not erect barriers for transfer credit. The individualized nature of the process allows for the maintenance of credit integrity while making informed decisions about the evaluation of in-transfer credit. Additionally, common course numbering between the Connecticut Community Colleges has made course transfer less complicated, but it is not exception free, as each course needs to be examined individually.

The process of accepting transfer credits does have some latitude to combine courses and credits. The number of credits transferred will always be the total from the course used, but it will never exceed that total. Additionally, individual divisions are currently engaged in proactively seeking articulation agreements with four year institutions in the service area; for example, the NVCC nursing program merged four years ago with the Connecticut Community College Nursing Program (CT-CCNP). This required the renegotiation of all previous articulation agreements, and now there are full articulations for the RN-BSN baccalaureate degree with nine undergraduate institutions, and there is recent articulation work with Charter Oak College for Licensed Practical Nurses (LPN's) seeking advance placement into the Connecticut Community College Nursing Program.

The College has specific prerequisites in place for many courses; Banner, the program used for student records, will prevent students from registering for a particular course if they have not met the requirements; similarly, the program will remove students from a course if they do not achieve the required grade in a prerequisite course.

General Education

The general education requirement at NVCC clearly defines the required coursework for the general education common core and includes a balance of courses within the primary domains of arts and humanities, mathematics and science, and the social sciences. However, the recent work initiated by the Faculty Senate General Education Review Committee indicates the College's continued commitment to meeting the educational needs of our students. The committee identified seven core competencies that embody the College's "definition of an educated person" and developed measurable learning outcomes for each competency as a first step in assessing the College's general education program. The committee continues to focus on course learning outcomes to map them to the general education competencies.

Integrity in the Award of Academic Credit

In 2010, the Dean of Academic Affairs, in concert with work done on the Academic Master Plan, required that all syllabi follow a standard template that include instructional methods, procedures, course objectives and learning outcomes. When appropriate, outcomes are linked to those established by specific professional organizations such as the Human Anatomy and Physiology Society, which publishes a list of outcomes that guide the instruction of Anatomy and Physiology courses. Evaluation criteria and grading policies are also listed for each course. Within the divisions of the College, courses are overseen by faculty, course leaders, department chairs, and division directors. Working beyond the shared course objectives and learning outcomes, the math department has developed shared syllabi and a common exam for Math 137, regardless of the delivery system of the course.

There are several programs at the College that require cooperative learning, internships, clinical requirements and/or service learning. For example, the Drug and Alcohol Recovery Counselor Program requires an internship, and the Human Services Program requires service learning. The academic content of these experiences, and others like them, are clarified in the syllabi, and faculty facilitators supervise the work experience through regular site visits, evaluations of student performance on the site, and consultation with the employer. The time requirement is determined by the particular programs and is in consonance with any outside accreditation requirements. The awarding of credit is linked directly to the quality of the work experience and the resultant learning.

Independent study requires the student propose in writing the specific objectives and procedures of the project; the request must then be approved by the appropriate division director and the faculty member with whom the student will work. Students at NVCC may also earn credit while enrolled in a semester aboard program. NVCC does not award college credit for any development work done in courses designated with a course number below 100. Students may apply for an evaluation of prior learning through a variety of procedures; NVCC offers a variety of College Level Examination Program (CLEP) exams and some college-produced examinations. College-produced examinations are designed and approved by departmental group leaders and/or department chairs; these exams are aligned with objectives of those of credit courses done on campus. Credit is also granted on the basis of the Advance Placement Examinations administered by the College Entrance Examination Board. Students earning scores of three or higher receive credit for the courses for which the examinations are stipulated. Additionally, students may also have their prior learning evaluated by Charter Oak State College, a “clearinghouse” for assessment of prior learning. Under the Connecticut Credit Assessment Program (CCAP), NVCC accepts as transfer credit any course that Charter Oak State College has evaluated and accepted.

The process for degree certification is consistently applied and information is disseminated to students through a variety of medium, including their faculty advisors. The proactive efforts undertaken by the institution assist students through the graduation application process. In the past, the Office of the Registrar sent letters, with the application form, to all students with 45 or more credits to advise them of upcoming

graduation deadlines. Beginning in the fall of 2011, the Counseling Office (CAPSS) organized a special advising session, staffed by counselors and division representatives, for this group of students. Information was sent via email and regular mail. Students qualifying for graduation were offered priority registration. In addition, the College now has an Enrollment Taskforce working on the following goals: recruitment, retention, and graduation. The collaborative efforts demonstrate more effective coordination between Student Services and academic Affairs, with the ultimate goal of helping students to attain graduation.

Faculty members ensure the academic integrity of the awarding of grades, and the administration supports and facilitates this. Instructions for entering grades into Banner are communicated effectively and the process is reviewed immediately after grade input. Additionally, all NVCC syllabi are required to include a description of the academic honesty policy of the College. A recent survey of the College faculty reflected positive responses. Nearly 97% indicated that they do include the policy on the syllabus, nearly 92% report discussing the policy in class, and over 50% provide examples to students. In the same survey, nearly 30% indicated other ways that they address issues of academic dishonesty in class, including assignments designed to avoid plagiarism and use of multiple exam formats. Nearly 90% of faculty respondents reported that incidents of academic dishonesty were managed effectively by the administration (though the faculty primarily resolve the issue at the course level).

Recent changes to the independent study agreements have resolved what had currently been an area of concern for the College, as there was a good deal of variability in the descriptions of course content. However, new protocol implemented by the Office of Academic Affairs requires approval from the Dean of Academic Affairs for the independent study, and this will result in consistent documentation of the granting of credit.

Areas of Concern

A priority concern for NVCC, especially given the changing nature of the larger governance structure with the merger with the Connecticut State Universities, is articulation. The College and its students would benefit from a designated office to oversee and centralize articulation efforts. While most divisions in the institution are actively working on articulations, these efforts are independent from one another. Centralized efforts could potentially help the College to negotiate agreements. Additionally, current articulation agreements for transfer-in and transfer-out credit must be made available to students. The general studies degree is the largest degree conferred at NVCC, and articulations for this degree need to be centralized with common oversight. There needs to be more effective dissemination and discussion of this information in the broader college community down to the department chair and coordinator level. Additionally, the College needs to have a coordinator for the General Studies degree program, especially given that no program review has ever been completed for this degree program.

While NVCC has a solid lease for the use of WestConn's facility for the Danbury campus, the College is in the second year of a lease and, currently, has no projection for support beyond the summer of 2012, nor is there any mention in the current agreement for expansion as the Danbury enrollment continues to grow. As the present space is negotiated yearly, planning is limited. While the College has projections for a permanent space, NVCC is constrained by state requirements (which require the leasing process be approved by the state). Consequently, the enrollment is growing but is gridlocked by its facility. There is also limited computer availability as there are thirty computers for over eight hundred students. The computer room is also a classroom and very little time is allotted for general student use. A good majority of that available time is at night.

Courses offered at the Danbury Federal Corrections Institution (FCI) are limited by the fact that it is a prison setting; additionally the faculty teaching at the prison have never been assessed. There seems to be a disconnect between the Business division, which offers the program at the FCI, and the coordinator of the FCI program (the Director of Community and Economic Development). The division director recommends hiring the faculty, but it is unclear who controls the other elements of the program, including scheduling, course sequencing and prerequisites. Currently, only adjunct faculty teach in the program.

Curriculum Standards

A recent review of syllabi, based on a sampling of at least five syllabi from each division, raised some areas of concern, particularly in regard to course objectives and learning outcomes. The review determined that for the same courses taught by different faculty, the syllabi covered the academic content equally but had variant listings for the objectives and/or outcomes. For example, one syllabus listed an additional objective. Another syllabus only listed program objectives but did not list course objectives, and another described the objectives without actually stating them. It also became clear, during the review, that not all faculty follow the required common syllabus format. Additionally, while the College policy on academic dishonesty is clearly communicated through various channels (syllabi, *College Catalog*, and *Student Handbook*), only 72% of respondents to a recent survey of faculty indicated a full familiarity with the policy and protocol for handling an incident was not formalized until the spring 2012 semester.

One area of curricular concern is the lack of measurable outcomes for some programs; additionally, not all program pages have a mission statement which would provide values developed by that program. Some claims of applicability of the skills learned in some programs appear to be no longer relevant or accurate and need to be removed. Currently, there appears to be an overall lack of understanding of how to define outcomes as measurable.

The Engineering Technology department, along with the College of Technology have been meeting over the past three months to address the holes with the current curriculum offerings associated with the Engineering Science and Engineering Technology programs. First, a major consideration will be made to hire a coordinator to oversee the

programs. Once a commitment is made to offering calculus-based Engineering courses such as engineering dynamics, engineering physics, more students will be drawn to NVCC and the program. This program currently does not articulate well to UCONN or CCSU engineering programs without the inclusion of these staple courses.

The Information Technology web page devoted to students needs to be greatly improved. Aside from being difficult to locate, the information is sparse and incomplete. Additionally, IT only offers support for college-owned technology, so students with home computer or laptop issues do not have a resource. The College does have 24/7 tech support for Blackboard and the support representatives walk students through troubleshooting their home computers over the phone, but for non-Blackboard problems (myCommNet, Banner Self-service, applications such as MS Office programs, general computer use) there is little or no support for students.

Academic Program Review and Planning

An area of concern, but one which the College is working toward improving, is an inconsistent timing of program reviews. For example, neither the General Studies nor the Math/Science programs have ever been the subject of a program review. The Academic Affairs' Office program review schedule indicates that reviews have fallen behind schedule. Currently, each division is devoting a considerable amount of time and resources to complete reviews of programs and departments that are behind schedule. Programs with outside accreditation are on schedule; however, some inconsistencies those reviews might be considered problematic. For example, the housing of actual review documentation varies by program, and there is no central repository for these documents. Of more concern is the fact that there is currently no formal or consistent internal protocol for managing changes or recommendations given as a result of reviews by outside accrediting bodies. Other programs and disciplines do not engage in any real assessment and rely simply on classroom grading as a barometer of academic achievement. This does not take into account a number of student learning factors, including those learning skills and experiences acquired by students outside the classroom. While students are clearly provided with opportunities to learn important skills and knowledge and many programs have succinct learning objectives and valid measurements of those objectives, the programs that are not systematically evaluating learning outcomes need to adopt a model for doing so.

Retention could be better examined through the program review process. More useful data could be obtained through regular program review cycling and through more efficient, and ongoing, student satisfaction surveys. Additionally, more relevant exit surveys could provide relevant data to gauge program effectiveness and the ability to address student commitment predictors to the College.

The College's program review process does not effectively examine programs to ensure reasonable consistency in quality as indicated by course completion, graduate employment, employer satisfaction, articulation and transfer. There is a lack of consistent, broad-based data to measure these factors. While the College is making great

strides in its program review process, the current culture of the College indicates that we have not been engaging fully in benchmarking or in other forms of competitive analysis. Faculty evaluation and, by extension, program evaluation, is data deficient.

An evaluation of recent reviews has led to an increased interest in better quantifying student success as measured by their ability to apply the information learned in their particular fields of study. Currently, this is not occurring as systematically as it might. There are currently some inconsistencies in program descriptions. All programs throughout the College would benefit from adopting a formal program specific protocol for conducting more rigorous assessment that includes the formulation of a mission statement, measurable program outcomes, courses mapped to specific program outcomes, and data collection methods. Additionally, not all program web pages are consistent with the new catalog. There is not adequate assessment of student learning in many of the program reviews. Assessment tools are typically the traditional written work, exams, projects, and presentation. Co-ops and internships provide a valuable assessment too, but students' skills are currently not being measured in an outside working environment. This process should work more specifically toward student retention as well. Regular program review cycling, couple with ongoing student satisfaction surveys and exit surveys, would provide relevant data to gauge program effectiveness and the College's ability to address student success.

Additionally, not all divisions, programs, and departments have mission statements, though the College is working to remedy this. For example, the Behavioral and Social Science department is working on a new mission statement, but that department was newly created this year by merging two smaller departments. After formulating mission statements, all programs will need to evaluate existing program outcomes or design measurable outcomes. This is a work in progress, with program outcomes under review and revision during the 2011-2012 academic year. There are some programs that are not complete and not all existing outcomes are measurable.

Completed program reviews do provide some data for measurement purposes. However, some components of the process are limited by design or implementation. Student surveys, for example, are examined, but they are general in nature and do not capture adequate information. Additionally, the response rates for student evaluations of faculty have decreased significantly since moving online and the data obtained may no longer be statistically relevant.

SURVEY YEAR	SURVEY RETURN RATE
Fall 2009 (last semester survey done on paper)	96%
Spring 2010 – online	24.3%
Fall 2010 – online	18.4%
Spring 2011 – online	17.6%
Fall 2011 – online	11%

The process of posting midterm grades is not completely identifying and capturing struggling students as effectively as it might. Support services, though available, are not working as proactively as they might to assist these students.

The institution is focusing specifically on student learning and appropriate resources are allocated; however, more extensive programmatic analysis of student learning needs to take place. Some programs, specifically those that do not have outside accreditation, lack cohesive program data that demonstrates what students are learning. Grades may be a measure of performance, but there are no unified performance metrics in many programs, and this is problematic as the College strategic plan and mission statement are aligned by student success. Each program needs to identify how the program contributes to the College's mission, vision, goals, and—ultimately—student success. Institutional Research (IR) began tracking graduates via graduate surveys in fall 2011, but there is no graduate employment data. This data, were it gathered, could serve as an additional evaluative information tool that could assist in thoughtful decision making about course content and delivery. This is, however, an area in which the College will continue to refine its survey methods and instruments to gather meaningful and statistically significant data.

The College does not currently have a program of ongoing analytics to monitor course availability as part of its commitment to ensure that enrolled students have adequate course selection to complete their degrees in a timely manner. There is anecdotal evidence, but not empirical tracking, that students do not have the course availability to complete their degrees and/or program certificates on time.

Undergraduate Degree Programs

Three programs of study (General Study, Math/Science, and Visual and Performing Arts) do not include and 200-level course requirements. Most programs (with the exception of General Studies and the Liberal Arts and Sciences degree programs) do not offer unrestricted electives. Additional curricular mapping would help solidify rationale for lack of unrestricted electives. NVCC is a highly program-driven institution, and it is difficult to maintain both General Education and program-centered classes with the limits of 60 to 68 credits, while also providing the requisite knowledge, abilities, and skills of a comprehensive program. However, this means that many students do not have the luxury of exploring disciplines during their time here.

Most programs list program outcomes in the catalog while others, though less frequently, list program objectives. A catalog review committee is working toward pointing out inconsistencies such as this. Regardless of the assessment approach chosen to measure program outcomes, the curricular map needs to exist to diagnose clearly the efficacy of specific course content. Additionally, there are currently no items in the program review process that require evaluation of the interrelatedness of the complex structure of knowledge as it relates to the major or concentration to other areas of inquiry. Students in the corresponding certificate programs do not always follow the recommended course sequencing of the degree programs. This may be a result of limited course offerings (a

result of budgetary constraints). Students may choose courses that are available, rather than following a prescribed sequence. Closely related to this concern is that course prerequisites are listed for certificates, but are listed in programs.

With the exception of Arts and Humanities, all divisions have programs challenged by the cancellation of courses required for graduation. Some of these course cancellations are a direct result of budgetary cuts, but some courses have a documented higher student demand than the number of sections offering, including Macroeconomics, Introduction to Computers, and several science courses required for the Allied Health degree programs. The College is working toward addressing this problem and some divisions have started tracking course substitutions to inform the course schedule process. Additionally, the College is working toward a multi-year scheduling process which should help the College allocate resources more effectively. Currently, formal tracking of students' progress in programs does not occur consistently across the College and does not represent the majority. There is no institutional approach to using this data for informed decisions in the master schedule or in the decision-making process for course cancellations. Additionally, the only data gathered about course cancellations has been for this self-study, but the College and the students would benefit from an ongoing monitoring of this data. Similarly, students do not always get all relevant information through college support services and, therefore, sometimes misunderstand how to direct their academic pursuits.

Students' academic status can be checked in Native Banner (which is not typically used by faculty); however, faculty do not have access to students' status directly through Banner Web (which is designed for faculty use). The resulting lack of information may lead to faculty advisors inadvertently making inappropriate recommendations for registration.

The lack of information about prerequisites for certificates does not ensure that students are aware of the requirements. Currently, English 101 (the first semester of college-level writing) is a pre-requisite for many courses at the College; however, this is not a standard across campus for courses that require college-level reading and writing skills.

The faculty to student class ratio is a concern as class sizes have increased significantly in recent years, as a direct result of budgetary issues. The increased size diminishes the faculty's ability, according to respondents of a fall 2011 survey, to spend more time with individual students. The survey indicated a strong faculty concern that larger class sizes have had a negative impact on the quality of teaching. The College will need to monitor retention and graduation rates to assess the impact of this change.

The College website includes the policies related to articulation, but the articulations are not accessible to students. NVCC does not have a dedicated person assigned to oversee course and program articulation. This is problematic in terms of courses in the common core of general education and would be useful in the formation of new articulation agreements, when necessary, and the maintenance of current articulations. Additionally, information about transfer of international higher education credits is only accessible on the international student webpage.

General Education

The College needs to develop a process for implementing and developing the core competencies within the general education common core. Criteria for the inclusion of courses into the general education core curriculum need to be defined. Most courses in the arts and humanities and the math and science divisions are included in the common core of general education. The only criteria note on the CEAC procedure is Yes/No check box question asking if this course will be part of the common core. There needs to be criteria to evaluate the general education core curriculum and to assess student learning in the core curriculum.

Work is currently being done to fit current courses into the new general education competencies; the College needs to continue mapping the current general education course outcomes to the core competency learning outcomes; additionally, some degree programs do not meet the general education common core requirements. Currently, there are a total of nineteen exceptions to the NVCC common core. Eight of those nineteen exceptions are programs requiring fewer than 20 general education credits. The number of exceptions has increased by six since 2002, and the number of programs with fewer than 20 general education credits has increased by three. The College continues to have a significant number of programs that do not adhere to the common core of general education as defined in the *College Catalog*. Of the 52 programs offered at the College, 34 meet all of the requirements (approximately 64%), but this reflects a slight downward trend since 2002 (when 38 out of 58 programs, approximately 66%, met all the requirements. Seven of the eight programs having fewer than 20 credits of general education, as specified in the *College Catalog*, do not require an Arts and Humanities elective. Five of these programs in nursing, allied health, and engineering have external accreditation and are already at the maximum number of credit hours (68) allowed for an associate degree in the state of Connecticut, making it difficult to include the required credits for general education. Some programs have curricular mapping in place already, particularly those with individual accreditation; however, most programs are beginning (or about to begin) the process.

The College is working on the general education common core; however, the College does not have sufficient courses identified as interdisciplinary. Institutional assessment of general education was completed for the 2007 and 2008 graduating classes, using the Measure of Academic Proficiency and Progress (MAPP), a standardized test. The MAPP test is designed to measure college students' skills in reading and critical think, writing, and mathematics. More than 50% of students tested were proficient at level one in each category; however fewer than 10% were proficient at level three in each category

Another area of concern for the general education core competencies is that there has been no implementation of a formal assessment. The level of governance and the type of oversight needs to be defined and should include the following:

- define final criteria for courses in the core (this needs to include issues like transferability and the number pre-requisites);

- establish protocol to review and approve new course proposals for applicability to the core;
- coordinate efforts for transferability and articulation agreements;
- maintain accurate listing of courses offered in the common core;
- coordinate with Registrar's Office to ensure that the degree certification process reflects appropriate core courses;
- review and assess students' achievements of competencies.

Additionally, the College needs to design a plan for assessing student achievement of the competencies.

Integrity in the Award of Academic Credit

The *College Catalog* and the website should articulate the difference between the Associates in Arts and the Associate in Science degrees as well as detailing the differing requirements for each. Additionally, both mediums should list the benefits and uses of the individual degree and clarify what a certificate is (both credit and non-credit).

NVCC issues and maintains an internal document called "NVCC Equivalents for College Board AP Exams;" this document correlates the AP exam to the corresponding courses at NVCC for which student may receive credit. However, the criteria for awarding credit through the AP examination process are not made available to students. Students do know that a score of three can grant credit at the College, but they do not know for which courses. Credit awarded via a portfolio assessment has not been offered for several years, even though information contrary to this is still in the catalog.

Currently, the College has no specific procedure for students enrolling in online courses, other than applying to the College and enrolling in the class (with the same criteria as students who enroll in onground courses). However, beginning in fall 2010, students may not take online courses in their first semester of study. NVCC students must enter a unique, secure login and passcode (NetID). The College uses this process as a means of ensuring that the student who enrolls in the class is the student who participates in and completes the class.

A review of the credit granted through the College Career Pathways program has raised concern for the integrity of the award of credit. In spring of 2011, fifty-five courses out of 63 were granted credit with either no record of articulation or with expired articulations. This also raises a concern for academic oversight as all College initiatives to enhance outcomes assessment should transpire to all forms of granted credit. The College needs to have articulation information available and easily accessible to students as well as having centralized efforts for articulations. The College needs to create a committee that will serve as an advisory board that monitors and reviews issues surrounding the granting of credit and the relevant policies; faculty are not involved in the CCP articulations and curriculum. Credit is awarded based on the use of a consistent textbook and a grade of C or better. There is not adequate assurance of equivalent learning.

Institutional Effectiveness

The institution, like many colleges, is facing serious challenges in how it allocates its shrinking resources. The College has historically demonstrated its commitment to sustaining and improving programs but faces many new concerns but academic unit level planning is now constrained by budgetary concerns. Since the Institutional Planning Committee (IPC) and the Academic Master Plan are inextricably linked, there is a need for some form of structural collaborative framework to monitor the necessary evolution of the Academic Master Plan and the work of the IPC.

PROJECTIONS

- Formulate and publish a mission statement for the Behavioral and Social Sciences Department
 - Individual(s) responsible: BSS Department Chair
 - Completion date: fall 2012
- Ensure consistency in listing of program outcomes in college catalog and website
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Fall 2012
- Organize working sessions and training for program coordinators and division directors focused on effective review of program outcomes, creating measurable outcomes, and appropriate methods to assess student achievement of outcomes.
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Fall 2012
- Ensure that all program outcomes are clear and measurable.
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Fall 2012
- Complete mapping of program specific courses to program outcomes
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Spring 2013
- Implement consistent and appropriate data collection method, based on mapping, to measure whether students are meeting program outcomes
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Spring 2013
- Make program and discipline reviews available in the library for public access

- Individual(s) responsible: Dean of Academic Affairs and Director of Library Services
- Completion date: Spring 2013
- Begin internal college interim reviews to provide a report card that measures what changes have, or have not, been initiated at the midterm between the date of a program or discipline review and its next scheduled review
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Spring 2013
- Complete program reviews of General Studies and Math/Science programs
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Spring 2013
- Formalize responsibility for the two programs without current leadership (General Studies and Math/Science)
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Spring 2013
- Review and renew, as appropriate, College Career Pathways
 - Individual(s) responsible: **To be determined**
 - Completion date: **to be determined**
- Formalize faculty involvement in curriculum development, review, and articulation for College Career Pathways
 - Individual(s) responsible: Dean of Academic Affairs?????
 - Completion date: **To be determined**
- Plan course offerings on a two-year cycle to ensure appropriate course sequencing availability and to better inform decisions about course cancellations
 - Individual(s) responsible: Dean of Academic Affairs and Registrar
 - Completion date: Fall 2012
- Create a course equivalency chart for Advanced Placement Exam credit available to students in the *Student Handbook* and on the college website
 - Individual(s) responsible: **to be determined**
 - Completion date: **to be determined**
- Create an interactive database on our website that allows students to determine transferability of individual courses to four year institutions, with a focus on the Connecticut State Universities
 - Individual(s) responsible: **to be determined**

- Completion date: After completion of articulation agreements within the new ConnScu (2012-2014 at the earliest)
- Make information about transfer credit to NVCC from international colleges and universities easily accessible to all students by including this information on the Admissions page of our website, with a focus on the Connecticut State Universities
 - Individual(s) responsible: **to be determined**
 - Completion date: **to be determined**
- Assign responsibility for oversight of articulation agreements to a single individual who would track needed maintenance of agreements and identify necessary new agreements
 - Individual(s) responsible: **to be determined**
 - Completion date: **to be determined (2014?)**
- Assign responsibility for review of how academic credit is awarded through the College and review related policies and procedure, including determining whether a task force, committee, or college official should take on task
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: **to be determined**
- Perform feasibility analysis to determine if Information Technology support can be provided for student equipment that is not owned by the college
 - Individual(s) responsible: **to be determined**
 - Completion date: **to be determined (2014?)**
- Perform feasibility analysis to determine if Information Technology support can be enhance for students experiencing problems with non-Blackboard problems (myCommnet, Banner Self-service, applications such as MS Office programs, general computer use)
 - Individual(s) responsible: **to be determined**
 - Completion date: **to be determined**
- Conduct audit of degrees to analyze common core competency requirements and make changes where required
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Academic Year 2012-2013
- Establish more detailed and rigorous criteria and protocol to review and approve new course proposals applicable to the core

- Individual(s) responsible: Dean of Academic Affairs
- Completion date: Academic Year 2013-2014

- Implement an assessment plan to assess general education competencies throughout the college
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Academic Year 2013-2014

- Establish and conduct an annual review of which general education courses have been offered during the last several academic years to evaluate whether they should remain in the *College Catalog* and part of the General Education curriculum
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: **to be determined**

Standard Five: Faculty DESCRIPTION

Naugatuck Valley Community College's vision is focused on students; they are, as our 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.

The responsibilities for faculty are articulated in the faculty collective-bargaining agreements. There are two faculty collective-bargaining agreements currently 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 in 1992, 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 the hiring, evaluation, and promotion.

4Cs and AFT contracts define the specific duties and responsibilities of the full-time and part-time faculty in the separate unions. The contracts identify terms of employment, salary, promotion and tenure criteria, and procedure for grievances. Collective bargaining ensures that the institution's policies and treatment of faculty are fair and in keeping with the mission of the Connecticut Community College system.

According to the two collective-bargaining agreements, full-time faculty are required to teach twelve contact hours and 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 are used to support NVCC's mission, goals, and strategic priorities; the faculty submits proposed ARs by June 1st of every year, and the submissions are reviewed by the appropriate division director and the Dean of Academic Affairs. At the end of every 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 at the Academic Center for Excellence (ACE), mentoring students, serving as a faculty advisor for student clubs, serving on a variety of local committees (such as governance, NEASC, or any ad hoc committees) or the systemwide steering committees (such as MATYCONN or CCET, the math and English systemwide 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. Approximately half of the courses at NVCC are taught by full-time faculty, and the other half are taught by part-time faculty. 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 several years, NVCC has employed several

temporary full-time faculty in response to faculty retirements. Several of these positions became permanent tenure-track positions.

In the fall of 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.

	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

Naugatuck Valley Community College is committed to the ideals of a diverse community, as evidenced by its commitment to both Equal Opportunity Employment and Affirmative Action, and 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.

The NVCC *Employees’ Policies and Procedures Manual* defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, promotion, and tenure. The handbook, last updated in 2006, is being updated.

NVCC has a pool of highly qualified full-time faculty who work toward achieving our mission of creating learner-centered instruction. The College exceeds national averages for faculty degree attainment, according to the American Association of Community Colleges. 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 will occasionally hire faculty with a bachelor’s degree and expertise in a very specialized field. For example, the College has an adjunct instructor with a Bachelor’s degree teaching Food Production and Purchasing who was previously employed as a General Manager for several food production companies, was the National Director of Catering for ARAMark (the nation’s largest foodservice company), and grew up working in her family’s restaurant.

NVCC FT Faculty Education Levels Fall 2011			AACC FT Faculty Degree Attainment
Doctorate	21	19.4 %	18%
Masters	82	76 %	62%
(Master’s Degree or higher)		(95.4%)	(80%)

Bachelor	5	4.6 %	12%
Associate			5%
Less than Associate			2%
First-Professional			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 pool of qualified applicants for any available teaching position. The College advertises as widely as possible (given budgetary limitations), including area newspapers, specialized websites, and 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 initial list of candidates invited for an interview. The committee may be asked to review the applications again if they have failed to meet Affirmative Actions goals for the College. After the initial interview process, which includes both 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. The final flow charts from the search are submitted to the Affirmative Action officer.

The recommendation to hire adjunct faculty is typically done by the appropriate department chair or coordinator, in conjunction with the division director, who seek candidates with a Master's degree or higher in the relevant field. They will review and interview qualified candidates until available positions are filled. Typically, adjunct faculty are held to the same qualification standards as full-time faculty. NVCC does not employ graduate teaching assistants.

Salary, Promotion, Tenure, and Sabbatical Leave

The collective bargaining agreements of the individual unions (4Cs and AFT) define the procedures for salary, promotion, tenure, and sabbatical leave (and retraining). These agreements also articulate the grievance procedures available to faculty.

All faculty are evaluated on a fixed schedule that is defined by their particular union contract (4Cs and AFT). 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 appointments. Student evaluations of faculty occur every semester and do 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 Handbook (in the Faculty Development and Review Plan). 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 Faculty Development and Review Plan (FDRP) (completed by the faculty member), and an Overall Performance Report completed by the division director. New faculty are evaluated in the first and second years of their appointments, non-tenured faculty are evaluated every three years, and tenured faculty are evaluated every five years. 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. Contract language allows faculty members in each union who think they meet the standards for promotion to apply. Members are no longer held back by the three-years-in-rank requirement (in effect until recently). Faculty may apply for tenure in the sixth year of full-time teaching. In addition to formal evaluations, faculty demonstrate commitment to their profession by engaging in informal and voluntary self-reflection or peer review. Faculty applying for promotion complete the application appropriate to their union to identify their growth in teaching, professional development, and leadership at the institution. 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 campus.

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, although not tenured, do earn seniority based on the number of courses they have taught at the College.

Full-time faculty may apply for sabbatical (full-year or half-year applications) after six full years of employment at the College. The process requires an application that details the description of the sabbatical project and demonstrates how that project will serve the College community. 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, but decisions are made at the system level.

Professional Responsibilities and Development

NVCC encourages faculty to engage in professional development and some funds are available yearly to faculty from their unions (AFT and 4Cs). The collective bargaining agreements and Employee Handbook describe procedures for accessing funds for professional development. Sufficiency and equity of professional development funding has been an issue in the past and there continues to be disparity between the unions. Institutional Research (IR) surveyed faculty regarding professional development activities in the fall of 2011; nearly 88% of respondents 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 (a system-funded, faculty-run professional development organization) offers workshops, book clubs, and other professional development activities. Additionally, two faculty have reassigned time (through the system) to offer professional development activities at NVCC.
- The Dean of Academic Affairs instituted a new Brown Bag Colloquia series in the spring 2011 semester. This is an opportunity for faculty to present their scholarship with 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.
- Informational Technology (IT) offers a variety of training
- The Office of Distance Learning has offered individual and group training in the use of Blackboard and other relevant technology for online instruction.
- There are multiple cultural enrichment opportunities available at the College, including musical, dance, and theatrical productions, poetry readings, art displays.

There are also systemwide opportunities for professional development:

- The systemwide Center for Teaching (which offers a variety of activities for faculty)
 - Examples: 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). Naugatuck has two faculty members trained as ISW coordinators and Faculty Development Workshop Trainers.
- Blackboard Vista and Learn training (including intensive course, iTech Essentials)
- System professional days offer faculty a range of professional activities, from invited speakers, to faculty organized workshops, and opportunities to meet within disciplines.
- Systemwide discipline organizations (such as MATYCONN and CCET, the systemwide Math and English organizations) meet regularly and plan professional

development activities. In 2009, CCET collaborated on the Two-Year College English Association Northeast (TYCA) conference in Connecticut.

Teaching and Advising

In the 2011–2012 academic year, over 900 courses were taught, approximately 50% taught by full-time faculty and 50% by adjunct faculty. In the 2010 – 2011 academic year, slightly more courses were taught, approx. 48% of them by full-time faculty and 52% by adjunct faculty.

Fall 2011

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

The faculty teaching load, for both unions, is twelve credits per semester. Faculty can choose to teach in addition to those twelve credits, either as an adjunct faculty or in lieu of additional responsibilities. 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. During the summer of 2011, the College underwent some restructuring of department chairs and program coordinator positions because of budgetary issues, reducing the number of faculty holding these positions.

In response to the current budget and reorganization environment in Connecticut Higher Education, the President and the cabinet, with campus input, realigned the College’s organizational structure in July of 2011. The goal was to maximize efficiencies, streamline management, and promote effectiveness in serving our students and promoting student success. To that end, the College implemented structural changes in the academic, administrative, and student services areas of the College. Additionally, given the State of CT budget crisis, some faculty were strongly 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 the individual syllabi. Faculty play, however, a significant role in determining those descriptions and objectives and creating those syllabi. Most departments meet regularly to review syllabi and revise when necessary.

Both the collective bargaining agreements and the *Employees’ Policies and Procedures Manual* detail ethical faculty conduct; this is additionally regulated by the CT General Statutes which details State of CT 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 any variety of combinations of these and other methods. As a learner-centered institution, the College is committed to meeting the needs of students, and the College and the faculty are committed to investigating instruction methodologies to continue to grow and develop to meet those needs.

The College has committed significant financial support to ensure that faculty and students have the technology necessary to achieve the learning objectives of the individual courses, and the College is interested in programs designed to aid retention. For example, the math department has just instituted the Statway program, a national program used by community colleges with the goal of improving student success in developmental mathematics and statistics. Additionally, the revamped First Year Experience course, now required for all first-time, full-time students began in fall 2011.

The College adheres to strict course prerequisites when they are in place, and all students entering the College must take a placement test to determine English and math readiness. Additionally, the College is willing to make changes to prerequisites, institutionally, when necessary. For example, beginning in the fall 2011 semester, prerequisites for entry into most behavioral and social science classes will have changed—with the changes to psychology following in spring 2012. Faculty also employ a variety of teaching 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 the Center for Academic Planning and Student Success (CAPSS). All teaching faculty are now 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 First Year Experience course will advise the students in that course, ensuring that new students have a specific contact with a committed and informed faculty member. In addition, Program Coordinators are assigned all of the 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 short courses in a variety of formats and topics, such as short-term job training, computer technology, health care, welding, manufacturing, sustainable technology, test-prep and many others, ranging in duration from two hours to 15 months. Courses are taught on campus and on-site at organizations throughout the area. Instructors teaching these courses receive part-time, temporary contracts and must demonstrate training and expertise in the relevant area. Many have a Master's degree in

the area in which they teach; others have appropriate certificates or industry preparation or experience. Instructors are evaluated both by students and by the division coordinator, who observes the instructor in the classroom. 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 our 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 ranging from poetry and fiction to scholarly articles. NVCC faculty regularly present at regional, national, and international conventions, including the International Society of Language Studies, the Two-Year College English Association (TYCA), the International and Popular Culture Association, as well as publishing in academic texts, journals, and other forms of publication. The faculty's creative presentations include a wide variety of material, including 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, and 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

Accomplishments

Naugatuck Valley Community College clearly defines faculty categories and roles in numerous ways, and the faculty fully understand their roles at the College (with nearly 100% responding in agreement), based on a survey distributed in the fall of 2011. NVCC faculty is dedicated to improving the educational experience and work toward improving the quality of teaching and learning on campus. The faculty use a wide variety instructional methods, seek out training in emerging educational technologies when relevant, and continue to engage in pedagogical discussions. Over the years, faculty have been fully involved in a variety of projects and initiatives on campus, including the

Strategic Plan, General Education reform, the design of a First Year Experience course, an honors program, 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 the complicated budgetary times, NVCC has hired 14 new full-time faculty in 2010, and one new full-time faculty in 2011. The College currently, as it has in past years as well, exceeded national profiles pertaining to the educational level of faculty (see Table XX). Additionally, the College has a wide diversity of educational backgrounds among faculty, including local, regional, national and international institutions of higher education.

The process for hiring full-time faculty is an open and organized process. The search process is published annually in the “Weekly Bulletin” (every September). The process for the search includes the publication of Affirmative Action goals and process as well as the search advisory committee recommendations (as well as the process the committee follows). Division Directors and the 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.

The composition of faculty, both full and part-time, reflects NVCC’s mission, programs, and student body. NVCC’s full-time/part-time ratio for faculty numbers is approximately 25% full-time to 75% part-time (though this number does not reflect credit hours taught by each category). NVCC’s attention to equal employment opportunity is evident in our diverse faculty.

Breakdown of Full-time Faculty by Diversity as of November 2011

	Men	Women	All	Percentage
Black	2	5	7	7%
Hispanic	1	4	5	5%
Asian	1	1	2	<1%
White	38	56	94	88%
	42	66	108	100%
Total Percentages	38%	62%	100%	

Breakdown of Full and Part-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 all faculty is a strength at NVCC. High quality, no-cost programs are conveniently available on campus, and faculty do engage the local professional development opportunities, in addition to state, regional, and national conferences.

Adjunct faculty are offered opportunities for professional development and training at various times during the day and throughout the semester. For example, adjunct faculty are welcome to attend all Center for Teaching professional development activities, both at the College and throughout the system; these activities are completely funded by the system and come at no cost to participants. Additionally, academic divisions and departments work toward integrating new full-time 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, 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.

Faculty use a variety of instruction techniques and delivery systems that are appropriate to students' capabilities and learning needs. These methods are reviewed, assessed, and altered (when appropriate) and include computer-based and self-paced programs (such as STATWAY, an alternative to Elementary Algebra), use of smart classrooms throughout campus, and use of Blackboard. The faculty syllabi reflect the use of the various techniques.

Great progress has been made on program reviews within academic divisions and departments since the last self-study, and the College has redesigned the process and faculty across campus are actively involved. Another area of strength is the newly designed, and faculty-driven, First Year Experience course for all first-time, full-time students.

NVCC's faculty work to support academic integrity. A recent survey indicated that 100% of faculty respondents indicated that they address student cheating and/or plagiarism in their classes. The Dean of Students, in concert with faculty, developed a streamlined reporting mechanism for issues related to student academic integrity. This work indicates the faculty's commitment to creating an environment that values and supports academic integrity.

With the changes in the Advising system, faculty are more fully involved in academic advising. In addition, the Faculty Senate just recently collaborated with Center for Academic Planning and Student Success (CAPSS) to present a multi-faceted training workshop for Faculty Advisors, which will become an ongoing training process. The College is working toward addressing advising as not only for incoming students, but also for current students as well. All faculty are now involved in academic advising, and 82% of faculty responding to a 2011 survey believe that the new process is beneficial to students.

Scholarship, Research, and Creative Activity

A recent survey, taken the fall of 2011, indicated that 80% of faculty responding indicated involvement in professional organizations in their field, including through conferences, webinars, professional journals, networking with colleagues, online research, online CEUs, RSS feeds, and committee work and professional development activities within the Community College system. Additionally, faculty provide a variety of opportunities for students to participate in scholarship, research and creative activities.

Additionally, the majority of faculty are strongly committed to, and have provided opportunities for, students engaging directly in scholarship, research and creative activities through coursework, co-curricular, and extra-curricular activities. Some faculty provide opportunities for students to become involved in creative and scholarly work, including attending professional conferences and symposia, cultural programs on campus, field trips to museums and scholarly exhibits as well as working projects such as the literary magazine (*Fresh Ink*), the campus newspaper (*The Tamarack*), club projects, and multiple other creative and scholarly activities.

Institutional Effectiveness

NVCC periodically evaluates the sufficiency of and support for the faculty and the effectiveness of the faculty in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission.

Areas of Concern

In a recent survey (administered in fall 2011), 63% of faculty reported a large degree of involvement in the full range of 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. While a significant majority of faculty are involved, all faculty should be involved fully in their role at NVCC. Additionally, 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 or compiled. Consequently, conducting a thorough review of adjunct faculty is difficult. In response to this issue, the Dean of Academic Affairs began a review process to ensure appropriate credentials of part-time faculty. A database will be in place beginning spring 2012 to track PTL credentials. The integration of part-time faculty, 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 into the fabric of life at NVCC.

The State of Connecticut has experienced a budget crisis that has necessitated a number of changes through the system of public higher education, including a reorganization of the governance structure for the entire system. There is some uncertainty about the reorganization, creating some anxiety at the College.

Salary, Promotion, Tenure, and Sabbatical Leave

In a recent survey, some faculty expressed a concern that information describing the criteria for promotion and tenure, particularly as it regards scholarship and creative activities, is inadequate.

Professional Responsibilities and Development

Faculty workloads, and the process by which they are determined, are an area of concern for some faculty, as budgetary concerns have necessitated changes in the distribution of teaching responsibilities, and increase in class size in some areas, and changes in the ratio of teaching to additional responsibilities. Over half of faculty respondents, in a fall 2011 survey, indicated that the current budget cuts have negatively impacted their teaching and nearly 70% say that they had had an increase in the enrollment capacity for their courses from the previous semester.

Tight fiscal times have increased concerns, for both full- and part-time faculty, about job security according to a fall 2011 survey. Increased class sizes has lead to a reduction in part-time staffing and some respondents to the survey 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 to the fall 2011 survey as nearly 40% of faculty indicated that they are not satisfied with their level of input on decisions affecting their departments.

Teaching and Advising

Recent budgetary constraints have resulted in increased class sizes, significant increases in some areas, including developmental courses. Faculty indicated, in a fall of 2011 survey, that the increase in course capacities has had a negative impact on the learning in the classroom. Several faculty identified developmental courses, in particular, as suffering from the increase in class size. In addition, student enrollment has grown, but the number of full-time faculty has not increased. Over 50% of faculty respondents to the fall 2011 survey indicated that budgetary cuts have negatively impacted the way they do their job.

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

NVCC has been working to overhaul the advising system at the College, including the restructuring of the counseling center, now the Center for Academic Planning and Student Success (CAPSS). However, only 60% of faculty advisors indicated, in a recent survey, 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 for much of the professional development activities undertaken by faculty on campus. Half of faculty respondents in a fall 2011 survey indicated that the lack of funding, coupled with the uncertainty of reimbursement, has curtailed their ability to participate 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.

PROJECTIONS

- Organize college-wide meetings for part-time faculty, including a common orientation
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Academic Year 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: Academic Year 2012-2013

- Develop more effective measurement tool to assess the current advising model
 - Individual(s) responsible: Dean of Student Service
 - Completion date: Academic Years 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: Academic Year 2012-2013

Standard Six: Students

DESCRIPTION

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

Admissions

NVCC is an open-access institution as determined by the policies originally put in place by the Board of Trustees of CT Community Colleges, with selective admission into some programs and courses. The College strives to be a place where students who seek an education can succeed whether through a degree, lifelong learning, or work force training; and including those who are college ready and those who may be under-prepared. The College offers a variety of non-credit learning activities to meet career, professional development and personal enrichment needs of our students. NVCC's programs serve the specialized needs of the people and the industries in State of Connecticut.

The majority of NVCC's student population comes from the Greater Waterbury area, but its recruitment area spans twenty-two towns, including Waterbury New Milford, Danbury, and Naugatuck, CT. NVCC recruits from 23 high schools within the service region and to students outside our services region for whom our unique programs (e.g. aviation science, horticulture, welding, etc.) and regional programs (e.g. nursing, respiratory therapy, physical therapy assistant) provide opportunity that other CT community Colleges do not offer. Efforts are being made to expand Admissions recruiting beyond traditional high school events, with visits to local middle schools, adult education centers, the Department of Labor career fairs, and community organizations. The College has emphasized recruiting events that address the needs of minority population and has focused on growing the enrollments in their Danbury Center. Beginning in fall 2011, an Assistant Director of Admissions was assigned to Danbury to support the staff in its admissions activities and 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 2011. Minority enrollment has been increasing annually and is up

4.9% from 2004. As an institution, the minority enrollment exceeds the proportion in the state's population of people aged 18 or older. Danbury center enrollments have grown from 231 students (71 FTE) in spring 2009 to 801 students (361 FTE) in fall 2011. This marks a 360% increase in the number of students taking courses (these are included in NVCC's overall enrollment of students). NVCC's Continuing Education student registrations peaked in 2004 with 7,186 seats enrolled. In subsequent years a decrease in enrollments has occurred. There were 5351 registrations in 2008-2009 and by 2010-2011 there were 3,598 registrations. These decreases occurred as the focus of Continuing Education 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 for prospective students. 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 Continuing Education is largely separate from the admissions process for credit courses. No formal college application is required, and Continuing education does its own registration, invoicing vendees, accepting of payments from students, advising, and counseling.

NVCC's Student Activities Office offers New Student Orientations in coordination with the Academic Divisions, Public Safety, ACE, JCP, and all 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. Attendance has grown more than 500% in the last four years.

Retention and Graduation

Acceptance to a degree or certificate program requires that an applicant be a graduate of an approved secondary school or have earned either 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.

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 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 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 time period.

To address the collegiate preparation needs of incoming students, NVCC introduced a mandatory First Year Experience course (IDS 101) 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 with a faculty resource from their first day of classes, and 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 has a qualified staff of 8-10 counselors and advisors and coordinates a comprehensive advising program to do the following:

- Provide academic advisement to all first-semester students and limits their registration to recommended courses
- Ensure that all students are assigned to an advisor
- Maximize opportunities for students to engage with full-time faculty by involving all faculty in advising new, transfer, and continuing students

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. Students are able to use NVCC's MyCommnet website to search, register, and pay for courses. They are also welcome to register for classes on campus computers or face-to-face at the office. In Danbury, students are provided with admissions, advising, and registration services by the Danbury staff in a "one-stop" shopping model. In addition, the CAPSS also provide a liaison to provide advising to students and full-time faculty who teach in Danbury also provide advising to students.

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. Each initiative assists students in developing relationships with faculty and staff that enable students to achieve educational goals. Data on the success of these latter two initiatives are not yet available. Additionally, faculty submit mid-term grades, and an early alert initiative was put in place during XXXX semester.

Retention and graduation statistics are measured and reported by NVCC's Office of Institutional Research (OIR). OIR primarily reports retention and graduation rates to the federal and state governments and to any campus constituency that requests this information. Additionally, specific divisions, departments, and programs engage in ongoing recruitment and monitor the success of their student population's enrollment, retention, and graduation rates. The College examines retention and graduation rates for the entire student body, for individual programs, and specific sub-populations.

Additional measures of student success are tracked using the Banner Student Information System. 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. Graduation statistics for NVCC are compiled and published by the Connecticut Community College Office of Planning, Research and Assessment.

Student Services

Because NVCC is an open enrollment institution, students come to the College with a variety of needs. The College is committed to making its support services available and applicable to student needs. The College's academic support services are available to all students. Depending on the nature of the need and necessary documentation, students may be referred to the Center for Academic Planning and Success (CAPSS), the Office of Disability Services, the Academic Center for Excellence or—if applicable—the English as a Second Language department.

NVCC offers comprehensive financial aid to all 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 the First Year Experience classes, and offer workshops throughout the semester including nights and weekends. NVCC's Financial Aid department staff hold 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 forms. 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 the students who applied, 65% were eligible for aid and 79.6% of eligible students were awarded aid.

Students seeking social, physical health, or mental health services are supported by the Center for Academic Planning and Success (CAPSS), the Health Disabilities Coordinator, the Department of Public Safety, the Veteran's 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

students' health needs primarily through the office of Public Safety, whose personnel who are trained to provide emergency medical 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. NVCC may also take advantage of support or referral resources on campus through the Women's Center and 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 Continuing Education Students—with a documented disability at both the Waterbury and Danbury campuses. An identified counselor is available in CAPSS to work with students who have documented learning disabilities. Every course syllabus contains a statement regarding disabilities and where students can locate services to assist them at NVCC.

The Academic Center for Excellence (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). The ACE offers tutoring by faculty, professional, and peer tutors, access to eTutoring, and workshops on study skills and other relevant topics. One popular event that ACE offers in conjunction with NVCC's Library is an end of the semester "Exam Cram." Both the ACE and the Library are open exam week until 11 p.m. with tutoring offered until 10 p.m. The ACE tracks student utilization and has correlated it with increased student success in their courses, with the exception of students in developmental writing courses. Beginning in fall 2011, the ACE expanded tutoring services (18 hours per week) to the Danbury center, so all students have the best opportunity to take advantage of the tutoring that the College provides.

The College's Career Services Office was disbanded and replaced with a new Jobs Placement Center in the fall of 2011. Similar to the ACE, it centralizes personnel, resources, and activities associated with career development and relevant experiences, including the career development services, cooperative education and internships, career fairs and expos, and job training. The JPC serves both current students and alumni.

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. have also been added. These changes were designed to maximize student opportunities to take courses, thereby enabling both enrollment growth and facilitating faster completion, while at the same time relieving some of the pressure on the use of our facilities.

Students are encouraged to become active on campus through membership and leadership in campus organizations, including Student Government, student clubs, and service learning projects such as the St. Vincent de Paul Soup Kitchen of Waterbury. Students participate in College governance by their elected representation on the Curriculum and Educational Affairs and the Institutional Planning Committees. Selected students may become members the President's Circle, which represents 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 of our students have engaged in activities that have had a far-reaching impact on the College and the community. NVCC has had several students serve on the CT Community College 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 the CT State Legislature hearings and at the 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 reinstate 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 contained within the *Student Handbook*. These policies are also available in the *NVCC 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 Information Technology Policies, Standards, Procedures, and Guidelines created by the former Connecticut Community College System office. The Data Management Policy addresses the activities of capturing, storing, protecting, using, disseminating, and destroying data and is published on the Connecticut Community College System IT website.

Institutional Effectiveness

The mission statement, the Strategic Plan, and the corresponding Wildly Important Goals guide the College resources to meet our commitments to students' educational experiences, opportunities and success. Additionally, the President created the Institutional Planning Committee (IPC) to serve as the institutions' 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 to toward those ends, including major changes to the physical plant to best serve NVCC's students.

The College uses data driven resources, provided primarily by the Office of Institutional Research, to consider decisions about implementing initiatives to fulfill the goals and mission of the College. Each Director within Student Services is required to set goals at the beginning of the academic year, report regularly on progress toward meeting those goals, and submit an annual report at the conclusion of the year. The information that the Directors compile is used both during and after the year to inform efforts toward the various functions of the particular unit and for the College as a whole.

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

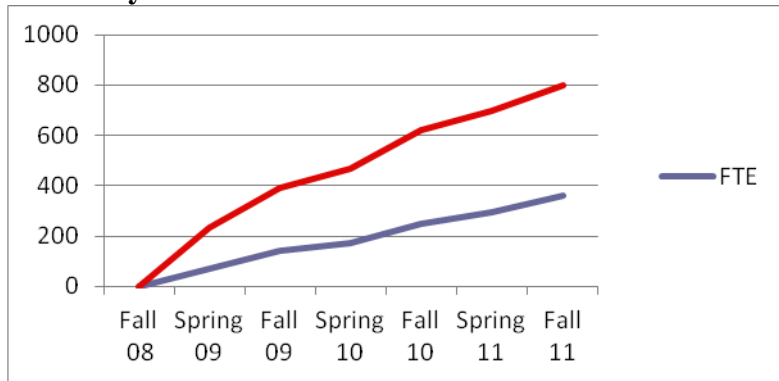
**APPRAISAL
Achievements**

Admissions

NVCC has experienced enrollment increases in each of the past ten 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 3 years, a record 7361 students enrolled at the College in fall 2011.

Minority enrollment has been increasing annually and is up 4.9% from 2004. Twenty-eight percent of the students entering the College in the fall of 2011 identified as Hispanic. NVCC’s Hispanic student population measures at 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. NVCC’s Danbury Center has experienced a large growth in population since it began offering credit courses in the spring of 2009.

Danbury Enrollment Growth – FTE & HEAD COUNT



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

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

The Admissions office created, delivered, and analyzed a survey in 2010 to assess the student satisfaction with the new advising system. Through a combination of observation and data analysis, the Admission staff concluded that “we had a very good reason to believe that the improvements we made to our advising model increased our ability to advise more students and provide a more thorough and consistent experience.”

Retention and Graduation

The College created a new comprehensive advising program in 2010. The new advising program, jointly implemented by Student Services and Academic Affairs, has seen success in assigning students to advisors. In April 2010, 2,237 students did not have an advisor. When the program was implemented, only 531 of 7,206 students still needed to be assigned an advisor. By the fall of 2011, only 245 students (of 7,413) needed to be assigned to an advisor. 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, there were 131 full-time advisors, a 111% increase in the number of advisors. According to the survey of students in November 2011, 87% of the 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 employs a full-time counselor whose primary responsibility is serving students with learning disabilities. Services for both physical and learning disabilities are now both located in the Center for Academic Planning and Student Success (CAPSS), facilitating communication with other student services. In spring 2011, the Learning Disabilities Office arranged accommodations for 75 students and proctored 177 exams (not all students needed this type of accommodation). The Disabilities Office provided accommodations for 69 students in spring 2011 and for 85 students in fall 2011, but their total student contacts exceed 500 students virtually every semester. Of the 162 students who indicated on the student survey that they used Disabilities or Learning 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.				

The College has a well-organized system for testing students for appropriate placement into English and mathematics courses. Accuplacer test score reports are provided to students immediately upon completion of the placement test, and are accessible to advisors, counselors and faculty through the Banner student information system within 24 hours. Testing services are available both at the main campus and the Danbury campus.

In the fall of 2011, 81% of all students tested into a developmental writing course, 73% tested into a developmental math course, and 15.3% tested into an ESL course. Fall 2010 had a 6.5% increase of students tested for Accuplacer while spring 2011 saw a 16% increase in students tested. We have observed a 5% increase of students taking the Test of Essential Academic Skills (TEAS) in anticipation of entering the Nursing program. To be accepted to the Nursing program, one criterion is that they achieve a certain level of performance on the TEAS (currently 59th percentile).

Allied Health programs and the Drug Alcohol Rehabilitation Counseling (DARC) program measure their student success based several external measures defined by their accrediting bodies including first-time pass rates on national certification exams. NVCC's student pass rates on these exams have been stellar as demonstrated by the last three years of data:

Student Certification Exam Pass Rates	2009	2010	2011
Nursing	91%	96%	95%
Physical Therapy Assistant	100%	100%	87%
Respiratory Therapy Assistant	100%	100%	100%
Radiological Technician	100%	100%	100%
DARC	100%	100%	100%

Student Graduation data (for the 1997 to 2010 period), furnished by the Connecticut Community College Office of Planning, Research and Assessment with some data informed by the NVCC Office of Intuition Research, shows an increase in overall graduation rate and in the rate of certificate awards. 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- 2010/2011) shows an increase of 61% in degrees awarded and 259% increase in certificates earned. The graduating classes of both 2010 and 2011 were the largest on record. In 2010, the College awarded 558 degrees and 233

certificates (791 total awards). In 2011, the College awarded 642 degrees and 251 certificates (893 total awards).

The Academic Appeals process was revised, approved, and adopted in July 2010. The process is included in the Student Handbook and the Academic Divisions and Dean of Academic Affairs have copies of the necessary paperwork and provide them 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.

Student Services

A description of services offered to students is available to all students in the Student Handbook, the College Catalog, and on the NVCC website. Included within the Handbook are policies on student rights and responsibilities, including grievance procedures. The Student Handbook was revised and edited during the fall 2011 semester.

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.

Twenty-six percent of all students enrolled at NVCC for the fall 2010 semester used the services offered through the Academic Center for Excellence (ACE) during the semester. Students who used tutoring services of 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. In the 2009-2010 academic year 11.2% more students in English (ENG) 101, 8.5% more in Math (MAT) 095 and 8.6% more in MAT 137 achieved academic success after attending ACE over those students in their class who did not use the tutoring services. Students in the developmental English classes (ENG 043, ENG 053 and ENG 063) were the only group to not achieve this level of course success that year after using ACE tutoring services. The proportion of these students who achieved a C or better was 6.2% lower than the overall student body.

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

<i>Ace Retention Spring 2010 to Fall 2010</i>	<i>Overall Student Body</i>	<i>Students using ACE</i>
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)

Financial Aid has seen an increase in requests for funds and has increased its total number of applications processed and awarded aid. The number of financial aid applications has tripled. The financial aid recipients have almost doubled. The aid that has been disbursed has increased by 247%. The Pell grant that has been disbursed has almost doubled as well. In 2010-2011, 3,794 students received aid in 2010-2011. In fall 2010, 65% students were eligible and 79.6% were awarded aid.

Category	2000-01	2008-09	2009-2010	% 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:

	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	TBD	TBD	TBD	TBD

Financial Aid calculates the cost of attending NVCC. This number is provided for all students in the form of the [Net Price Calculator](#) program available on the NVCC website. Students are apprised of this 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. The Office of Institutional Research calculates the assigned public debt for students attending NVCC. These numbers are not published for current and future students. Overall, students appear to be extremely satisfied (91%) with how financial aid operates at the College.

NVCC has responded to meet the needs of students in terms of facilities, technology, and funding. Evidence of this can be seen throughout the campus, including the newly founded Academic Center for Excellence, the addition of Technology Hall, the redesign of the library, and the renovations throughout campus to create learning spaces (technology necessary for the engineering programs, smart classrooms, computer classrooms, and computer labs), additional study spaces, and areas for students to gather

and work together. Additionally, faculty and staff are aware of the state issued policies on keeping, security and disposal of physical and electronic records. These policies were distributed to all Staff and Faculty by President in the January 18, 2012 Weekly Bulletin.

Institutional Effectiveness

Regular and systematic evaluation is completed at the College through at multiple levels from management to individual departments:

- The President sets a number of yearly goals for the campus that are communicated to the College and public through the Strategic Plan.
- The Institutional Planning Committee (IPC) assists the President and Cabinet in monitoring progress on the Strategic Plan. At each IPC meeting, the Office of Institutional Research presents data on a number of student issues, including retention and graduation, characteristics of the student body (including particular cohorts).
- The Community College System has developed three Wildly Important Goals (WIGs), which inform the annual operational plan for the College. On campus, each unit and department generates a variety of activities that will help the College reach these WIGs, and progress on this operational plan is reviewed three times during the academic year.
- Offices and departments that offer student services prepare several evaluative reports on an annual basis (e.g., annual reports, outcomes assessment documents) that set goals for each of the individual units and to evaluate achievement of their goals.
- The Office of Institutional Research also prepares for the academic divisions “dashboard reports” of their students’ enrollment, retention, and graduation information as part of each division’s annual programmatic review. Other offices (e.g., CAPSS, Registrar) also provide student information to the divisions for their use in outreach and retention efforts and to inform goal setting and other activities (e.g., scheduling) for the next academic year.
- Beginning in the fall of 2010, the Deans and Directors in Academic Affairs and Student Affairs began meeting on a monthly basis to collaborate and coordinate efforts to best serve students. This collaboration resulted in the successful implementation of a new advising model, coordination of deadlines and procedures to prevent students from unnecessarily having their courses dropped during the early registration period, and multiple and coordinated outreach efforts to get continuing students to enroll in classes the next semester.

Areas of Concern

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 Continuing Education (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 they cannot take advantage of the advanced data gathering and student success tracking that the academic units utilize. With the 40% reduction in staff, CED has been limited in their 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 that credit students may apply for.

Retention and Graduation

Many of the student services assess their services primarily in regards to 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).

The College emphasized graduation rates, and the number of students earning degrees and certificates has increased over the last several years. However, the College has a fragmented system of tracking student progress toward graduation. The decentralization of information on individual students makes intervention to assist them in achieving their graduation goals more difficult. Creation of the Dashboard Report by the Academic Unit and Office of institutional research is an attempt to begin centralizing the collection and analysis of data towards the goals 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 (e.g. transfer rates).

Student Services

Testing Services staff provided data on the placement of students into remedial level Math and English courses. It is not clear if the data on student testing outcomes is made in real-time to inform the creation of scheduling and the subsequent revision to the number of sections of development math, developmental English, and ESL courses offered.

The *Student Handbook* was recently updated. Disclosure of many of the policies (such as grievance) that concern students are only available in the *Student Handbook*. Additional access on the website to this information would likely be useful to students. Several student services offices have mission/vision statements, but that they are largely not published or distributed widely.

Students who have taken advantage of the services on campus reported being satisfied with the service they received. At the same time, numerous students indicated either that they did not know about the service or that they did not use it. While several initiatives

are relatively new, large proportions of students who do not know about several services (as indicated by the student survey) could benefit most many of them (such as advising for graduation or transfer, CAPSS workshops, Job Placement Center). This problem suggests that more or better publicity and/or marketing is needed. There were also areas where students tended to be more aware of the service, but did not use them. In some areas, this may be because many students may not need the service (such as personal counseling, disabilities services), but in other areas the student 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.

Institutional Effectiveness

The lack of an organized, systematic method of gathering student evaluations of services (for 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 their degree of reliability.

PROJECTIONS

- Assess the feasibility of continuing the Continuing Education program in its current form, as well as investigating the reasons for decreasing profitability.
 - Individual(s) responsible: President and Cabinet
 - Completion date: Summer 2012

- Create an Outcomes Assessment position in the Office of Institutional Research. Completion of the project dependent on budget projections.
 - Individual(s) responsible: President
 - Completion date: Academic Year 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: Academic Year 2012-2013

- Create and administer surveys of 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: **To be determined**

- Reopen the 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 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 primary 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 it 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 a variety of library and information resources that support both the academic programming at the College and the greater Waterbury community. The LRC has recently revised their 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 how to use the library resources. To accomplish that goal, the College supports both 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. As a team, the library staff manages the library 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, advising students for registration, developing the library’s collections with emerging technology and media items, and supporting the satellite campus in Danbury. On its part-time staff, the library has five education assistants and one part-time reference librarian. The College also employs six student workers who assist the regular staff and the patrons. The library has 68 computers and four printers, one scanner, and two copiers. Public user accounts are available and can be used on any computer in the library. These services are available to the service area community, not just 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 their goals. In the fall 2010 semester, the library underwent major physical changes. The entrance has previously been on the fourth floor of the building; however, the fifth floor is the main hallway and most travelled by students. Access to the library was available (through L523) during the day, but the circulation desk and the reference librarians were all housed on the fourth floor. To better accommodate the needs of patrons and make the library more accessible and learner-centered, the main entrance to the library, along with

circulation and reference, was moved to the fifth floor walkway. This move has increased activity in the library; prior to the 2010-11 academic year, the library averaged 4,381 reference desk questions. In 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.

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 (including evening and weekend hours) and Monday through Friday during the summer. In the 2010-2011 academic year, librarians offered a total of 126 information sessions on a variety of research, technological and informational literacy topics in the library, serving over 2,000 students. The 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 at the Danbury site; a librarian is on call to visit classrooms in Danbury when requested. The work of the library staff ensures that students are able to use information resources and technology as part of the 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

The library at NVCC provides a variety of academic resources to its patrons in multiple ways. The library continually assesses its holdings, adding to or weeding out materials no longer used and/or relevant. Library staff works closely with faculty to ensure the necessary resources are available for particular fields of study and offer system statistic reports to the academic programs, including nursing, criminal justice, and ESL. The library staff encourages faculty to make recommendations for additional resources at the library and has a “New Library Materials Request” form available on their website. In addition to meeting circulation needs and assisting students with library use, the library hosts a variety of events throughout the year, including open-mic poetry readings, an annual Holocaust remembrance name reading, and dramatic readings of featured authors.

The LRC supports curriculum with print and non-print resources, available in the physical library and online. The library provides full text electronic access to students, faculty, and staff to over 18,600 journals. The NVCC community has access to the ICONN, a state-funded, digital library collection, for a total of 78 accessible online databases that include 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 film titles) and 2,440 music CDs.

As of December 2011, the LRC’s resources were as follows:

- 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 the space for group work as well as individual study. Group study rooms are available at the library for students' use. Each group study room can accommodate six to eight students. During the 2010-2011 academic year, the library also offered a Collaboration Studio, a group project/presentation area in L524. This newly designed 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 plugs for six laptops, using a technology called "PUCK." However, recent changes in space allocation have necessitated moving two of these tables the Academic Center for Excellence, leaving one in the library group study area.

Other resources available from the library include 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 is available during all of the library's open hours, both in person, by phone, or electronically (via "Ask a Librarian" chat feature or email). Library Mobile access is available and social networking is embedded in the library's online catalog.

While there are no librarians at the Danbury Center, Danbury students have library support through a computer lab with internet access which students can use to access the library electronically. Additionally, NVCC has an agreement with the Western Connecticut State University 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 web site 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. Through the Information Technology Department, the software is also

available in the Academic Center for Excellence and in CAPSS (the counseling center). Most of the equipment is available for students to borrow for in-class use. Additionally, the software can be available in classrooms upon student request. Many of the library databases provide downloadable audiofiles, and the library also offers services for patrons with limited mobility.

The library has established and publishes policies designed both 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 photocopyers in the library.

Institutional planning and resource allocation at the College support the library in a variety of ways. 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; however, the library does face some specific challenges in the future.

Information and Technological Literacy

Students at NVCC use information resources and information technology as an integral part of their educational experience. Before taking online courses, NVCC students are encouraged to take a self-assessment, offered through the Connecticut Distance Learning Consortium, to gauge their readiness for online learning. This assessment provides specific feedback on their preparedness for an online course, and includes an explanation of their score with 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, the library 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, and they do gather information on their resource use. Similarly, the office of Distance Learning assesses training offered through surveys administered by Institutional Research. The Information Technology department responds to users' technology needs via the help-desk, and makes the necessary budgetary decisions to keep NVCC as current as possible with relevant technology.

APPRAISAL Achievements

Given the downturn in the economy, many academic libraries have had to decrease spending, resulting in fewer initiatives and resources. However, 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 to students, faculty, staff, and the general public.

The library continues to serve the needs of the College community, providing new services for students, faculty, and staff. A survey administered in fall 2011 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 2000 items to the print collection each year and is working toward increasing the currency and relevancy of its print collection. The plan involves increasing E-book subscriptions, which should improve the collection in terms of currency and relevancy.

One particular achievement that continues to support the College effectively is the collaboration and outreach between Information Technology and the Library. This includes the sharing of resources, space, and knowledge, and the willingness to collaborate in these ways has a positive impact on students, faculty, staff, and the College as a whole. Survey results indicated that faculty, in particular, appreciate the expertise and responsiveness of Distance Learning staff and are satisfied with the trainings.

Increased technology use is evident in the increased number of online sections offered. Technology training, both on campus and through the CCC system has helped to increase technology use. 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.

Areas of Concern

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 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. How to meet this goal and select the appropriate discovery tools, with an integrated library system, is a challenge for the library. The solution will entail technology and staff-training funding.

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 types of 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 First Year Experience course, which has an 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 First Year Experience 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: Academic Year 2012-2013

- Assess the possibility of funding for a Radio Frequency Identification security system for the library collection, possibly through capital funding. Alternatively, conduct a detailed inventory on a regular basis and purchase replacement books when missing
 - Individual(s) responsible: Director of the Library
 - Completion date: Academic Year 2013-2014

- Implement a collection overlap analysis to maximize the collection budget. (To do this, the library would need additional personnel, training, and budget.)
 - Individual(s) responsible: Director of the Library
 - Completion date: Academic Year 2013-2014

- Increase funding to library technology and equipment as part of the 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: Academic Year 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: Academic Year 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: Academic Year 2012-2013

Standard Eight: Physical and Technological Resources

DESCRIPTION

Naugatuck Valley Community College (NVCC) is situated in Waterbury, Connecticut, one of the state's largest cities. The Waterbury campus is 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 are 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 security protects students, faculty, and staff from potential harm. 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 and Senior Dean of Administration, and the staff includes one police lieutenant, one sergeant, four 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 (AED). Emergency telephones are located at strategic places, both inside and outside of the buildings, with a direct link to the Public Safety Office. The Public Safety Office publishes a summary of campus crime activity annually in compliance with the Federal Department of Education Campus Crime Reporting Act and sends emergency notices via email and voicemail.

In comparison to the other community colleges in the state, NVCC is one of four 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 administration, and public safety has not been viewed as a critical area when hiring decisions have been made during the recent years of severe budgetary constraints. Overtime staffing is used to maintain the established minimum staffing level. In the spring 2011, in an effort to significantly reduce overtime staffing in the Public Safety department, College administration implemented a requirement that the Director of Public Safety is a first responder in circumstances where the minimum staffing level is not met and/or overtime staffing needs would otherwise be created.

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 25 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 our 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 Health & Safety (EHS) office provides services in an effort to promote and maintain a healthy and safe environment for the entire college community. The Environmental Affairs and Occupational Health & Safety office and the Facilities Department, along with the Tools for Schools committee, actively address indoor air quality concerns on campus. Recent renovations have been made to improve 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 Main Campus have focused on developing educational resources for students. NVCC completed the construction of Technology Hall in 2009. Technology Hall is connected to the fifth floor corridor, making everything except Founders Hall a continuous space. The 100,000-square-foot addition to the main campus houses several programs, including hospitality, horticulture, automotive technology, engineering technology, and welding. 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 (temporarily closed for fiscal reasons), open computer labs, faculty offices, and classrooms. The atrium is spanned by a 6'h x 90'w custom installation of artwork by Rhode Island artist, Paul Housberg titled "Echo," which is a kiln-formed glass mural inspired by the intricate and colorful patterns of the electromagnetic spectrum. The work was commissioned by the Connecticut Art in Public Spaces program.

One of the largest 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. ACE includes a math lab, writing center, tutoring

across many disciplines such as math, writing, accounting, science, psychology, ESL, and Spanish. ACE also provides computers and meeting and study spaces.

Another significant renovation is the remodeling of the library space. Originally, access to the library was available (through L523) during the day, but the circulation desk and the reference librarians were all housed on the fourth floor. To accommodate the needs of patrons and make the library more accessible and learner-centered, the entrance to the library, along with circulation and reference, 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 before and after classes. The library and ACE provide a significant portion of the study space available to students 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 education opportunities through accommodations, auxiliary aids, and support services. Full participation for students on the basis of a disability is in accordance with the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973. For example, specialized desks placed in classrooms as needed to accommodate those with physical disabilities; as well, the library recently acquired an Eye-Pal Solo reader, Clearview magnifier, and a Victor Stream Reader.

NVCC offers a variety of learning environments, including both physical and electronic, to meet the learning needs of the College's students. Most classrooms are fitted with the basic presentation equipment such as TV/DVD player and white boards. At the main campus, seventy-nine classrooms are equipped with Smart Classroom technology including ceiling mounted projector, instructor station with computer, document camera, touch control panel, screen, and audio/video equipment. With the addition of Wi-Fi access throughout the College, students now 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-inch Celestron Reflecting Telescope.

Requests for classroom space for general activities (both internal and external) are not considered until all course scheduling has been completed and appropriate classrooms assigned, with credit courses having priority over non-credit courses. Shared spaces include Mainstage (an 800 seat theater), Playbox, the Ruth Ann Leever Atrium, the art galleries, 5th Avenue, the cafeteria (both east and west), Cutrali Commons, the 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 (Coordinator of Facilities Scheduling & Events Planning), and two support staff (one full time, one part time) were reassigned to the Records Office overseen by the Registrar and Associate Registrar. Room scheduling for credit courses is done by the academic divisions and the division secretaries; scheduling for non-credit courses is done by the Office of Non-Credit Lifelong Learning. Conference room reservations are done through the specific areas/units in which they are located. Room assignments for courses scheduled at the Danbury Center are handled by the Danbury Center staff.

An Events Planning Committee (EPC) has been formed to review requests for external and internal events. The EPC comprises representatives from Facilities, IT, Arts and Humanities, and is chaired by the Director of Public Safety. The Committee makes recommendation to the President as to whether an event should be accommodated or not. Once the President approves an event, contact with the organization and coordination of the event is handled by Records support staff.

Naugatuck Valley Community College 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 several beautifully landscaped gardens, including 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 eight 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 money for capital projects is distributed by the Board of Regents from bond funds allocated by the Legislature/Bond commission. The funds allow for housekeeping and small repairs. 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 (including the addition of a solar lab), 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 designated money for a Campus-wide Improvement Project that will be used to provide a new entrance to the College, repave roads and parking lots, install sidewalks, replace site lighting, install emergency telephones, and construct a new parking lot.

There are 37 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 Engineers, and one Boiler Tender.

Danbury Center

Naugatuck Valley Community College's off-campus site is located at 183 Main Street, in Danbury, Connecticut. The addition of the Main Street location has facilitated a 25 % increase in class size and consolidates 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 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. The College has allocated 1254 computers for classrooms, library, and open lab access. NVCC's information technology (IT) systems are supported and maintained by eight full-time staff members. All main distribution frames (MDF) and intermediate distribution frames (IDF) 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 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 to support teaching, ranging from installed "smart classroom" technology to the availability of rolling carts to allow computer based presentations to the class.

The NVCC Danbury Center's technology is supported and maintained by the Information Technology Department from NVCC's Waterbury Campus. The System Office Data

Center (SDC) of the Connecticut Community Colleges (CCCs) manages and maintains many central functions for the NVCC Danbury Center including email services, Internet Services, anti-virus/malware security (faculty and staff only), and domain administration.

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

The Academic Computing Team (ACT), established in 1997, serves as an advocacy team for technology needs within our 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, Distance learning, and the Events Planning office. The Director of IT has always been an Ad Hoc 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 Vista and Learn, and the library databases. This system is available 24 hours a day, seven days a week, except for regularly scheduled maintenance or emergencies (when campus notification is given). Naugatuck Valley Community College students each must enter a unique, secure login and pass code, known as a NetID. 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.

The System Office Data Center (SDC) of the Connecticut Community Colleges (CCCs) manages and maintains many central functions for NVCC including email services, Internet Services, anti-virus/malware security (faculty and staff only), edge device management, 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 either or both the Blackboard Vista (v.8.6) and Blackboard Learn (v. 9.2) course management systems. The community colleges have been transitioning 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 Connecticut Community College (CCC) system to provide expanded application server and database server capacity.

In addition to technical services for students, faculty, and staff, support is customized to address the present single sign-on portal (myCommNet) and Blackboard Vista and 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 more immediate access to their grades. In the summer of 2007, the College installed a Cisco Voice-Over Internet Protocol (VOIP) system that replaces the analog/digital phone system.

Since October 2008 NVCC has employed myCommNet Alert, an emergency notification system that delivers critical information to students, faculty and staff of the Connecticut Community Colleges in the event of an emergency. The system delivers emergency messages through text messaging over cellular phones. Emergencies may include campus-related immediate health or safety situations and including weather-related class cancellations. Enrollment in myCommNet Alert is free and voluntary, and is open to all students, faculty and staff. MyCommNet Alert is powered through MIR3 Intelligent Notification

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 can not, especially under the tight fiscal constraints of the current atmosphere, meet all of the requested technological and physical plant demands, the College works to provide resources and a safe, educational environment.

NVCC is developing a Facilities Master Plan that examines the entire campus to best determine how the limited resources can best meet the needs of the institution. Additionally, an Academic Master Plan that investigates emerging and ongoing instructional priorities including human, intellectual, technological, and physical resources is drafted and in review.

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 the integration of technology into the curriculum, particularly through the Blackboard Learning Management System. Recent data, gathered in the fall of 2011, indicates that 74% of course sections are enhanced with Blackboard. Results from a fall of 2011 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 in which the College is performing well is the fulfillment of beautification and campus improvement projects which serve to enhance the quality and sustainability of the College grounds. The beautification project has involved improvements ranging from painting of walls, replacement of floor tiles, and reupholstering of chairs to 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 and Ekstrom Hall, making way for the new Academic Center for Excellence (ACE), and the continuation of renovating older classrooms to be equipped with SMART technology. In 2011, NVCC opened its new Danbury Center, in new space which was fully renovated to include a nursing classroom, computer classroom, three general classrooms, offices and other additional space. In July of 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 our employees over the coming months. Prior high-level campus improvement projects (2007-11) include the following: ConnCAP ramp; 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, over one hundred code upgrades, and weatherization lab; and automotive technology epoxy floor.

To address increased safety and security concerns, the College has implemented the Critical Incident and 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.

Areas of Concern

While NVCC is focused on supplying the most current technology available 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 lack of technology to meet their needs, specifically referencing the number and availability of SMART classrooms. These results parallel those of technology utilization surveys administered in 2006 and 2008 by the Academic Computing Team. 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 an increase in SMART classrooms of 256%. 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 and from 6:30 a.m. on weekdays.

Additionally the lack of training opportunities in administrative and information technology (myCommNet, Banner Self-Service, applications such as MS Office programs and general computer use, and SMART classroom equipment) is of concern to faculty. Only 55.6% of respondents indicated that the IT provides sufficient training for faculty in the use of SMART classroom technology. In reference to the other training, responses varied, but most were concerned with the lack of formal training opportunities offered by the IT department. To provide more effective training in IT related areas, the College will fill three empty IT positions prior to the fall 2012 semester.

Although campus improvement is one of NVCC's strengths, the completion and/or status of improvement project do not seem to be effectively communicated to the campus community at large. Nearly 43% of survey respondents have concerns regarding NVCC's physical facilities, and approximately 31% have concerns related to ecology/environment, health or personal safety. Concerns were centered on the structural aging of the Waterbury campus (including garages and elevators), environmental issues (focusing specifically on Ekstrom and Founders Halls concerning water leakage, mold, and air quality issues). Many of the projects for which the State Bond Commission voted to fund for NVCC in FY 2011-12 directly addressed these issues, and were either completed or underway at the time of the survey indicating a lack of awareness of the improvements being made. However, ventilation of the labs 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 completion is expected before the fall 2012 semester begins.

Another concern raised by faculty and staff is the location of the Public Safety Office, which is housed on the Waterbury campus in room 122 of the CORE Building. Public access to the Public Safety office is through the Public Safety Facilities parking lot, adjacent to the maintenance and receiving areas, and requires ascending one flight of stairs and opening a non-automatic door. The only handicap access to the Public Safety Department requires entering a nonpublic corridor on the first floor of the CORE building. The Facilities administrative offices, work shop spaces, mailroom, maintenance equipment, facilities department conference rooms, new inventory stores, extensive obsolete inventory stores, and central heating and cooling systems are all located in this area. Gaining access to the first floor, depending upon where enter on the first floor of the CORE building, might require traveling a length of corridor. Objects sometimes protrude more than four inches into the passageway, resulting in areas of the corridor to be less than the necessary 36 inches wide to accommodate a wheelchair, as required by the ADA. 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 2015-2016 Academic Year.

Additionally, staffing in the Public Safety department is a concern. In the past ten years, the College has seen a 66% increase in full-time enrollment (FTE) during the fall semesters, a 60% increase in FTE during spring semesters, increases in vehicle traffic, the addition of Technology Hall (providing 100,000 square feet of classrooms, offices and technology labs), and an increase in use of campus facilities by outside groups. In addition, beginning in the spring of 2011, the College has expanded its schedule of course offerings to include 6:30 a.m. classes on weekdays as well as Sunday classes. A study performed by the Secret Service, F.B.I., and the Department of Education following the 2007 Virginia Tech shooting has demonstrated a substantial increase of targeted violence on college campuses in the last 20 years. Despite these facts, the NVCC Public Safety department staffing levels are little-changed from one decade ago. The College has added a total of 22 hours of coverage to the evening and night shifts with some reduction in armed officers.

Despite our increased population and operating hours, public safety staffing is unlikely to increase in the near future. NVCC continues to have much greater staffing than other community colleges; Recent hiring for non-faculty positions has been directed in other departments, and hiring priorities will continue to focus on faculty in the coming years.

PROJECTIONS

- Fill three 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 items such as lighting, with a Campus-wide Improvement Project
 - Individual(s) responsible: Provost/Senior Dean of Administration
 - Completion date: Summer 2014
- Address concerns about the location of the Public Safety office by moving that office elsewhere on campus after Allied health Division moves to Founders Hall
 - Individual(s) responsible: Provost/Senior Dean of Administration
 - Completion date: Summer 2014
- Place “Shots Fired” video and link to “Managing Disruptive Classroom Behavior” in employee resources intranet area of NVCC website
 - Individual(s) responsible: Provost/Senior Dean of Administration and Associate Dean of Information Technology
 - Completion date: ASAP

Standard Nine: Financial Resources

DESCRIPTION

Naugatuck Valley Community College (NVCC) is committed to using its financial resources to fulfill the College's mission and vision. The Higher Education Flexibility Bill (Public Act 91-256), which was passed in June of 1991, gave all of the community colleges, NVCC included, 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 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 and 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 is determined by the Connecticut State Legislature. Fees were set by the Board of Trustees and are now set by the Board of Regents.

As are all the community colleges in the Connecticut system, NVCC is a state-funded college and is, therefore, subject to the state's economic climate and budgetary conditions. The Connecticut Community College System Office uses a formulaic approach to allocate the funds from the State to the individual colleges. Some of the more significant factors in the budget allocations are student FTE, expenditures on utilities, square footage of the institution, and the 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.

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 are 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 non-faculty positions to full-time faculty positions over the last two years.

The NVCC community develops a budget that draws upon both the Strategic Planning Processes of both the Connecticut Community College 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's 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. After the

General Assembly bases the budget, the System Office allocates the budgeted dollars to the individual campuses. The president reviews the budget, making the necessary changes in consultation with the Cabinet. The Dean of Administration submits the final budget to the Chancellor's office, with the President's approval; after that is completed, the final budget is circulated by the president. The presidents of the Community Colleges will be meeting this year, with the Board of Regents, to establish a new allocation formula for the 2014 fiscal year. The budget process is distributed widely to the College community. The budget is made available to the College community via email.

Normal 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 educational assistants, student labor, and department expenditures
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 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 2002, the State of Connecticut contributed \$15,489,000 to NVCC, and the College's total budget was \$26,445,000, for a contribution of 58.6% of the College's budget. The cost per student was \$5,063 with the State paying \$2,962 of that total. In 2012, the State contribution increased to \$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 also one of six colleges in the Connecticut system required to transfer money back into the system. This transfer is designed to support the Connecticut Community College System as a whole, specifically the six smaller colleges that require additional financial support. NVCC contributed approximately \$1.4 million in fiscal year 2011 and \$983,000 in fiscal year 2012 to assist the system and the other colleges.

The College achieves a balanced budget, but the recent budgetary downturn has complicated the process. During the 2011 fiscal year, NVCC had to give back one million from our tuition, and this formula will not change for the next fiscal year, though a task force has been formed to examine the 2013 fiscal year. An additional \$200,000 was taken in January 2012 with the possibility of more before the end of the fiscal year. This may require 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 administration became aware that further reductions were likely, they encouraged college faculty and staff to participate in the decision-making process. The 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. Budgetary reductions are painful and affect the College functions, including the academic departments' 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 campus in 2009. From 1999 to 2009, only non-credit and English as a Second Language courses were offered at this location. Additional credit courses were added in 2009, and by the end of the spring 2009 semester, students enrolling in credit courses in Danbury jumped to 209. During the spring 2011 semester, growth at the Danbury campus accounted for 75% of FTE growth collegewide. Continued growth at the Danbury campus will ensure that revenue will cover expenses for this location, and the College has received an increase in budget distribution for this campus.

NVCC is subject to the policies of the State of Connecticut and of the Board of Trustees, and the System Office provide centralize diversity, procedures, and training to ensure the ethical oversight of the College's financial resources and practices. Additionally, the College exists under Board of Trustees of the Connecticut Community Colleges, 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 Chancellor. 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 Connecticut Community College 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.

NVCC offers financial assistance to all students who have demonstrated financial need. The goals of the Financial Aid Office are aligned with the mission of both the National

Association of Student Financial Aid (NASFAA) and the Connecticut Association of Professional Financial Aid Administrators (CAPFAA).

The College continues to seek ways to increase revenues to meet the needs of our student population and continue to grow as an institution. To do this, the College has increased its grant-writing activities. Grants fall under the Director of Institutional Advancement. The College is hiring a 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 Workforce Achievers Value Education (WAVE) Program; WAVE is a federally funded program that is designed to build students' 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 associates degrees is approximately 82%.

NVCC's Foundation works toward fund-raising efforts that support institutional purposes. The Foundation's mission clarifies the integrity of the work that they do 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 \$1,062,957 at the end of 2009. The Foundation also seeks to improve their process, and, in 2009, transitioned to a new bookkeeping software, adopted a board membership program, reviewed updates of their 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.

Institutional Effectiveness

As a college within a larger system, NVCC is continually reviewed by the System Office and by an independent CPA firm as part of the annual Connecticut Community college 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 Board of Trustees 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% for the year ended June 30, 2007, to 52% for the year ended June 30, 2010. During that same time period, the College expanded early morning and weekend classes, adding 6:30 a.m. and Sunday sections, created the Academic Center for Excellence, 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 Connecticut Community College system, NVCC is a "net" contributor to the overall system. Some of the other Community Colleges in the Connecticut system are unable to cover their operating budget from in-house sources and depend on other colleges for funding. NVCC contributed about \$1.4 million in fiscal year 2011 and \$983,000 in fiscal year 2012 to assist the system and other colleges.

NVCC has an internal control environment managed by the Director of Finance and Administrative Services. The Board of Trustees publishes fiscal, financial and accounting policies as stated in the *Policy Manual: Board of Trustees of Community-Technical Colleges*, which was updated in March of 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.

The NVCC Foundation is growing and becoming an increasingly important source of funding for the College community. 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 record keeping 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 continues 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.

Areas of Concern

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 58.6%, in fiscal year 2002, to 43.5%, 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 the uncertain budget climate for 2013. In 2012, 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 (PTL) budget, closing the fitness center, and reducing the operating expenses for a number of areas at the College. Additional budget cuts may be expected in 2013, so this is an area of concern for the College community.

Another concern is the need to formalize the capital spending plan. Currently, anticipated capital expenditures are anticipated, assembled, listed, and prioritized through the office of the Dean of Administration. As funds become available, the Dean reviews the anticipated spending with the President and the Cabinet. Although the system has worked, a formalized system that includes a review and approval process would help to 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 (82% of the 201 of those responding) replied 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. These problems result despite that the Office of the Dean of Administration organizes, advertises, and provides assistance with the budgeting process and the Dean's office presented this process to all of the deans, directors, and supervisors responsible for providing input to the budget.

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: Academic year 2012-2013

- Review models for forecasting revenues
 - Individual(s) responsible: Provost/Senior Dean of Administration
 - Completion date: Fiscal year 2012

Standard Ten: Public Disclosure
DESCRIPTION

NVCC uses the college website, catalog, other print materials, and internal communications to effectively communicate with our staff, students and external community. Each of these methods of communication is vital to the functioning of the College and to its ability to meet its obligations to its current and prospective students, to the faculty and staff, to the Connecticut Community College System, and to the community.

Website

Information about Naugatuck Valley Community College (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. Additionally, the website includes separate webpages for the different academic programs and support services. Material on the website is continually updated, but there are varying degrees of updates and relevance of material on the site. Key links on the NVCC website include general information ([About NVCC](#)), [Admissions](#), [Payment for College](#), [Academics](#), [Student Links](#), and [Offices and Departments](#). [MyCommNet](#), which provides access to personal, academic, and work-related services for students, faculty, and staff, is also a key link on the homepage.

The College began the process of upgrading the website in 2006. In 2007, a Content Management System (CMS) was selected, and the work of auditing all existing pages and rewriting content began. The new website went live in early 2010.

A recent student survey, distributed in the fall of 2011, identified student use of and satisfaction with the College website. Seventy-three percent of student respondents indicated that they use the College website. Forty-six percent of the student respondents indicated that they used the NVCC website 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, in regard to information about changes in college-wide procedures, systems, organizational structures, for example, 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 on the bottom of every page of the website. Additionally, there is a [Contact Us](#) link that directs the site users to a variety of contacts (with phone numbers, campus location, and email addresses). Additionally, each administrative office and academic department provides contact information on their webpages. The College’s 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 the student population and their success. Information included on this page, and on links from this page, includes a description of the size and characteristics of the student population, graduation surveys, satisfaction surveys, student success rates (including retention and graduation), and a compilation of trends. Licensure exams and other measures of student success are not readily available. Retention and graduation information is on the site, but recent information on passage rates for licensure examinations is not readily available.

The student support services offered by NVCC 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 Special Programs on the Academics page, and Institutional learning and physical resources on campus can be found on the Student Life page. Articulation agreements available on the Student Life 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 replica of the print catalog (to ensure consistency between print and online versions) and is accessible through several links on the homepage. 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 the Connecticut Community Colleges CommNet online catalog access.

In 2010, a Catalog Review Committee began reviewing 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 prerequisite 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 information about [student debt](#). Information about financial aid is available in both the 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 Naugatuck Valley Community College is accredited by the New England Association of Schools and Colleges and the Connecticut Board of Governors for Higher Education. Additionally, the catalog lists the specialized accreditations held by some degree and certificate programs:

- American Association for Paralegal Education
- Committee on Accreditation for Physical Therapy Education
- Commission on Accreditation for Respiratory Care
- Joint Review Committee on Education in Radiologic Technology
- National Association for the Education of Young Children (NAEYC)
- National Institute for Automotive Service Education (ASE)
- National Automotive Technicians Education Foundation (NATEF)
- National League for Nursing Accrediting Commission, Inc.
- Professional Landcare Network (Planet)
- Technology Accreditation Commission of the Accreditation
- Board for Engineering and Technology (TAC of ABET)

Detailed information about the College and the College's policies and procedures are available in the catalog and on the website. These include the Mission and Vision statements; general education outcomes and competency areas; credit transfer procedures; program-level outcomes; student fees, charges, and refund policies; student conduct; withdrawal policies and procedure; a full course list per division and department (not including current course offerings); degree requirements; graduation requirements; requirements for honor societies, the President's Circle and the Board of Trustees' Medallion; and other academic policies and procedures. Some of this information is also available in an online version of the *Student Handbook* (available as a PDF for ease in printing if needed), directly on the website under the "Quick Links."

Other Publications and Publicity

The Marketing department 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 through the Office of the President and press releases.

OPR also publishes an annual Community Report. The public is also invited to follow NVCC on Twitter, Flickr, Facebook and LinkedIn. Additionally, NVCC does direct mailings to the 22 towns in the service region, advertises in the area newspapers, on the local radio stations, at the Department of Motor Vehicles, in the phone books, on local buses, and at the 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 *Tamarack*, the student newspaper (available in print and electronically with 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 the Academic Center for Excellence (ACE).

Institutional Effectiveness

The College is improving the website for 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 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 other major publications to ensure quality control and consistent message for publications.

APPRAISAL Achievements

The *College Catalog* provides extensive information about the College's obligations and responsibilities to students. Toward this end, the Catalog Review committee 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 of the NVCC 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 both the College and to the community at large and is available on the website.

To facilitate understanding of the College's mission and vision, these statements are social 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 at the *Student Handbook*. During the fall of 2011, the document underwent a comprehensive review; 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 indicated, in a fall 2011 survey 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 or other relevant information)

Areas of Concern

The institution, as a whole, must continue to assess the effectiveness of the ways in which information is communicated. For example, the process of periodic review of web content, accuracy and currency is not yet 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, both 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 employee listing, which includes the list of faculty and faculty credentials, is incomplete. Adjunct faculty are listed on the website, though this listing is 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. For example, recent licensure passage rates for the Physical Therapy Assistant program are not current and reference a higher passage rate than the most recent results indicated. A lack of current information persists in various places on the website. 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: Provost/Senior Dean of Administration
 - Completion date: **To be determined**

- Ensure that the employee listing, including a faculty list with credentials, is complete and that adjunct faculty are designated as such
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Academic Year 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: **To be determined**

- 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: **To be determined**

- Create a list of articulation agreements on the website and a system to maintain the currency of the list
 - Individual(s) responsible: Dean of Academic Affairs
 - Completion date: Academic Year 2012-2013

Standard Eleven: Integrity

DESCRIPTION

Naugatuck Valley Community College's mission and vision are an integral part of our commitment to maintain high ethical standards. We intend for our behavior as an institution to exemplify our values by creating an atmosphere of academic excellence and integrity in all our dealings with current and prospective students, faculty, staff, the governing and external agencies, and the general public.

The expectation at NVCC is that all of our 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 Board of Regents (BOR) ethics policies and a link the Office of State Ethics is on our 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 at NVCC is dedicated to shared leadership and creates an atmosphere in which issues of integrity can be addressed. This goal requires shared leadership and shared responsibility. This commitment is evident in the recent work the College has done in its self-study, with cross campus participation on committee work to complete the document, including open hearings and discussions at all-campus meetings. Faculty, staff, and students work together on committees and clubs across campus; for example, the Curriculum and Educational Affairs Committee (CEAC) and Academic Standards Committee have membership from all academic divisions, Student Services, and student representatives. Other work done at the College that is evidence of this shared responsibility includes participation from the College community and the broader community we serve in the development and regular assessment of our Strategic Plan goals, outcomes and initiatives and broad campus representation on the Institutional Planning Committee.

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," a publication 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 Curriculum and Educational Affairs Committee (CEAC) has open hearings to facilitate discussion of changes to, or the creation of, programs and courses; the Academic Standards Committee uses email communication when necessary. 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 give feedback. 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 College website.

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 the Curriculum and Educational Affairs Committee, the Student Affairs Committee, and the College’s Academic Standards Committee, which is comprised of faculty, students, and staff across the College. CEAC regularly reviews proposed changes and additions to curriculum to ensure that they comply with college mission. They also hold open hearings. 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 *Employees’ Policies and Procedures Manual*, *BOR and Board of Trustees (BOT) 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 the 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 structure 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. Faculty and staff commitment to these policies and institutions 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 provides leadership and services that remove any discriminatory barriers. NVCC adheres to the mandates of the Family Education Rights and Privacy Act of 1974

(FERPA), fully supports the universal values of nondiscrimination, affirmative action, equal opportunity, and is committed to providing an accessible and equitable educational experience for all students.

The College complies with the Connecticut General Statutes and submits an affirmative action plan annually to the State Commission on Human Rights and Opportunities. The CHRO has consistently approved and complimented 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 Office of Student Services indicates its support of cultural diversity in their mission statement, and the College supports the needs of its diverse population in part through the Disability Services offered by the Center for Academic Planning and Student Success (CAPSS); through the Office of Facilities, which ensures accessibility to the College, and through the Student Government Association (SGA), which supports the College clubs and organizations. The 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, and the Veteran's 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. These committees range from the departmental level to college wide committees (such as Curriculum and Educational Affairs) to work done with external collaboration (including Program Reviews). The College also manages its data with integrity, and does this through Banner, the program currently used by the Connecticut Community Colleges to manage admission, financial aid, registration, placement testing, and scheduling. The College maintains its integrity in relationship to students, to academic excellence, and to accessibility.

Throughout the year, the College sponsors a variety of enrichment activities that are compatible with our mission and purpose. Faculty and staff engage in teaching and learning related topics at weekly workshops, book discussions, and brown bag luncheons facilitated by the Center for Teaching. The Office of Distance Learning offers regular training, both practical and pedagogical, both on campus and systemwide. Additionally, the College hosts many events that are open to the public.

NVCC has established and publicizes clear policies that ensure institutional integrity. 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 the application, expectations, sanctions, and procedures. Additionally, academic integrity statements are required on all course syllabi. This information is also referenced in the New Student Orientation in a publication provided to students, titled “Expectations for Student Conduct.” Integrity and honesty are clarified for faculty through the collective bargaining agreements, grievance procedures, comprehensive information in the *Employees’ Policies and Procedures Manual*, policies against harassment and workplace violence, the policies regarding Affirmative Action and Equal Opportunity Employment. Additionally, the collective bargaining agreements articulate promotion and tenure procedures.

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.

NVCC behaves with integrity in its relationship with the Commission on Institutes of Higher Education, and it complies with the Commission’s standards and policies. The Self-Study has been conducted with as open a forum as possible. All faculty and staff at the College have been encouraged to participate in the process at all levels, from chairing committees to attending open hearings, to writing and revising the final document. The NEASC Task Force met weekly during the spring 2011 and in 2011-2012 to discuss progress, and the NEASC Steering Committee met monthly during the spring 2011 semester, biweekly during fall 2011 and weekly during the spring 2012 semesters. The College uses SharePoint to make access to the process available to the College community, and open forums ran during each phase of the project to facilitate as much cross-campus collaboration as possible. In addition, NEASC webpages were created to give access to the entire process and to the documents created during the process. The College has had wide participation with 116 faculty and staff engaged in the process. The goal has been to run this self-study transparently and honestly.

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 we act 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 Institutional Planning Committee every year. The President reports on this progress in an End of Year report;

however, the flow chart for the Strategic and Operational Planning System does not clearly indicate an assessment process at the operational level.

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 Institutional Planning Committee and Faculty Senate.

The College maintains policies intended to facilitate ethical behavior on campus. For example, the College does have a clearly defined hiring process, with specifically articulated goals, and a general academic honesty policy is published in numerous documents (the *Employees' Policies and Procedures Manual* (EPPM), the *Adjunct Faculty Handbook*, the *College Catalog*, on the College website, and in all syllabi). The College defers to federal and state mandates regarding intellectual property rights policy and adheres rigorously to FERPA legislation. Additionally, NVCC's computer network is safeguarded by a VeriSign SSL certificate, the highest level of protection available to 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 we have engaged in this work. For example, continual problems with our website development and design have hampered our ability to communicate effectively and have resulted in the lack of regularly updated and accessible versions of important manuals (like the *Employees' Policies and Procedures Manual* and the *Student Handbook*). Members of the College community have, however, begun the necessary work to address those issues.

Areas of Concern

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 maintain college-generated email addresses for its students. The BOR is exploring establishment of student e-mail addresses at every College and, once implemented, this will resolve this concern. Additionally, communication for 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 *Employees' Policies and Procedures Manual* has not been updated since 2006. 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. The inability to access policy is problematic as all policies are not available for the entire population; for example, while Board policy 5.2.2 articulates that academic freedom includes students, NVCC does not identify the policy for students in any publications, including the College Catalog or the Student Handbook. Additionally, all employees of the Connecticut Community Colleges (CCC) are expected to be familiar with and comply with the provisions put forth through the CCC Ethical Conduct Policy, by the Code of Ethics for Public Officials and State Employees, and by the CT General Statutes. Although the policies in the EPPM are the same in all essential aspects and the Office of State Ethics has all of their policies on their website, these policies have not been easily accessible have not been accessible on the College website in the recent past; however, they will be included in the upcoming *Employees' Policies and Procedures Manual*.

The College Catalog is revised and updated annually and is approved by the Dean of Academic Affairs, but there is no published process for ensuring the accuracy of its information. Changes are made by Directors, Coordinators, and Chairs, but there has been no system in place to ensure that these changes have all been approved by College committees such as the Curriculum and Educational Affairs Committee or Academic Standards. Votes on changes are conducted at All-College meetings and published in the President's "Weekly Bulletin," but this document is published via email, so there remains no central repository to serve as an institutional history of approved changes. Furthermore, directors, coordinators, and chairs currently are not required to provide documentation that a change has been approved when they submit changes for catalog revision. However, the Dean of Academic Affairs and the chairs of Academic Standards and Curriculum and Educational Affairs have developed procedures in response to this problem, but they have not yet been formalized as a published document.

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 cancellation. 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, *Employees' Policies and Procedures Manual* 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" which is distributed via email; 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 the spring of 2012.

Although the College has made significant changes in the times courses are offered, with courses offered seven days a week from early morning (6:30 a.m.) to late in the evening (10 p.m.), these changes have been made without any market research. It is likely that our students benefit from a flexible schedule, but we have no data to support this view and do not know if this flexible course scheduling responds to the needs of our students. Beginning in fall of 2012 or spring 2013, the College anticipates surveying students on course scheduling preferences.

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, there are no published procedures or schedules for assessing and revising College policies other than in these two instances. Therefore, some College policies have been developed or revised with little research or attention to data. For example, we added times to the class schedule without research that there is a student market for these times. We have also changed the way classes are assigned classrooms without any research into how this process may have affected learning, though this change is also based on the new technology now available. For budgetary reasons, class sizes have been increased; however, no research was conducted into best practices or the effects of these increases on student learning. It is important for all students to receive quality advising, but there was no research into how to achieve that before a policy change. This may have resulted in students receiving ineffective or erroneous advising. While CAPSS and Faculty Senate have begun to address this problem through faculty workshops and newsletters, such training should have been provided prior to the policy change to ensure effective advising.

Many policies are not regularly reviewed and, while most policies are disseminated through the Presidents "Weekly Bulletin" which are archived in the President's office and in Public Folders (in Outlook), the "Bulletin" contains more than policy changes and additions; it is, therefore, difficult to use as an easily accessible reference. Many of the policies and forms that are disseminated, via email and/or the "Weekly Bulletin," do not follow the standard practice of including the implementation date, along with the revision dates. Episodic assessment of policies is not performed consistently, so does not support the College and its achievements with the community as fully as it might otherwise. Without implementation and revision dates on documents, no evidence of policy assessment exists.

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