



Northwestern Connecticut Community College



Institutional Self-Study Report *February 2013*

Submitted to:
New England Association of Schools and Colleges, Inc.
Commission on Institutions of Higher Education



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

THE CONNECTICUT STATE COLLEGES & UNIVERSITIES BOARD OF REGENTS FOR HIGHER EDUCATION

The Connecticut State Colleges & Universities Board of Regents for Higher Education was established in the summer of 2011 as the successor to the Board of Trustees of the Connecticut Community-Technical Colleges through legislative action that consolidated most of the state's public institutions of higher education under one governing board; currently, the Connecticut State Universities, Charter Oak State College, and the Community Colleges are consolidated under the governing body of the Board of Regents. The by-laws for the Board of Regents were approved at the December 20, 2011 board meeting and the Board of Regents became the official governing body on January 1, 2012.

The Board of Regents is comprised of 19 appointments: nine appointments made by the governor; four by legislative leaders, two student representatives, and four ex-officio, non-voting members comprised of the state Commissioners of Education, Economic and Community Development, Labor, and Public Health. The standing committees of the Board of Regents, established to review institutional policies; monitor the institution's fiscal solvency; and approve major new initiatives, were convened effective January 1, 2012. Standing Committees of the Board of Regents are the Academic & Student Affairs Committee, Audit Committee, and Finance & Administration Committee. At the November 15, 2012 Board of Regents meeting a motion was recommended to establish a fourth standing committee: the Administration Committee. This committee will be charged with oversight of all system-wide administrative and personnel policy matters.

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INSTITUTIONAL CHARACTERISTICS

Institutional Characteristics Form Revised September 2009

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

Date: January 2013

1. Corporate name of institution: Northwestern Connecticut Community College
2. Date institution was chartered or authorized: 1965
3. Date institution enrolled first students in degree programs: 1965
4. Date institution awarded first degrees: 1967
5. Type of control:

<u>Public</u>	<u>Private</u>
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Legal authorization is found in the General Statutes of the State of Connecticut. Northwestern is authorized by the Board of Regents for Higher Education to grant Associate in Arts, Associate in Science, and Associate in Applied Science degrees.

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

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

INSTITUTIONAL CHARACTERISTICS

- | | |
|---|--|
| <input checked="" type="checkbox"/> Associate degree granting program of at least two years | <input type="checkbox"/> A doctor of philosophy or equivalent degree |
| <input type="checkbox"/> Four- or five-year baccalaureate degree granting program | <input type="checkbox"/> Other doctoral programs _____ |
| | <input type="checkbox"/> Other (Specify) |

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

9. The calendar system at the institution is:

- Semester
 Quarter
 Trimester
 Other _____

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

- a) Undergraduate 15 credit hours
- b) Graduate credit hours
- c) Professional credit hours

11. Student population:

- a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	464		464
Part-time student headcount	1194		1194
FTE	810		810

- b) Number of students (headcount) in non-credit, short-term courses: 283

INSTITUTIONAL CHARACTERISTICS

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Early Childhood Education	NAEYC	2009	N/A	TBA
Medical Assisting	CAAHEP	1992	2004	2013
Nursing	NLNAC	Pending	2012	TBA
Veterinary Technology	AVMA	2000	2012	2017

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

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

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount

INSTITUTIONAL CHARACTERISTICS

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

Name of program	Degree level	% on-line	FTE
General Studies	AS	100%	N/A*
*While students may opt to complete all coursework for the General Studies online, this is not a separate degree program from the on-ground General Studies, and exclusively online students are not differentiated.			

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

INSTITUTIONAL CHARACTERISTICS

- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

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

Northwestern Connecticut Community College was founded by the Committee on a Community College for Northwestern Connecticut, Inc., in 1965 and accepted its first class in September of that year. On November 15, 1965, the College became a part of the newly formed State of Connecticut Regional Community College System, governed by a board of trustees.

Northwestern has been licensed by the State of Connecticut Commission on Higher Education since 1965, received candidacy status with the New England Association of Schools and Colleges in 1968, and became fully accredited in 1971. NEASC accreditation was extended again in 1983, 1993, and 2003.

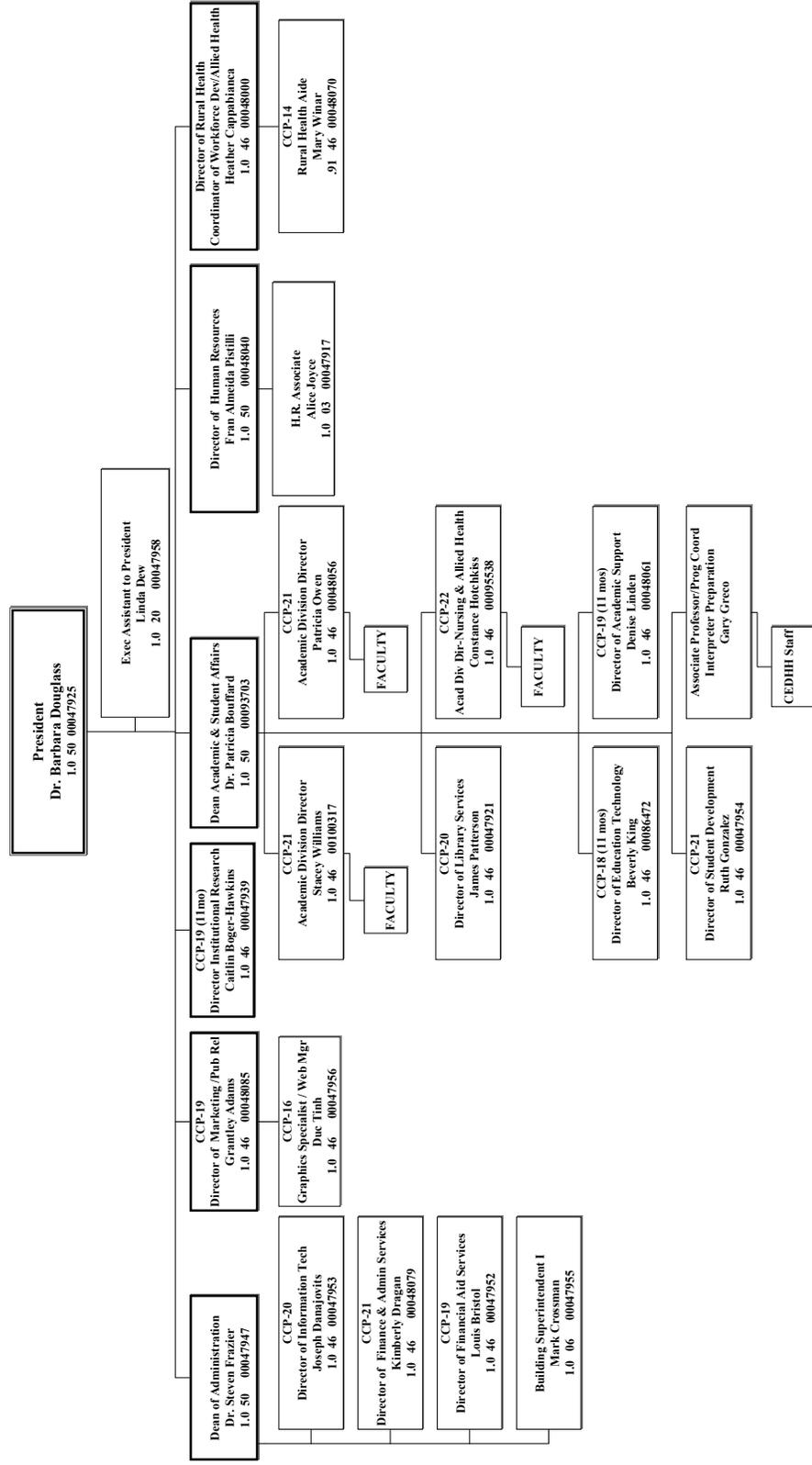
In 1992 the Connecticut State Legislature voted to merge the twelve Community Colleges and the four Technical Colleges into a Community-Technical College System governed by a single Board of Trustees. In 2011, the Legislature voted to merge this system with the Connecticut State University System and Charter Oak State College, creating a single entity—the Connecticut State Colleges and University System (ConnSCU)—governed by a newly created Board of Regents for Higher Education

INSTITUTIONAL CHARACTERISTICS

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Lewis J. Robinson	Chair, Board of Regents	2012
President/CEO	Barbara Douglass	President	2004
Executive Vice President	N/A		
Chief Academic Officer	Patricia Bouffard	Dean of Academic & Student Affairs	2010
Deans of Schools and Colleges (insert rows as needed)	N/A		
Chief Financial Officer	Steven R. Frazier	Dean of Administration	1995
Chief Student Services Officer	Patricia Bouffard	Dean of Academic & Student Affairs	2010
Planning	N/A		
Institutional Research	Caitlin Boger-Hawkins	Director of Institutional Research	1998
Assessment	N/A		
Development	N/A		
Library	James D. Patterson	Director of Library Services	2008
Chief Information Officer	Joseph Danajovits	Director of Information Technology	2006
Continuing Education	N/A		
Grants/Research	N/A		
Admissions	Joanne Nardi	Director of Admissions	2010
Registrar	Debra Zavatkay	Registrar	2005
Financial Aid	Lou Bristol	Director of Financial Aid Services	2003
Public Relations	Grantley S. Adams	Director of Marketing & Public Relations	2002
Alumni Association	N/A		
Other	Fran Almeida Pistilli	Director of Human Resources	2005

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE
PRESIDENT'S STAFF
Spring Semester 2013
FTE Union Code Position #

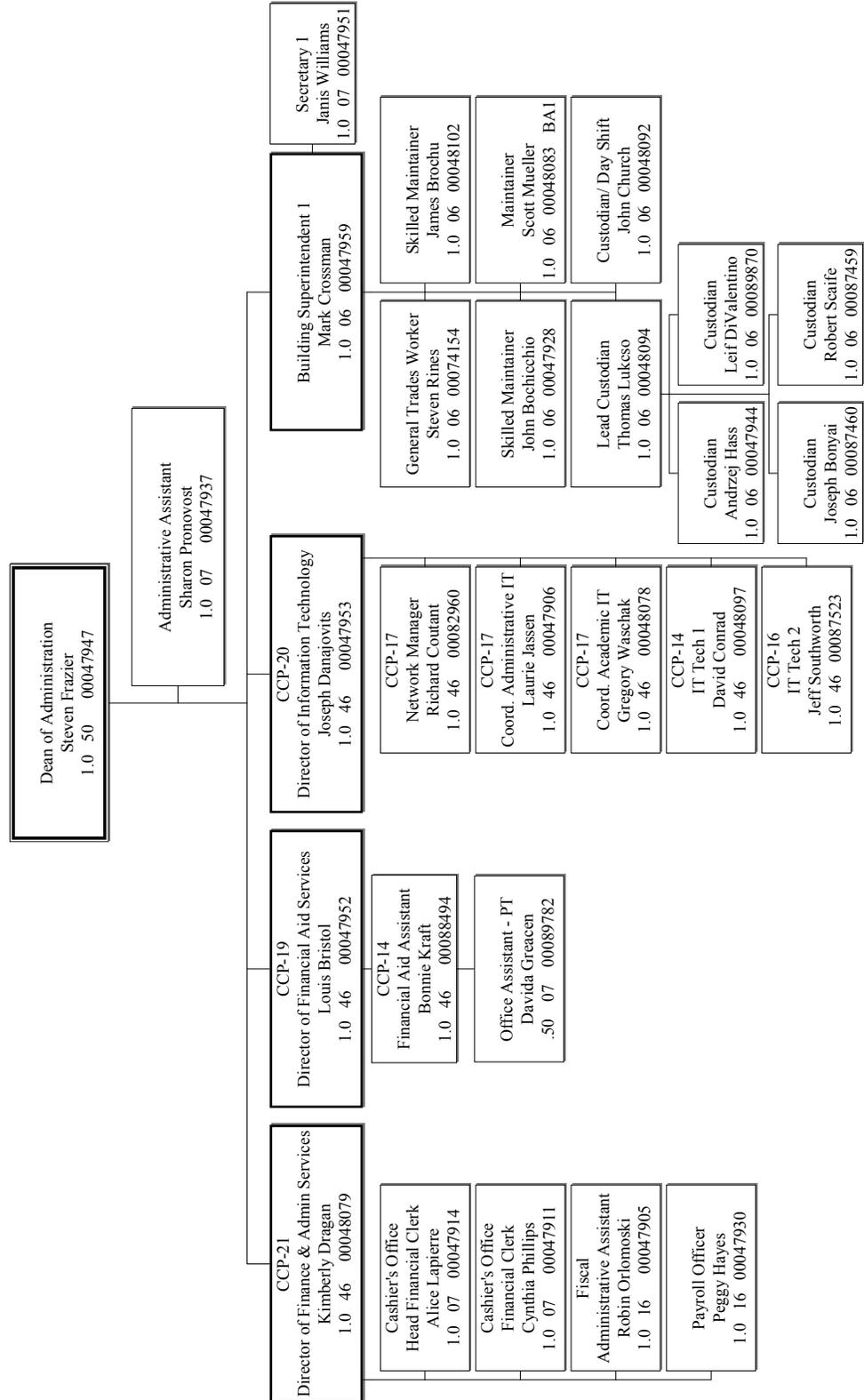


NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

ADMINISTRATION

Spring Semester 2013

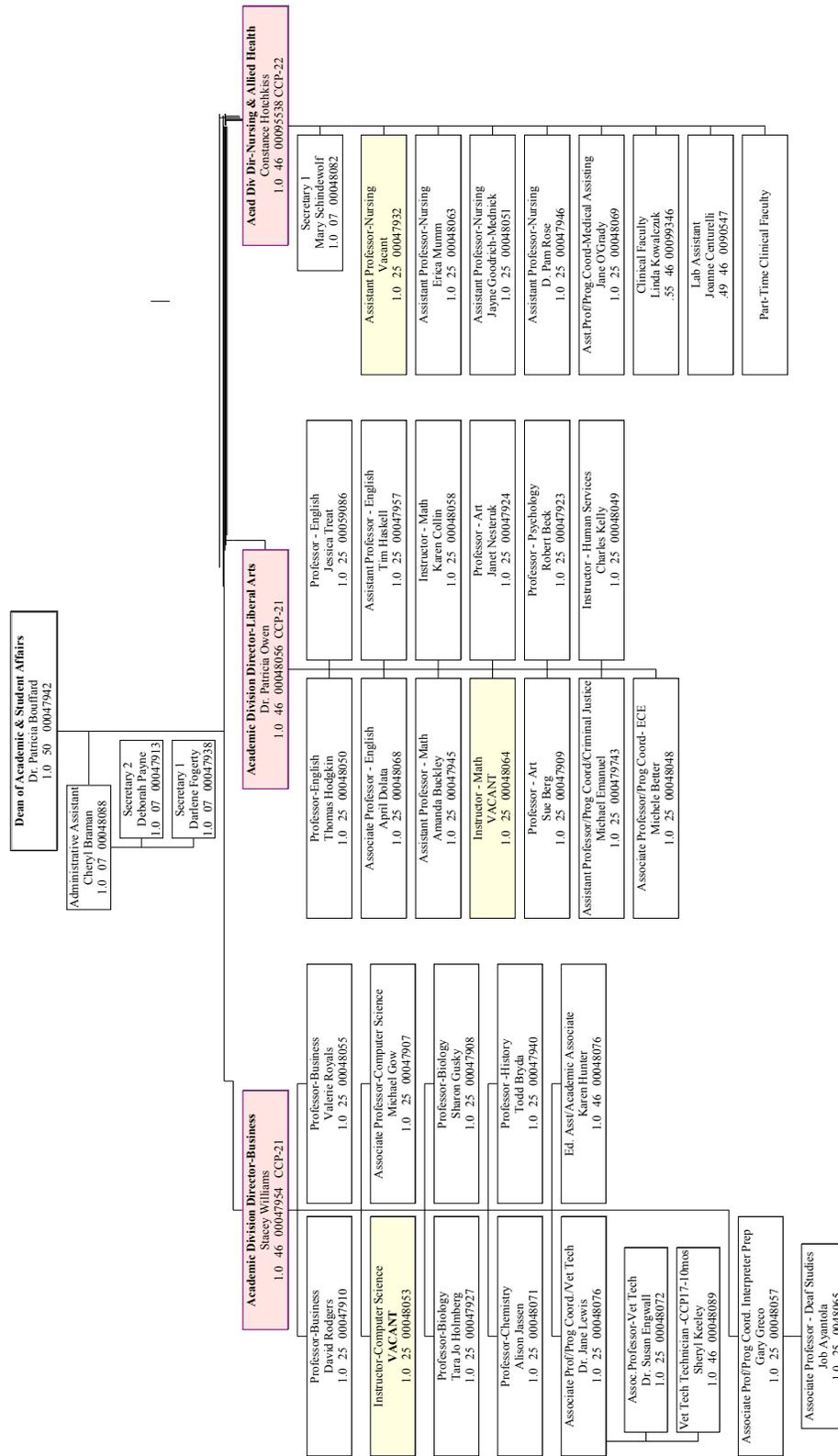
FTE: Union Code Position #



ORGANIZATIONAL CHARTS

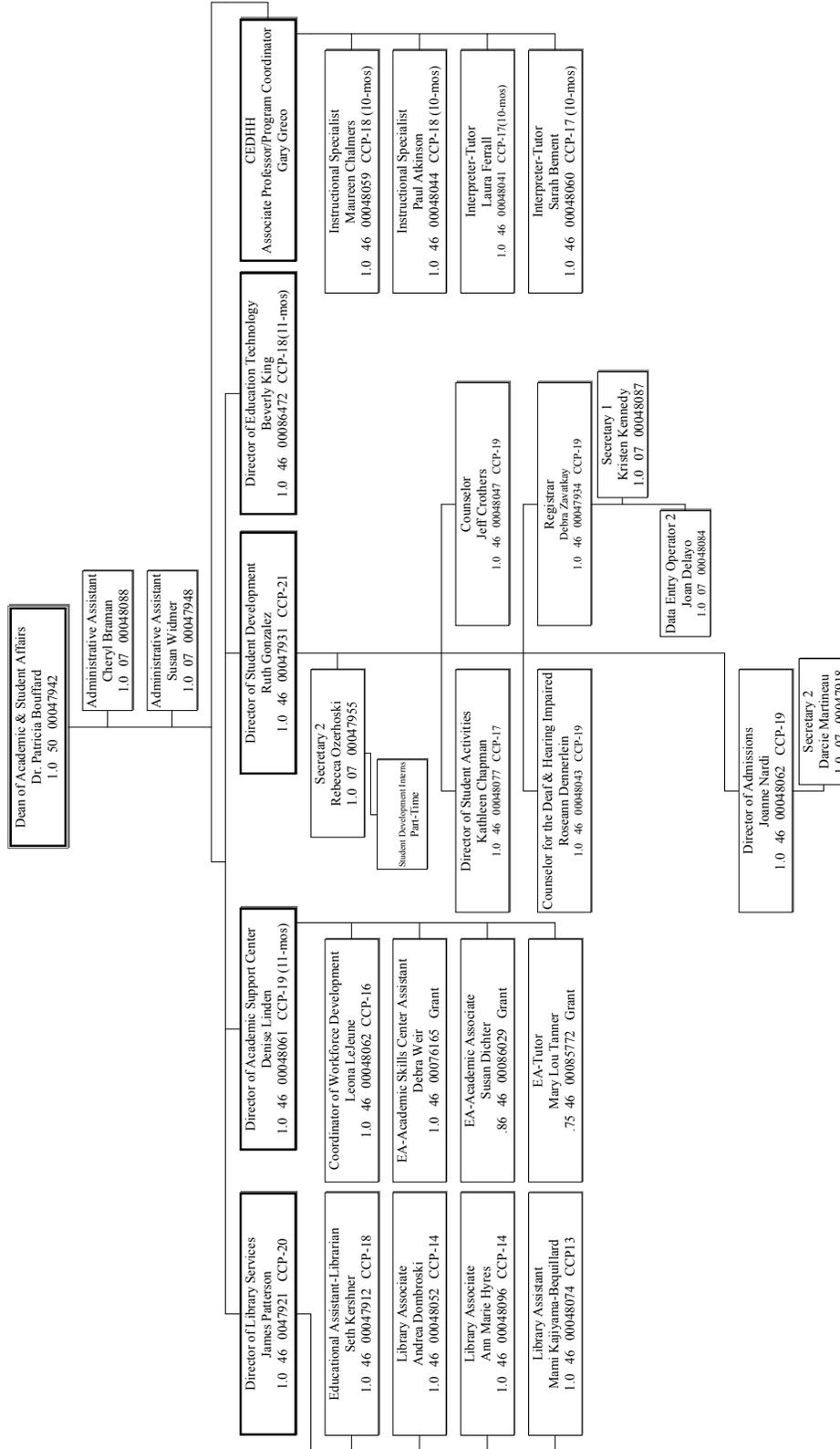
NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE FACULTY

Spring Semester 2013
FTE, Union Code, Position #



NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE
ACADEMIC AND STUDENT AFFAIRS

Spring Semester 2013
 FTE Union Code Position #



SELF STUDY COMMITTEE LISTS

Self-Study Teams

Steering Committee:

Barbara Douglass, *President*

Patricia Bouffard, *Dean of Academic and Student Affairs*

Todd Bryda, *Professor in History, Co-Chair*

Alison Jassen, *Professor in Chemistry/Biology, Co-Chair*

Caitlin Boger-Hawkins, *Director of Institutional Research*

1. Mission:

Barbara Douglass, co-chair	<i>President</i>
Val Royals, co-chair	<i>Business Faculty</i>
Ann Marie Hyres	<i>Library Associate</i>
Debbie Payne	<i>Faculty Secretary</i>

2. Planning and Evaluation:

Caitlin Boger-Hawkins, co-chair	<i>Director of Institutional Research</i>
Jane Lewis, co-chair	<i>Vet Tech Faculty</i>
Jeff Crothers	<i>Counselor</i>
Duc Tinh	<i>Graphics Specialist/Web Manager</i>
Susan Widmer	<i>Administrative Assistant</i>
Peggy Hayes	<i>Payroll Officer</i>

3. Organization/Governance:

Amanda Buckley, co-chair	<i>Math Faculty</i>
Fran Pistilli, co-chair	<i>Director of Human Resources</i>
Maureen Chalmers	<i>Instructional Specialist CEDHH</i>
Cheryl Braman	<i>Administrative Assistant</i>
Janet Nesteruk	<i>Art Faculty</i>

4. Academic Program:

Pat Bouffard, chair *Dean of Academic and Student Affairs*

4.1-4.13: Academic Program, General

Pat Bouffard, co-chair *Dean of Academic and Student Affairs*

Tim Haskell, co-chair *English Faculty*

Jane O'Grady *Medical Assisting Faculty*

Heather Cappabianca *Director of Office of Rural Health*

4.14-4.20: Academic Program, Undergrad/Gen Ed/The Major

Sharon Gusky, chair *Biology Faculty*

Karen Collin *Math Faculty*

Jayne Goodrich-Mednick *Nursing Faculty*

Randi Camirand *Admissions Assistant*

4.30-4.47: Academic Program, Integrity

Tom Hodgkin, co-chair *English Faculty*

Dave Rodgers, co-chair *Business Faculty*

Bev King *Director of Education Technology*

Denise Linden *Director of Academic Skills Center*

Sherry Keeley *Vet Tech Technician*

4.48-4.54: Academic Program, Assessment of Learning

April Dolata, co-chair *English Faculty*

Alison Jassen, co-chair *Chemistry/Biology Faculty*

Michele Better *Early Childhood Ed. Faculty*

Pam Rose *Nursing Faculty*

SELF STUDY COMMITTEE LISTS

5. Faculty:

Todd Bryda, co-chair	<i>History Faculty</i>
Steve Minkler, co-chair	<i>Division Director</i>
Job Ayantola	<i>ASL Faculty</i>
Pam Bellows	<i>Public Services Librarian</i>
Sue Engwall	<i>Vet Tech Faculty</i>
Rick Boger-Hawkins	<i>Assistant to the Dean of Academic and Student Affairs</i>
Darlene Fogerty	<i>Faculty Secretary</i>

6. Students:

Ruth Gonzalez, co-chair	<i>Director of Student Development</i>
Kathy Chapman, co-chair	<i>Director of Student Activities</i>
Lou Bristol	<i>Director of Financial Aid</i>
Roseann Dennerlein	<i>Counselor for the Deaf and Hearing-Impaired</i>
Kris Kennedy	<i>Secretary, Registrar's Office</i>
Joanne Nardi	<i>Director of Admissions</i>
Sharon Gusky	<i>Biology Faculty</i>

7. Library/Info Resources:

Jim Patterson, co-chair	<i>Director of Library Services</i>
Sue Berg, co-chair	<i>Art Faculty</i>
Greg Waschak	<i>Coordinator of Academic IT</i>
Rick Coutant	<i>Network Manager</i>
Karen Hunter	<i>Academic Associate</i>

8. Physical/Tech Resources:

Tara Jo Holmberg, co-chair	<i>Biology Faculty</i>
Steve Frazier, co-chair	<i>Dean of Administration</i>
Joe Danajovits	<i>Director of Information Technology</i>

Mark Crossman *Building Superintendent*

Debbie Zavatkay *Registrar*

John Garvin *Computer Center*

Sharon Pronovost *Administrative Assistant*

9. Financial Resources:

Kim Dragan, co-chair *Director of Finance and Administrative Services*

Connie Hotchkiss, co-chair *Division Director*

Andrea Dombrowski *Library Associate*

Mike Gow *Computer Science Faculty*

Sal Maimone *Math Faculty*

Bonnie Kraft *Financial Aid Assistant*

10. Public Disclosure:

Bob Beck, co-chair *Psychology Faculty*

Grantley Adams, co-chair *Director of Marketing and Public Relations*

Linda Dew *Executive Assistant to the President*

Kellyann Parry *Interpreter*

Alice Joyce *Human Resources Associate*

11. Integrity:

Pattie Owen, chair *Division Director*

Sarah Bement *Interpreter-Tutor, CEDHH*

Laurie Jassen *Coordinator of Administrative IT*

Helen Brooks *Nursing Faculty*

Deb Weir *Academic Skills Center Assistant*

Susan Dichter *Academic Associate*

INTRODUCTION

Work on the self-study began in Spring 2011, with the President's selection of two faculty co-chairs. Over the summer of 2011, the co-chairs worked with the IR Director to:

- Review previous NEASC documents (2003 Self-Study; 2008 5th Year Report, NEASC responses to each)
- Review NEASC self-study guide, self-study workbook, and other documentation
- Develop a proposed process and timeline;
- Draft Standard committee assignments
- Plan an introductory meeting of Standard chairs/co-chairs

At the first All-College meeting at the start of the Fall 2011 semester, the co-chairs gave each member of the college community an assignment to kick off our self-study: to write a few sentences explaining how their job contributes to college's mission. The goal was twofold: to encourage reflection, and also to let people know that the self-study will involve all of us. We received some very thoughtful responses, some of which can be found in our self-study ePortfolio.

- The first meeting of Standard chairs/co-chairs took place in late September 2011. The faculty co-chairs and IR Director presented a brief history and overview of accreditation as well as specific information about the NEASC standards, the self-study process and product in general, and Northwestern's approach to our self-study. At this meeting, we emphasized the following:
- The self-study should paint an honest and thoughtful picture of our college. Committees should highlight strengths within their standard but should also be frank about challenges.
- The self-study should be as participatory as possible. Membership was structured so that each committee had representation from faculty, staff, and administration.
- The self-study process should be as open and transparent as possible. We have used ePortfolio, an online portfolio tool, to assist us in sharing drafts, accessing supporting documentation, etc throughout the process.
- The self-study process should begin with data. The IR Director introduced the Data First forms, and explained how committees can access these forms electronically. The IR office is available to help committees gather any other required data and to develop any necessary surveys.

Throughout the Fall 2012 semester, subcommittees met to plan, gather data, and begin the writing process. All co-chairs met in late November to discuss progress. After the first drafts were completed in early Spring 2012, all standard committees participated in a peer review process in which each group was assigned another's work to read and critique using a common set of criteria/guidelines. Most committees found this feedback very helpful in developing their final drafts, which were completed by the end of the Spring 2012 semester.

During summer 2012, the faculty co-chairs and IR Director reviewed the final drafts, and worked with subcommittees as needed to complete revisions. Final edits were made over the course of the Fall 2012 semester, resulting in a comprehensive document which is an honest reflection of the College.

Mission Statement

The mission of Northwestern Connecticut community College is to inspire learning through accessible, high quality education. Northwestern is devoted to enriching lives by meeting individual and community needs in a supportive environment.

Vision Statement

By encouraging a dedication to inquiry and a respect for others, Northwestern Connecticut Community College aspires to cultivate in its students the ability to understand the complex modern world, both locally and globally, and the leadership skills to be full and active participants in society.

While Northwestern Connecticut Community College benefits from a rich and enduring history, this overview must begin with a statement of system changes since 2010. In January 2011, Connecticut's Governor sought, and the Legislature passed PA 11-61, merging the four state universities, Charter Oak State College, and the 12 community Colleges. A nineteen member Board of Regents, which is not geographically representative of all community colleges, was appointed by the Governor. After what can best be described as a period of turmoil in higher education, the recently appointed Board of Regents President and Executive Vice-President resigned after large salary increases for system office staff and an attempt to force out most or all of community college president were made public. The last eighteen months can best be described as chaotic, uncertain and unsettling. Northwestern's President has been sensitive to the negative impact these happenings might have on the campus and has made every effort to keep faculty, staff and students informed and reassured. Currently, Dr. Philip E. Austin, former President of the University of Connecticut, is serving as Interim President of the Connecticut State Colleges and Universities (ConnSCU) system.

Much to the credit of the campus community, all have rallied to produce a self-study that is honest, insightful and a blueprint for the future. All have rallied to guarantee the most accessible, highest quality education for our students; all have rallied to support "the small college that does great things."

The rich and enduring history previously alluded to began in 1965, when eleven local citizens formed the Committee on a Community College for Northwestern Connecticut Inc. The campus is located in Winsted, CT and serves a 21 town service area from Western Hartford County to all of Litchfield County. We serve the largest geographic area of the state with perhaps the least density of population. The vast majority of students come from the "Northwest Corner" with Winsted, Torrington, New Hartford, Barkhamsted, and Litchfield being the top five towns. The entering class of 1965 enrolled 65 students who attended classes, went to the library and accessed support service in the 1895 Gilbert School building, now Founders Hall. Enrollment grew rapidly and the State of CT acquired more buildings for the college: the Huggins House (now the Regina Duffy Administration Building); the English House and the Goulet House: all Victorian structures. A former supermarket building (the Joyner building) served as the library and Greenwoods Hall, a former elementary school, was acquired from the Town of Winsted.

Modern construction designed to serve as academic buildings as opposed to retro-fitted facilities began in 2000. In 2003 the Learning Resource Center (Library) opened with its stunning rotunda welcoming all to campus and to the east entry of town. In 2007, the Arts and Science building opened with 32,000 square feet housing Fine Arts, classrooms and nursing, biology, environmental and chemistry laboratories. Its open atrium is a gathering place for students as well as community groups. Design is now underway for a new Joyner building with projected completion in 2015.

INSTITUTIONAL OVERVIEW

Enrollment has kept pace with facilities expansion. While the college experienced its highest enrollment through the mid 1980's, enrollment declined from 1989 to 2000 then began a slow but steady increase from 2005 to 2011. In light of projected declines in both the general population and among high school graduates in our service area, we anticipate a leveling off or slight decline in enrollment in coming years.

NCCC offers a few unique programs within the State of Connecticut. The only accredited degree program in Veterinary Technology is housed in the Joyner Building. NCCC also offers the only Associate Degree programs in American Sign Language/Deaf Studies and Interpreter Preparation. Related to this academic area is a student support program for deaf students, Collegiate Education for the Deaf and Hard of Hearing. CED-HH offers accommodations to deaf students including not only sign language interpreters, but also note takers, tutors, specialized equipment and individualized instruction.

Unlike other states, Connecticut does not have a large number of ADN (Associate Degree in Nursing) programs. Until 2002, only four of the 12 community colleges housed Nursing Programs. In 2002, Gateway Community College in New Haven began the 5th nursing program. After four years of fundraising and seeking approvals, Northwestern became the 6th ADN program in the state. The program runs on a non-traditional model: admitting students in January for four sequential semesters and graduating them the following May. The first class graduated in May 2012 with 19 students. Twenty-six students are anticipated to graduate with the second class in May 2013. The Nursing Program could not have begun without \$350,000 in federal funds to equip the high fidelity lab and another \$1,000,000 in private and corporate support including \$300,000 from the Foundation for Community Health; \$200,000 from Charlotte Hungerford Hospital; \$100,000 from Sharon Hospital and \$96,000 per annum in perpetuity from the Draper Foundation.

The majority of degrees granted at NCCC are in General Studies and Liberal Arts. Faculty in core disciplines such as History, English, Math, Psychology, and Science take great pride in creating pathways to facilitate student transfer to four year institutions. Since 1967 the college has granted over 8,200 degrees and certificates. The three highest career degree areas are Nursing, Veterinary Technology and Criminal Justice.

In addition to fiscal challenges, the college will face academic access challenges with the mandates of PA12-40, an act concerning remediation. PA12-40 mandates that students who place in the "highest levels" of remediation may opt into credit classes (example: English 101) but must be provided "imbedded" support, while those testing in low levels will be provided with "intensive remediation" which may not allow access to financial aid. At this time, no models or funding mechanisms have been identified for such remediation.

Like community colleges throughout the nation, Northwestern must deal with declining state revenues. In an attempt to manage the decline, the college has eliminated several positions permanently (including the Dean of Continuing Education), frozen some positions, and reduced the number of part-time educational assistants. The President has stated that the college "cannot continue to do more with less; we must now do less with less." Nevertheless, our dedication to quality and accessibility remains unchanged.

STANDARD ONE:
MISSION AND PURPOSES

Description:

The first Northwestern Connecticut Community College catalog was printed for the 1967-68 academic year. This catalog defined the college's purpose - providing terminal and transfer programs as well as career programs in preparation for industrial and semi-professional occupations. The term Mission Statement was not used until the 1987-88 catalog which stated that the main mission of NCCC was "to provide higher education to students who are interested in pursuing post-secondary study." This catalog also included the broader mission objectives of transfer, preparation for employment, general education, community education, special services and student support services, which remain unchanged to date.

The 1987-88 mission statement remained in effect until the 2002-04 catalog. At that time, the college adopted the joint mission of the Connecticut Community Colleges system: "Connecticut's Community Colleges are statewide leaders and partners in the academic, economic and cultural lives of our communities, providing comprehensive, accessible, innovative and affordable learning opportunities to diverse populations." In 2005, this statement was further refined to reflect the mission of NCCC as we know it today: "to inspire learning through accessible, high quality education...devoted to enriching lives by meeting individual and community needs in a supportive environment."

Northwestern provides associate degrees, certificate programs, and courses that enable students to transfer to four-year colleges and universities or to enter the workforce directly. There are both formal and informal articulation agreements in place for seamless transfer upon successful completion of designated courses. Transfer pathway programs assist students who wish to transfer to baccalaureate degree programs in Biology, English, History, Psychology, Education, and Forensic Science. Northwestern's non-credit offerings focus on workforce development, allied health, and business and industry. The College offers career education programs that provide students with the knowledge, skills, and abilities necessary to obtain immediate employment or enhance current job skills.

To assure student success, support services are available to all. The Academic Skills Center provides free on-ground and online tutoring services and training in study skills, English, math and science. The Academic Skills Center maintains usage statistics for both on-ground and online tutoring. Counselors are available for advisement and to assist students with special needs. One counselor is assigned to coordinate the accommodations for disabled students. Full-time faculty members also serve as academic advisors within their discipline and provide additional assistance to students outside of the classroom.

Appraisal:

The development and evolution of Northwestern's mission and purpose parallel the needs of the community and the region, trends in higher education, workforce demands, and demographics. The current mission statement was developed and adopted in 2005 after a request from the President to succinctly state the mission in one or two sentences. Many suggestions were gathered, then distilled and condensed by the Strategic Planning and Institutional Effectiveness Committee (SPIE), and vetted in faculty meetings, staff meetings, before final adoption in an All College meeting in 2005.

The mission drives the strategic plan with the major strategic goals directly relating to "inspiring learning," promoting "accessible, high quality education," and providing "a supportive environment." The mission is designed to provide flexibility for the changing needs of the community and the uncertainty of state appropriations and tuition revenues. Recently, the educational philosophy was replaced by the Vision Statement:

STANDARD ONE: MISSION AND PURPOSES

“By encouraging a dedication to inquiry and a respect for others, Northwestern Connecticut Community College aspires to cultivate in its students the ability to understand the complex modern world, both globally and locally, and the leadership skills to be full and active participants in society.”

The College meets the needs of community organizations and businesses by providing them with employees that possess the knowledge and specialized skills needed to be successful in today’s workplace. For example, Northwestern is now the sixth college in the Connecticut Community College System to offer a nursing program. This new nursing program is an outstanding addition to the College’s career programs. Development of a Nursing program at NCCC received the overwhelming support of community groups, politicians, and local leaders in the medical community. The program will meet the need for more registered nurses in local hospitals and medical facilities addressing both a national nursing shortage and regional community need. According to the feasibility study submitted by the college to the CT Board of Nursing Examiners in 2010, the Connecticut Hospital Association reports that there will be a 46% deficit in registered nurses by 2015. Litchfield County area hospitals and long-term care centers anticipate over 200 RN vacancies in the next three to five years. The creation of new programs like this demonstrates the NCCC mission in action.

The mission statement is widely publicized in all publications and displayed prominently by signage throughout the campus. Recently, the mission statement was painted in white lettering on the large green wall in the entrance to Founders Hall.

Projection:

Higher education is in a state of flux in Connecticut. In 2011, merger legislation was passed and signed by the Governor bringing into existence a Board of Regents for Higher Education to govern the 12 community colleges, 4 state universities, and Charter Oak State College. While the Regents have expressed their commitment to “preserving the unique missions of the individual institutions,” it is unclear as to the comprehensive mission of the expanded system at this time. As the new “ConnSCU” (Connecticut State Colleges and Universities) entity takes shape, NCCC will need to review its mission to maintain currency and to be aligned with the mission of the larger system.

Institutional Effectiveness:

While broad input has been sought on the most recent mission statement, the statement, along with alignment of the statement to college programs, needs to be assessed more regularly in order to provide guidance for strategic and operational plans.

**"DATA FIRST" FORMS
GENERAL INFORMATION**

Institution Name: NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

OPE ID: P 1398

Financial Results for Year Ending:	P	Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Most Recent Year	P	06/30	
1 Year Prior	P	2010	
2 Years Prior		2009	
		YES	Unqualified
		YES	Unqualified

Fiscal Year Ends on: 06/30 (month/day)

Budget / Plans

Current Year	2012
Next Year	2013

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Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.nwcc.commnet.edu/mission.htm	2005
CT Community College System Mission	http://www.commnet.edu/aboutus.asp	

Mission Statement published	URL	Print Publication
1 NWCC Catalog	http://www.nwcc.commnet.edu/pdfs/ncccatalog12-13.pdf	
2		
3		
4		

Related statements	URL	Print Publication
1 Institutional Vision Statement	http://www.nwcc.commnet.edu/mission.htm	
2		
3		

STANDARD TWO:
PLANNING AND EVALUATION

Planning - Description:

Planning processes at Northwestern take place at two different levels: department-level planning, and college-wide strategic planning. Department-level plans currently include Academic and Student Affairs and Facilities and Technology; these are developed by the Dean responsible for that area with input from appropriate staff. Goals and objectives included in department-level plans are aligned with broader institutional goals outlined in the College's strategic plan. In some cases, these department-level plans are revised and updated annually; in other cases, such as the Facilities Master Plan, the document may be more static.

The Strategic Planning/ Institutional Effectiveness Committee (SPIE) oversees the three-year strategic plan. SPIE includes the chairs of the planning subcommittees, each of which is responsible for developing and implementing a section of the strategic plan: Academic Planning and Assessment, Enrollment Management/ Student Life, Budget/Facilities, and Institutional Advancement. The organizational structure allows for input from across the college. These subcommittees include faculty, professional staff, and classified staff members who meet regularly during the academic year to work toward the goals outlined in the strategic plan.

Currently, strategic planning occurs on a three-year cycle. At SPIE committee meetings, which take place at least once per semester, subcommittee representatives are asked to provide verbal and written progress reports on each of the goals within their area. Based on these updates, the SPIE committee may make mid-cycle adjustments to the plan. This process of regular updates and resulting plan adjustments is an important part of the College's ongoing institutional effectiveness efforts.

Every third year, the plan undergoes a more significant revision. Planning committees are asked to revisit all goals and develop proposed changes based on the needs of the College and community. During this process, planning committees consider both internal and external needs of the college, and the plan is re-shaped accordingly. In preparation for the 2011 plan revisions, the SPIE committee co-chairs conducted a SWOT session with the College's Foundation/Regional Advisory Committee as a method of gathering information on external perspectives. As planning committees revise and reformulate goals, they are expected to draw upon available data such as enrollment trends, employment projections, town/state level demographics, and locally generated survey data, to inform the goal-setting process.

Planning - Appraisal:

Currently, the College is working to align departmental/divisional planning more closely with strategic planning to reduce inconsistencies and to ensure that goals at all levels are mission-driven. Departmental/divisional planning has occurred somewhat unevenly in recent years, due to changes in staffing and to committee restructuring. For example, the Academic Planning and Assessment Committee, which is meant to be responsible for both academic departmental planning and the academic section of the strategic plan, is not meeting on a regular basis, and many of the faculty and staff who serve as members feel that the committee needs to be refocused and reactivated.

The committee structure supporting student services planning has also undergone recent revisions. Until 2010-11, three separate committees existed: an Enrollment Management committee responsible for the student services section of the strategic plan, as well as two additional committees (Student Success and Student Outreach) which both focused on departmental/divisional goals and tasks. In response to concerns that this structure was redundant, the President eliminated Enrollment Management and sharpened the focus of both the Student Success and Student Outreach committees. These two committees are now jointly

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responsible for the student services goals in the strategic plan. Also, currently the technology planning process has computer center staff assigned to strategic plan subcommittees as a means of ensuring technology plan goals support strategic planning. This will need revision, as subcommittee structures have changed significantly since initial assignments were made.

The Facilities Master Plan was created in 1998 and has not been significantly updated or revised since that time. While the master plan has been the primary guide for facilities-related goals in the College's strategic plan, it is nearing the end of its lifespan. All major construction work outlined in the plan is slated for completion within the next three years.

Since the last NEASC visit in 2003, the College has tried to create a stronger awareness of the link between budget and planning, a task which has been challenging in recent years' financial context. Because additional funding for new initiatives is very limited, planning committees are encouraged to set realistic goals that can be accomplished with existing resources. Prioritization of goals has become an important component of strategic planning as we must work within the confines of existing funding and staffing levels. However, the current financial scenario makes planning all the more important.

By placing a variety of institutional research data online, the College has improved the accessibility of information needed to support planning processes. The online Fact Book includes ten year enrollment trends by age, gender, race/ethnicity, time status, matriculation status and town of origin, as well as data on student retention, and enrollments and degrees/certificates awarded by program of study. Survey results shown from CCSSE, SENSE, and the Graduate Survey are also available through the IR office page. When the need for additional data arises, the Director of Institutional Research is available to work with individuals to provide necessary statistics.

In recent years, the institution has successfully implemented a number of major strategic goals; one of the most notable is the creation of a new associate degree program in Nursing. The introduction of new degree and certificate programs to meet local needs has been a strategic goal since 2005. Recognizing both an aging local population and a projected shortage of qualified nurses in our part of Connecticut, Northwestern began the lengthy process of launching a nursing program—a process which included raising over \$1,000,000 in private donations and grants since no additional state funding was available. In Spring 2011, the first class of the College's accelerated nursing program began their studies; 19 students graduated in May 2012 prepared to join the ranks of local registered nurses.

A second significant achievement, related to our goal of faculty commitment to and participation in assessment efforts, is the multi-year learning outcomes project which began in 2009 and is ongoing. This project engaged all full-time faculty, as well as a number of adjuncts, in a process which has so far resulted in redesigned course outcomes across the curriculum, with far greater emphasis on measurability. (More detailed information on this process can be found in Standard Four.)

Another important strategic goal realized during the most recent planning cycle is a major revision to the College's general education learning outcomes to better reflect our understanding of and expectations for a Northwestern education. The need for this was noted in a past NEASC report; the work to update general education outcomes was initiated and completed through faculty leadership, input and support in 2011. Other examples of goals achieved during the last planning cycle include, but are not limited to, the following:

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- Increased the variety and number of online and technologically enhanced courses
- Implemented an Early Alert system to reach out to struggling students early in the semester
- Developed a calendar for academic program review/completed first cycle
- Evaluated College governance structure through a climate survey

A recent survey indicates that most faculty and staff (81%) are familiar with the College's strategic goals, and the majority (68%) believes that those who are charged with carrying out strategic goals also have an opportunity to participate in goal-setting. However, results also revealed that more than one-third of faculty and staff (34%) do not feel that the strategic planning results are communicated regularly enough to the College community. While results of strategic planning are supposed to be presented to the College community at the end of each academic year via a brief report on both goals accomplished and goals outstanding at an All-College meeting, in reality this reporting does not always take place. The SPIE committee recognizes that it has been somewhat lax in its reporting in recent semesters, and is currently working to find ways to make communication a higher priority.

Finally, it is currently unclear how the new Board of Regents (BOR) structure (which incorporates both the Connecticut Community College system and the Connecticut State University system) will impact planning at Northwestern. The extent to which this new governing body will dictate particular goals at the campus level remains to be seen.

Planning - Projection:

Moving forward, the College will need to continue its work to align departmental/ divisional plans with the strategic plan. Recent reorganization of the subcommittee structure, and the necessary revitalization of the Academic Planning and Assessment Committee, should help in this regard. Because we do not expect the College's financial position to improve in the near future, departmental and College-wide strategic goals will need to be crafted to make the best possible use of limited funds.

As suggested by the survey results summarized above, the College needs to improve communication regarding the results of strategic planning activities. Rather than sharing results just once a year at an All-College meeting, subcommittee chairs will be asked to report every semester, on a rotating basis, so that planning progress is more regularly communicated and emphasized. We will also place regular updates online, and make College faculty and staff aware of where to go to find this information. We anticipate that as the reorganized Academic Planning and Assessment Committee becomes active, this committee's activities will be regularly discussed in faculty meetings. Finally, as the new BOR begins system-level planning, we will need to ensure college goals are aligned with any new state-level initiatives.

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Evaluation - Description:

Northwestern Connecticut Community College utilizes a variety of perspectives and approaches for a broad-based analysis of the achievement of its mission and objectives. The process engages faculty, staff, students, and members of the community, and is not limited to academics but is also applicable to all of the ancillary and support services available to students.

Full-time faculty are formally evaluated by their Academic Division Director or Program Coordinator on an annual basis. As part of this evaluation, full-time faculty complete a self-appraisal and professional development plan and work collaboratively with their evaluator to identify areas of strengths and weaknesses and develop a plan to further enhance instructional skills or new techniques.

Every semester students are given the opportunity to complete anonymous online surveys of faculty for each course in which they are enrolled. To prevent undue influence on grades or evaluations, faculty may not view evaluations until grades have been submitted, and students may not submit evaluations after grades have been submitted.

The College has a regular schedule of departmental self-studies; in addition, programs with external accrediting boards undergo thorough periodic self-studies and utilize input from external advisory boards. Some departments, notably Math and English, are undergoing extensive curricular revision, and some departments have been working cooperatively across the Connecticut Community College system to standardize course content and expected outcomes. Examples of recent activities can be found in the supplemental materials available electronically.

Each year, all graduating students are surveyed by the IR office regarding employment and/or transfer activities. Graduates are also asked to rate their satisfaction with a variety of student services. Results of these surveys are available online through the IR webpage.

Examples of evaluation activities within areas of the College responsible for student services can be found in the supplemental materials available electronically.

Evaluation - Appraisal:

Academic programs with external accrediting boards that undergo periodic reaccreditation visits tend to have more formal established systems of continuous self-evaluation in place. This includes the Veterinary Technology and Medical Assisting programs and will include the new Nursing program.

Furthermore, disciplines and degree programs that utilize external advisory boards are able to incorporate feedback from community representatives to make meaningful modifications to programs and course offerings. Departments regularly utilizing external advisory board input include Business and Marketing Administration, Computer Systems Technology, and Environmental Science.

Some academic disciplines are also regularly meeting with colleagues from others schools within the CT Community College system or the Connecticut State University system as part of an ongoing process of evaluation. Most notably this occurs with the mathematics department and with biology. Because every student who graduates with an associate's degree needs to complete a math requirement and because so many entering students test into developmental level math courses, it is appropriate and critical that this level of cooperative effort continue amongst math faculty to revise, improve and attempt to standardize course offerings.

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The English department has begun to evaluate preliminary data on the effect of curricular innovations. Thus far preliminary cohort data suggest that to date students enrolled in the six-credit integrated sections (ENG 033 and ENG 085) are more likely to successfully complete English 101 within 3 years than students were in the past under the separate reading and writing course model. The mathematics department has also created a 6 credit course which combines two 3 credit developmental courses (pre-algebra and elementary algebra) to reduce the number of semesters that a student would spend in remedial courses and to promote student retention and success.

Although the Dean of Academic and Student Affairs maintains a calendar of scheduled self-studies, the usefulness and utility of these may be questionable in a small college with departments that may consist of only a single faculty member. Furthermore, evaluation of outcomes is difficult in disciplines that lack full-time faculty, such as Astronomy, Geography, Music, Physics, Recreation and Sociology. Division Directors may lack expertise in these areas, and the lack of full-time faculty leadership can result in Division Directors' making decisions about course offerings without sufficient input.

Another area where improvement is needed is in tracking the success rate of students who transfer to four-year institutions. Although some faculty maintain formal or informal contacts with colleagues at four-year institutions or maintain informal contact with graduates who have transferred, the College does not have access to formal statistics on how Northwestern students fare academically after transferring to four-year institutions. The Office of Institutional Research publishes limited information, provided by the National Student Clearinghouse, on how many students transfer annually. At the current time the College does not have access to data on student success at transfer institutions.

Data on the success of students entering the workforce is also limited. Due to confidentiality concerns, the only data we are able to access through the CT Department of Labor is aggregated, making it difficult to link back to individual graduates and/or programs. The IR office conducts an annual graduate survey, and the instrument has recently been shortened and converted from a paper to an online instrument to make it easier and more convenient for students to complete, but response rates are typically between 20-30%. Given our size, this often means responses are insufficient to provide any meaningful information at the program level.

Since the College has converted from a paper-based in-class course evaluation system to online, response rates have been lower. For example, in the fall of 2011 only 13% of students enrolled in courses submitted online evaluations. This has raised concern among some faculty members that we may be seeing more of the extreme positive and negative student responses rather than broader representation of student experience from that classroom environment.

Finally, while a wide array of services is available to Northwestern students, there has not yet been a comprehensive evaluation of the effectiveness of these services. Individual offices have conducted their own evaluations, but to date an overall picture of effectiveness does not exist.

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Evaluation - Projection:

The College will continue to utilize external advisory boards for academic degree programs to maintain program relevance and community contact. In addition, the College will continue to support ongoing participation in intercollegiate organizations such as MATYCONN and Center for Teaching activities.

It is our hope that College finances will support the ongoing upgrade of technologies such as ePortfolio and Blackboard Learn. Northwestern is committed to providing online faculty with training necessary to ease transition from Blackboard Vista to Blackboard Learn. Faculty who do not teach online will also be given the opportunity to receive this training before the final conversion to Blackboard Learn.

The Connecticut Community Colleges need to revise or reconsider the current use of online course evaluation. Some faculty members have suggested that a computer lab be reserved during class time to encourage participation. This approach, however, has some of the same limitations as the traditional paper in-class evaluations including limited time for a student to format a thoughtful response.

The College needs to address the lack of comprehensive information regarding the success of students who leave the institution—both those who transfer and those who enter the workforce. There is hope that the new Board of Regents structure, which has brought the Connecticut community Colleges and the state universities under a single organizational structure, will result in increased access to data on the success of transfer students. Board of Regents staff members are also aware of the lack of employment data, and have indicated a willingness to work with the CT Department of Labor with the goal of improving access to this important information.

As mentioned earlier, the College is not currently evaluating the effectiveness of student services in a comprehensive manner. A model for student services evaluation exists that has been used by other Colleges in our system; Northwestern should adopt this model for its own use.

Planning - Institutional Effectiveness:

Institutional effectiveness is considered at multiple levels within the College's strategic planning processes. Goals from departmental/divisional plans are aligned with strategic goals. As noted earlier, the SPIE committee is tasked with monitoring strategic goals and makes use of progress reports from each area of the strategic plan to make necessary mid-cycle adjustments. The results of planning activities are currently shared through All-College meetings, and in the future will also be disseminated online.

Data relevant to institutional effectiveness, including general student demographics, retention, graduation and transfer data, as well as data from the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE), are accessible to planning committees online through the IR webpage, and additional data are collected and disseminated as needed.

Evaluation - Institutional Effectiveness:

All full-time faculty are evaluated regularly using the process described above. Faculty also receive feedback through the student evaluation process which is conducted every semester. Non-teaching staff are also regularly evaluated by their supervisors. Academic programs are evaluated through the review process described in detail earlier in this chapter.

Curriculum changes are ongoing and are initiated by faculty at the department or program level with input from such factors as enrollment trends, advisory boards, or committees of colleagues in the same discipline. The Curriculum Committee reviews curriculum changes and approves or denies them. Approved changes are brought before the Faculty Senate for review and vote.

Standard 2: Planning and Evaluation

PLANS	Year of Completion	Effective Dates	URL or Folder Number
Strategic Plans			
Immediately prior Strategic Plan	2008	2008-2011	08-11 strategic plan final.xlsx http://www.nwcc.commnet.edu/research/pdfs/2011-14_plan_summary.pdf
Current Strategic Plan	2011	2011-2014	
Next Strategic Plan	2014	2014-2017	

Other institution-wide plans			
Master plan			Hard copy only in workroom
Academic plan			
Financial plan			
Technology plan			
Enrollment plan	2012	2012-15	retention plan.docx
Development plan			
<i>(Add rows for additional institution-wide plans, as needed.)</i>			

Plans for major units (e.g., departments, library)			
1			
2			
3			
4			
<i>(Add rows for additional plans, as needed.)</i>			

EVALUATION	URL or Folder Number
Academic program review	
Program review system (colleges and departments). System last updated:	Program-Review-InstrumentFINAL REVISEDJUNE2008 http://www.nwcc.edu/academic_dean/pdfs/ProgramReview.pdf
Program review schedule (e.g., every 5 years)	
Sample program review reports (name of unit or program)	
Business Program Review	NCCC Business Program Review.pdf https://nwcc.digication.com/evaluation/Home/
Art Program Review	

System to review other functions and units	
Program review schedule (every X years or URL of schedule)	
2	
Sample program review reports (name of unit or program)	
2	
<i>(Insert additional rows, as appropriate.)</i>	

Other significant evaluation reports (Name and URL or Location)	Date

STANDARD THREE:

ORGANIZATION AND GOVERNANCE

STANDARD THREE: ORGANIZATION AND GOVERNANCE

As of the time of this writing the Connecticut State College & Universities Board of Regents (BOR) for Higher Education has been the official governing body for the state's public institutions of higher education and NCCC since January 2012. Currently, we can only provide a limited assessment of the BOR's structure and procedures.

Description:

President Barbara Douglass, NCCC's chief executive officer, manages Northwestern Connecticut Community College to ensure that the college fulfills its purposes and objectives.

The mission of Northwestern Connecticut Community College is "To inspire learning through accessible, high quality education. Northwestern is devoted to enriching lives by meeting individual and community needs in a supportive environment." NCCC's Strategic Plan, part of the institution's governance system, is a three-year planning tool that establishes the goals for the college necessary to fulfill its mission. The college's organization structure is designed to allow the participation of all faculty and staff and includes regular communication among them; there are regular all-college, extended cabinet, professional senate and committee meetings, and minutes of these meetings are available to all faculty and staff via the public folders.

The Connecticut State Colleges & Universities Board of Regents for Higher Education was established in the summer of 2011 as the successor to the Board of Trustees of the Connecticut Community-Technical Colleges through legislative action that consolidated most of the state's public institutions of higher education under one governing board. Currently, the Connecticut State Universities and the Community Colleges are consolidated under the governing body of the Board of Regents. The Board of Trustees for the Connecticut Community-Technical Colleges continued in effect through December 31, 2011. The by-laws for the Board of Regents were approved at the December 20, 2011 board meeting and the Board of Regents became the official governing body on January 1, 2012. The current Board of Trustees Policy Manual will remain in effect until such time as the policies are amended by the Board of Regents.

The Board of Regents is comprised of 19 appointments: nine appointments made by the governor; four by legislative leaders, two student representatives, and four ex-officio, non-voting members comprised of the state Commissioners of Education, Economic and Community Development, Labor, and Public Health. None of the appointed members reside or work in Northwestern's service area. The standing committees of the Board of Regents, established to review institutional policies; monitor the institution's fiscal solvency; and approve major new initiatives, were convened effective January 1, 2012. Standing Committees of the Board of Regents are the Academic & Student Affairs Committee, Audit Committee, and Finance & Administration Committee, and such additional committees as may be authorized by the Board Chair from time to time for purposes of efficient operation.

At the November 15, 2012 Board of Regents meeting a motion was recommended to establish a fourth standing committee: the Administration Committee. This committee will be charged with oversight of all system-wide administrative and personnel policy matters.

The President of the Board of Regents for Higher Education is the chief executive officer and "shall administer, coordinate and supervise the activities of the board in accordance with the policies established by the board. The President has the responsibility for implementing the policies and directives of the board and any additional responsibilities as the board may prescribe; implement the goals identified and recommendations made pursuant to section 10a-11b of the state general statutes; build interdependent support among the Connecticut State University System, the regional community-technical college system and Char-

STANDARD THREE: ORGANIZATION AND GOVERNANCE

ter Oak State College; balance central authority with institutional differentiation, autonomy and creativity; and facilitate cooperation and synergy among Connecticut State University System, the regional community technical college system and Charter Oak State College.” (Board of Regents Bylaws, Article II, Section 3)

Dr. Robert Kennedy was named Interim President of the Board of Regents in September 2011, and subsequently appointed President in January 2012. He and Executive Vice-President Michael Meotti resigned amid controversy in early October 2012. The BOR has named Dr. Philip Austin, former President of the University of Connecticut, as interim President while a national recruitment search is conducted for a new Board of Regents President.

The NCCC Strategic Plan is a three-year planning tool that establishes the goals for the college necessary to fulfill its mission. Members of the Strategic Planning and Institutional Effectiveness Committees include management, faculty, professional and classified staff, and student representation. The goals of the strategic plan are reviewed annually and revised as necessary to ensure that the college is fulfilling its mission. The college as a whole has the opportunity to comment on the Strategic Plan when it is presented at all -college meetings. The President consults regularly with the Director of Institutional Research to insure that Strategic Planning goals are met or appropriately revised.

A streamlined committee structure was created in response to suggestions from the 2003 self- study report. Campus committees were narrowed from over thirty-six committees to six task committees and six standing committees which report to the President, four of which are contract committees which deal with promotion, tenure, sabbatical and professional development and two of which report to the Professional Senate (curriculum and academic policy). This structure has remained intact.

In 2004, NCCC amended the administrative structure to include one dean of Academic and Student Affairs; the goal is to better serve students through this administrative consolidation. The academic structure also includes academic division directors rather than department chairs.

NCCC does not offer correspondence education, international, evening only or weekend only programs. The process for new program or course offerings from initial proposal to final approval by the Board of Regents is well defined, beginning with a review by the Division Director, approval by the Dean of Academic & Student Affairs, Curriculum Committee and Professional Senate, the President, and then to the Academic Dean’s Council of the BOR.

Students are integrated into the governance process at NCCC in a range of ways including student government, campus committees, student representation at the Board of Regents, and course evaluations. One student representative from the Community College System and one student representative from the State University System comprise the Student Advisory Council of the Board of Regents.

The NCCC Student Senate and the Student Club Council are active and meet regularly. The President attends some Student Senate meetings to stay in close contact with this body and is kept apprised of its issues and concerns by the Director of Student Activities. The President also includes student representatives at events such as legislative breakfasts, public hearings and Chamber of Commerce events.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Appraisal:

Connecticut State Senate Bill 1011 implemented the Governor's budget recommendations regarding the merger proposal of the state's institutions on higher education under the Board of Regents. Several open hearings were held throughout the 2011 spring legislative session. NCCC faculty and staff note that this merger was done without consideration of the input from faculty and staff at the constituent institutions. They cite concerns that the new structure does not allow for their direct input. A Faculty Advisory Committee has been created with representation from each of the bargaining units at the colleges and universities. While this faculty advisory committee will attend BOR meetings, they will not have voting rights.

As of the time of this report, the Board of Regents has been the official governing body for the state's public institutions of higher education and NCCC for less than one year, making any further assessment of our external governance system difficult.

In January 2012, the Board of Regents designated NCCC a "delegated" college meaning that NCCC's president has the authority and autonomy to make certain personnel decisions that previously required the approval of the Chancellor. Delegation of authority will allow the President to use discretion on personnel decisions related to matters such as new appointments, revision of appointments, and reclassifications.

One of the responsibilities of the newly formed Administration Committee of the Board of Regents appears to be the evaluation of the effectiveness of the structure of the constituent units, which may also include evaluations of the college and university presidents.

NCCC's organization structure is continuously reviewed to ensure that it is effectively fulfilling its mission. For example, the decision in mid-2011 to eliminate the position of Dean of Continuing Education was compelled by the economic realities facing the College. In essence, declining enrollments coupled with an increase in expenses in the Division of Continuing Education confirmed that the college could no longer afford to justify supporting a division with a full-time Dean. However, despite a 21% budget reduction, the college has not given up any faculty positions. In a tight budget climate, NCCC places priority on direct instruction and student services as they are core to the college's mission. The President has determined that more full-time faculty members are needed at NCCC, but acknowledges current budget constraints.

During the process of institutional self-examination, in preparation for this study, faculty leaders expressed concerns about committee structure. The President appoints the chairpersons of the committees reporting to the president; therefore, a great deal of decision making power resides in the executive branch. It is noted that prior to 2006, a number of committees reported directly to the Professional Senate, and sought input from and elected their representatives from the senate body. Since the reorganization, only two committees now report to and elect their representatives from the senate. As a result, some decisions are made only with input from committee members, without benefiting from the input of the larger group. Contract committee members are elected by their peers and obligated by the terms of the collective bargaining agreement. The Director of Human Resources oversees these committees to ensure that all processes and procedures are followed.

NCCC's current academic leadership structure is effective because division directors are on 12-month contracts and are accessible to students. The changes in the administrative structure, including one Dean overseeing both Academics and Student Affairs, and the elimination of the Dean of Continuing Education Division, are appropriate for the size and resources of the college. The elimination of administrative positions has led to obvious cost savings and a more effective structure.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Under the current administrative leadership there are a variety of mechanisms and procedures in place to keep channels of communication open between administration, faculty, students and other administrators. The current administrative structure seeks to be appropriately responsive to all constituencies of the college. The institution's internal governance structure has been assessed through a combination of surveys and personnel interviews of faculty, staff and administrators. In 2010, members of the Classified and Professional Staff completed a survey on internal governance. In 2012, faculty completed another survey which focused on governance within the Division of Academic Affairs. In the 2010 Internal Governance survey, members of the Professional Senate overwhelmingly affirmed that college leaders are responsive to concerns raised by Professional Senate (87.5%) and that the Professional Senate makes meaningful contributions to College operations (97%). Additionally, 85% of respondents felt that communication of the Professional Senate was effective. The results from the classified staff were in contrast to the aforementioned tallies. For example, 36% of Classified Staff responded that communication between Classified Staff and college leaders was effective, while the majority, 57%, felt it was not effective. In early Spring 2012, the President and Director of Human Resources met with the classified staff to discuss the staff's concerns about communication on campus. Sixty-three percent of the classified staff attended the meeting and offered several suggestions for improved communications.

Through self-assessment, faculty leaders affirmed that NCCC's governance process is clear and lines of communication are open. They noted that due to the relatively small size of NCCC, faculty and staff have the opportunity to serve on numerous committees and governing bodies and to provide input into the college's governance structure. Due to time constraints, they often have to choose between participating in governance and attending other student-contact activities.

In a governance survey conducted in the Spring 2012 semester, more than three-quarters of the respondents agreed that the processes, systems, policies and procedures of the Academic Affairs Division assured the integrity and quality of academic programming. In addition, the respondents overwhelmingly agreed that communication within the Academic Affairs Division was effective. However, some concerns were raised regarding communication to and from adjuncts.

In addition, results from the Spring 2012 Governance survey also noted an area of weakness in internal communication. At NCCC each staff person is typically working on a number of projects and committees each year to fulfill the mission of the college. Due to workload "overload," information from initiatives does not typically get disseminated and integrated very well. The work completed by academic departments and committees is not always "pulled together" and communicated to the entire professional staff, ensuring that projects and initiatives are completed and communicated.

The responsibility for hiring and evaluating adjuncts in programs without Program Coordinators falls on the Division Directors. In disciplines that have only one full-time faculty member or that do not have a Program Coordinator, full-time faculty play a very limited role in hiring and supervising adjuncts. Examples of departments where faculty play a greater role in interfacing with adjuncts are Math, English and Science.

The Academic Division Directors are an example of NCCC's internal governance system at work, ensuring the appropriate consideration of relevant perspectives: decision-making aligned with expertise and responsibility. Much day to day responsibility for the academic areas rests with the Division Directors who oversee wide ranges of academic disciplines. The Academic Division Directors report directly to the Dean of Academic and Student Affairs. The Directors have experience in teaching and administration. They put priority on helping faculty in their divisions deliver their content in the most effective manner. The current governance structure has Division Directors supervising full-time faculty and adjuncts. A Division Director is a

STANDARD THREE: ORGANIZATION AND GOVERNANCE

crisis manager who must be responsive to students, faculty, the book store and publisher issues, scheduling problems, and facilities; one who must address workload issues, attrition (student and staff), and grade distributions, who must evaluate full time faculty, and hire and evaluate adjuncts, all with the goal of enabling faculty to deliver their content in the most effective manner. Two Division Directors oversee some academic areas that have no full time faculty members - such as Sociology and Philosophy - and expressed the opinion that program reviews in these areas cannot be effective with only adjunct participation.

The administration places priority on responding to student questions. With recent budget cuts, students have been very concerned with how financial changes will affect their education at NCCC. The administration has been responsive to student questions, providing students with the latest data and information. The current student lounge in the Green Woods building was established in response to student concerns. Students appealed to the President through the Student Senate for the lounge space in December of 2009. After consultation, the administration opened the student lounge in the summer of 2010.

Members of the NCCC external community provide perspectives for programs. For example, Veterinary Technology, Business, Computer Science, and Deaf Studies/CEDHH all have external advisory boards. Internally, the Division Directors and faculty and administrators perform outreach by partnering with local high schools, civic organizations, College Career Pathways etc.

Projection:

In December 2011, the President of the Board of Regents presented four Strategic Priorities for Connecticut's public institutions of higher education, including NCCC, to the Board of Regents. The BOR has formed a Strategic Planning Committee, and as of September 2012 a draft strategic plan has been developed. The BOR is continuing to evolve, making other specific projections difficult to identify at this time. The BOR approved a strategic plan at the September 25, 2012 board meeting.

As the college moves forward after the elimination of the Continuing Education Division, it will focus on offering non-credit workforce development and allied health courses in a restructured Center for Workforce Education Office. The college is committed to hiring more faculty when the budget allows. Student Support is also on the priority list, including tutoring, advising, and student retention.

The President is currently addressing the feedback received from meetings with the classified staff regarding communication on campus. It is noted that the classified staff does not meet on a regular basis like the Professional Senate, which makes the task of gathering input from this body much more challenging. Therefore, additional ideas for on-going "brown bag lunches" and the establishment of a "Labor/Management Committee" to foster more open communication and on-going exchange of information with the group have been suggested and will be implemented.

NCCC seeks to have student representation on a number of campus committees. These committee opportunities are listed in the student handbook. However, it has been difficult to get active student representation on committees; college committees are a significant time commitment for students who may be juggling a range of responsibilities. The director of student activities is seeking solutions to these challenges.

The surveys conducted during the spring semesters in 2010 and 2012 proved valuable in providing feedback on the effectiveness of the college's internal communication. Continued review and assessment of the college's governance system can be maintained through periodic surveys and internal communication tools to ensure that we remain committed and focused on our mission and goals.

Institutional Effectiveness:

The Board of Regents has been the official governing body for the state's public institutions of higher education and NCCC since January 1, 2012. While a description can be written of the BOR's structure, additional assessment or projection cannot be made regarding its role or impact on NCCC's institutional effectiveness at the present moment.

However, each aspect of NCCC's internal governance system has been reviewed systematically and periodically through a range of methods and tools: the strategic plan, internal communications within the organizational chart of the college, external communication with its governing body, and surveys. Our governance structure enables the college to effectively accomplish its mission. Areas of strength and weakness have been noted.

**Standard 3: Organization and Governance
(Locations and Modalities)**

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

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Winsted	CT		1557
Other principal campuses				
Branch campuses				
Other instructional locations				
Distance Learning, e-learning				Enrollment*
		Date Initiated		762
First on-line course		1999		
First program 50% or more on-line		2006		
First program 100% on-line		2010		
Distance Learning, other			Date Initiated	Enrollment*
Modality				
Correspondence Education			Date Initiated	Enrollment*
Low-Residency Programs			Date Initiated	Enrollment*
Program Name				
Total Unduplicated Enrollment: 2011-12 academic year				2319

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

Standard 3: Organization and Governance

Please attach to this form:

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

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

Name of the related entity	
URL of documentation of relationship	

Governing Board

By-laws	URL
Board members' names and affiliations	http://www.ct.edu/regents/bylaws
	http://www.ct.edu/regents/members

Board committees	URL or document name for meeting minutes
? http://www.ct.edu/regents/committees	http://www.ct.edu/regents/meetings
b.	
c.	
d.	

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*

a. Professional Senate	URL or document name for meeting minutes
b. Cabinet/ Extended Cabinet	Outlook Public Folders
c. Strategic Planning/Inst. Effectiveness Steering Cmte	Outlook Public Folders
d. Student Senate	electronic workroom
	electronic workroom

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups.

STANDARD FOUR:
THE ACADEMIC PROGRAM

STANDARD FOUR: THE ACADEMIC PROGRAM

Description:

The academic programs at Northwestern Connecticut Community College fulfill the college's mission of "...inspire[ing] learning through accessible, high quality education...devoted to enriching lives by meeting individual and community needs." True to its mission, NCCC is an open admissions college serving the needs of northwestern Connecticut, a rural community with a large geographic area and a limited population base. NCCC is the smallest institution [~1,700 students] in the twelve college community college system.

The Accuplacer academic assessment tool is used to determine placement levels in Math, English and Reading. If there is a need for developmental work, students are counseled and directed into the appropriate courses. The first year experience course, tutoring in a wide range of subjects, Online Adult Success tutoring, and an early warning program all contribute to student retention.

NCCC offers a variety of Associate in Arts and Associate in Science programs that require at least two years to complete. The College has transfer pathways in Biology, English, History, and Psychology that are designed to foster articulation with, and transfer to, baccalaureate institutions upon receipt of the Associate's degree. Likewise, the college offers a variety of AS degrees designed for transfer or career entry such as business, college of technology, computers, criminal justice, and nursing. Students transfer to both public and private institutions regionally and nationally. In addition, students may complete certificate programs that are linked to the degrees.

All degree programs provide students with an introduction to a broad knowledge base through the general education core curriculum and progress to more in-depth program-specific study. Program outcomes stated in the catalog are consistent with the institutional mission and goals. Programs are structured through course pre-requisites and sequenced courses to maximize student achievement. Curriculum sheets provide a template for completing any program in two years. Syllabi with course based outcomes can be found on Blackboard and on the college's website. Learning outcomes for programs have been identified and published on the college Website that represent the knowledge, attitudes, and behaviors expected of students. Learning goals are appropriate to the level of student and academic discipline or profession.

All programs have established learning goals characterized by appropriate breadth, depth and sequential progression applicable to their discipline. Students have the opportunity to develop knowledge in both introductory and upper level courses. Some programs like Interpreting Preparation, Medical Assisting, Nursing and Veterinary Technology, prepare students for state or national certification or licensure (see NCCC catalog p. 56).

The faculty and staff work together to provide an educational experience that serves a diverse student body and provides a wide range of career and transfer opportunities. For example, in the last three years, faculty members from the English and Math departments have worked on revising developmental courses and course sequences. Flow charts have been created by the English, Math, and Science departments to distribute to students through all mediums, and these charts make the appropriate sequence of courses clear to students (see NCCC catalog pages 60-62).

NCCC encourages students to use information resources and achieve digital literacy as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, and instruction and support in information literacy and information technology. Regular "orientation sessions" for students at the college are offered by the college's library staff members. Students are also introduced to new technology that faculty members may be utilizing such as ePortfolio, MyStatLab, or Blackboard Learn.

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The college assures effective academic oversight by using Program/Discipline reviews. NCCC has recently completed reviews in art, business, and environmental science. In addition, some programs go through national accreditations (Medical Assisting, Veterinary Technology, Early Childhood Education, and Nursing). Equally important is informal curriculum review. This happens on an ongoing basis as faculty update, revise, and modify their courses to maintain currency.

The college community prides itself on its innovative degree programs and unique teaching strategies that provide meaningful instruction to students. Faculty seek to develop, approve, and administer degree programs that both stimulate students intellectually and prepare students to work in real-world workplace settings. The institution develops, approves, administers, and reviews its programs and disciplines on a regular cycle under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters. Proposals for new programs and for significant revisions to existing programs must demonstrate student demand and prospects for student success, coherence and sound design, appropriate learning outcomes and oversight of students, and sufficiency of resources, including instructional capacity sufficient to allow timely completion on the part of the student. Career program advisory boards meet annually to discuss changes within the field, review programs and suggest curricula revisions.

Faculty and staff regularly pursue grant-funded opportunities to enrich the curriculum and course offerings at the college. As an example, the Medical Billing and Coding program is using innovative web-based interactive medical record programs to maintain currency and provide advanced coding preparation vitally important in future electronic medical records management and medical billing careers. A current grant funded initiative is developing a Health Information Management pathway that provides seamless transfer from certificate to AS to BS through a community college and university collaboration.

New degree programs, modifications to existing curriculum, and course proposals must be approved by NCCC's Curriculum Committee before they are forwarded (for a vote) to the school's parliamentary body, the Professional Senate. The Senate is the venue where dialogue, debate, and approval of degree programs and new courses takes place; this provides an open forum for faculty, staff, and administration at Northwestern to establish a dialogue and express individual opinions regarding changes to our college's curriculum. If the changes need approval at the Board of Regents level, a new process has been recently developed to accommodate this.

Recently there have been substantial revisions in English, business, computer science, interpreter preparation/ASL, math, and therapeutic recreation to name but a few. The formal process is faculty led with appropriate approvals from the Curriculum Committee and Professional Senate. This oversight applies to on-ground, hybrid, and online courses. All programs allow for appropriate academic advising. In addition, courses may be substituted, credit-by-exams are provided, and students may complete based on the original curriculum. Certificate programs allow a one year phase-out and degree programs allow a two year phase-out.

STANDARD FOUR: THE ACADEMIC PROGRAM

Appraisal:

Since NEASC's last visit, our academic programs have continued to evolve. Faculty have redesigned developmental courses to six credits. This design was first tried at the college in 2009 by the English department, and it was implemented in 2011 by the math department. The preliminary data from the first year of offering these intensive English and math courses has demonstrated some improvements in student success.

Faculty have made a commitment to use web-based platforms for teaching and learning assessment including Blackboard Learn and ePortfolios (Digication). Disciplines using ePortfolio are currently English, Art, Medical Coding and Billing, Veterinary Technology, Early Childhood Education, and Nursing. ePortfolios are archives of learning, discovery, progress, achievement and reflection. ePortfolios are used by faculty to obtain an active visible representation of learning as students collect, select, and reflect on evidence. ePortfolios provide an academic, yet high-tech forum, for the showcasing of student work to make reflections, critical thinking, interpretation, and problem solving skills as they integrate their learning across courses over time.

The integration of six-credit English and Math courses and the use of ePortfolio in classes have highlighted the lack of computer classrooms. The college also lacks "traditional classroom" space at certain times of day. In order to assure future growth, the college will need to examine program currency, enrollment trends, and current scheduling practices.

In addition to technological advances the faculty have made, great efforts have been made to engage, increase, and move forward on meaningful dialogue with local high schools. In particular, both the English and Math departments have had day-long "summits." These formal meetings are a time for college instructors and high school instructors to exchange ideas and discuss challenges facing teachers in particular disciplines; however, perhaps more importantly, these opportunities provide a venue for the aforementioned departments to discuss specific course requirements, goals, and objectives with high school teachers. High school teachers can be better prepared to address specific assignments and tasks with their students that will better prepare their students for post-secondary level work. This effort on the part of the English and Math departments also creates a forum to promote and discuss student retention issues.

At present, the college has 25 full time professors, and of these individuals, many are teaching credit overloads. In addition to the responsibility of teaching classes, these same professors serve on multiple academic committees, short term ad hoc committees for purposes such as grant writing, recruitment, and hosting professional development programs. Faculty participate in important NCCC promotional and community service events both on and off campus. Unlike larger campuses, we do not have the economy of scale to share these duties among a larger pool of professional staff.

Career and certificate programs benefit students by having active and strong advisory committees in place. These committees provide feedback to college staff and faculty about trends in the workplace and specific skills employers are looking for; such programs help to bridge the gap from college to the workplace. Programs such as Veterinary Technology and Computer Science have active advisory committees that strengthen the curriculum and benefit students. NCCC views the opportunities that advisory committees provide as crucial for preparing students to be workplace ready.

STANDARD FOUR: THE ACADEMIC PROGRAM

Projection:

Northwestern plans to maintain the momentum generated during NEASC preparation for continuous course and program outcomes assessment. The integration of program and course outcomes needs to be strengthened. The Academic Planning & Assessment Committee can assist in this process; this committee was recently re-structured from the previous Academic & Student Affairs Plan and Assessment Committee; in addition, formal mandated BOT program/discipline reviews will follow the published guidelines.

A critical review and assessment of all current programs of study – degree and certificate – will be undertaken to identify under-enrolled programs and a determination made for future viability. This would free resources to invest in more robust programs. However, termination of programs is a lengthy process and can involve tenured faculty.

At this point, it is difficult to determine if there will be a mechanism for adding space in the next building project, but the college will be vigilant in seizing any opportunities that might arise. At the college, there are certain times and days where classroom space is unavailable. This, of course, puts a strain on both faculty and students. The college will continue to explore options for improving efficiency of space and effective scheduling. In particular, the college will look at options of offering more online and hybrid classes, additional summer classes, and classes that meet on Saturdays.

Review and assessment of the Career Advisory Councils will be undertaken to assure relevancy both for programs and membership. Career programs without an Advisory Council will convene one.

We will continue to encourage our qualified administrative staff to teach a minimum of one class per year to augment our regular faculty and/or to post weekly tutoring hours.

Efforts to pursue outside grant opportunities will be increased and solicitation to private scholarship foundations will be made to assist in future funding.

The college's challenge over the next several years will be to maintain the relevance of its programs with regard to the employment prospects in the community and to their transferability to four-year institutions.

Undergraduate Degree Programs

Description:

There are 20 degree programs offered at the college; two are Associates in Art programs and the other 18 are Associates in Science Programs. All of the degree programs include at least 24 credits in general education core areas. This gives students an introduction to the broad areas of human knowledge. The programs include at least 36 additional credits in a specific disciplinary or interdisciplinary area. The rationale and outcomes for each program are clearly stated in the college catalog (pages 57-118) and are available on the college website. The suggested order of classes is clearly stated on the curriculum sheets which are distributed to the students by their advisors, and are available on the college website. Many of the programs have unrestricted electives. The college catalog, website, advising curriculum sheets, and the Banner (electronic) degree evaluation are all places where the program requirements are published and available to students.

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Appraisal:

While the rationale and outcomes for most programs are clearly articulated in the catalog, rationale and outcomes for the two largest programs, General Studies and Liberal Arts and Sciences, are not clearly differentiated. Both programs have the same outcomes; however, Liberal Arts and Sciences offers better transferability.

The college catalog is updated every two years, so program changes that occurred during the past two years are not reflected in the current catalog. The college website is not updated regularly; although it is an official publication, the website contains outdated program information, due to the lack of a fulltime webmaster and possible communication issues regarding program changes. Curriculum sheets are periodically reviewed by the program faculty to ensure accuracy; they were most recently reviewed in Spring 2011 and Fall 2011. Curriculum Advising and Program Planning (CAPP) evaluations of the academic programs are checked by the registrar to ensure accuracy, but are not regularly checked by faculty.

Projection:

NCCC is moving to a one year catalog which should prevent the catalog from becoming outdated so quickly. Program faculty will be asked by the Division Directors to check the Banner Degree evaluations for their programs every semester, and to report any misinformation to the registrar so that it can be corrected. The outcomes and rationales for the General Studies Program will be revised based on the general education requirement outcomes and printed in the next catalog. The outcomes for the Liberal Arts Programs will be revised and printed in the next catalog. These are the two largest programs and they lack a program coordinator. A plan for the coordination of the programs and the schedule of courses offered in the program will be developed by the Dean of Academic & Student Affairs.

General Education

Description:

Within the context of its mission, Northwestern Connecticut Community College aspires to provide a basis for continuing growth and development for all students. In particular, the College expects that each student will develop an interest in life-long learning, effective communication skills, critical thinking skills, the ability to make informed choices concerning individual and social issues, and a foundation of interdisciplinary knowledge. As a practical application of this belief in general education, NCCC has established a common multidisciplinary core which represents exposure to a broad range of academic subjects. The general education requirement is substantive and coherent. The general education requirement consists of three credits in each of the core areas one course elective in Liberal Arts & Sciences for a total of 24 credits. The core areas are: Composition, Literature or Communication, Behavioral Sciences, Humanities and Fine Arts, Mathematics, Natural Sciences, and Social Science. The student learning outcomes in each core area have been identified, and together they address competence in written and oral communication, the ability for scientific and quantitative reasoning, critical analysis, logical thinking, and information literacy. They also demonstrate the capability for continued learning, understanding of scientific, historical, and social phenomena,

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and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. The outcomes for each core area have been identified by the faculty teaching in that area and provide criteria for evaluation. The core areas and identified outcomes are listed in the supplemental materials available electronically. The ConnSCU Board of Regents recently passed a transfer and articulation policy (TAP) that requires all 17 colleges and universities to address and assess the outcomes of eleven competencies; it also requires that all Community College ConnSCU transfer programs offer the same designed core of courses. Addressing and meeting the requirements of TAP may require future changes to our current general education core and to the courses that meet the core requirements.

Appraisal:

The college's general education outcomes and its definition of an educated person have recently been revised; the process started at the course level and involved all full-time faculty. First, each faculty member revised individual course outcomes so that they are measurable. During a year-long syllabi/outcomes revision, these outcomes were peer reviewed by faculty teaching in related disciplines. The work of this project along with the course syllabi and outcomes can be found in Blackboard and will be available for viewing during the NEASC campus visit.

Once this was accomplished, full-time faculty teaching in each general education core area collaborated with adjuncts to generate the outcomes that were common to all courses offered in that core area. The outcomes for each core area were identified by the faculty teaching the courses in the core area and are based on the course outcomes. Students will meet the general education outcomes by completing the appropriate courses in the core areas.

The general education outcomes generated by the faculty were sent to the Curriculum Committee. The Curriculum Committee then developed the characteristics and outcomes that are acquired by a graduate of the college. These were presented to the Professional Senate for approval. The Professional Senate approved the outcomes and they are published in the college catalog. A listing of courses that fulfill each general education component can be found in the college catalog and schedule. Unfortunately, students often fail to consult these resources or see an advisor so more publicity of these requirements needs to take place going forward.

Graduates successfully completing an associate's degree at Northwestern Connecticut Community College will demonstrate competence in each of the general education core areas by earning at least three credits in each area. The assessment of the general education core outcomes will take place at the course level since they are directly related to the course outcomes. The assessment of the outcomes of an educated person will take place both on the course level and on an institutional level. For example, both integrative learning and skills for lifelong learning can be assessed at the course level through the use of pre-requisites (i.e. can students apply what they learned in the pre-requisite courses to the subsequent course). On an institutional level, obtaining an associate's degree will demonstrate competency in both the core outcomes and the knowledge and skills outcomes.

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Projection:

The Dean of Academic & Student Affairs' office will distribute the revised General Education Requirement Core course outcomes to all full and part time faculty members via email at the start of each semester. The outcomes will be used to guide the design of the courses in the core areas. The Center for Teaching will hold workshops and discussions focusing on the outcomes so that the faculty can share how they are addressing the outcomes in their courses.

The Curriculum Committee will continue to review and approve new courses before they are offered for the first time. As new courses are developed the Curriculum Committee will ensure that the course outcomes are consistent with the core outcomes. The committee will also be responsible for continuing the process of outcomes assessment and will work with faculty to update and revise the general education outcomes and the college's definition of an educated person.

A list of the courses that meet each core requirement will be identified by the Student Development Office so that students can properly select the appropriate course in each core area. This information will be published in the next college catalog.

Integrity in the Award of Academic Credit

Description:

Chartered by enabling legislation as part of Connecticut's Community College system operating under the Connecticut Board of Regents for Higher Education, Northwestern Connecticut Community College (NCCC) offers both Associate in Science and Associate in Arts degree programs. These programs follow common practice in American higher education in name and content and consist of a minimum of 60 semester credits. The certificates available at Northwestern are consistent with the degree programs and their credits may apply to assorted degrees. In most cases, the certificate programs consist of the primary program requirements of an associated degree program.

To publicize the offerings of the college, NCCC publishes a catalog which is available in hard copy and online. NCCC also publishes a hard copy and electronic copy of each semester's class schedule. The college advertises some special classes through fliers and posters. Scheduling takes full consideration of the fact that students need specific classes in order to fulfill their program requirements and graduate in a timely fashion.

Northwestern maintains oversight over the academic element of all courses offered for credit at the institution. Not only is this oversight institutional, but as a member of the Connecticut Community College (CCC) system, Northwestern must meet standards of practice determined by the CCC system, such as its common course numbering initiative and its definition of course length. At NCCC, all academic matters, including the selection and evaluation of faculty, oversight of curriculum, maintenance of registration procedures, evaluation of prior learning, and recording of credit, ultimately fall under the purview of the Dean of Academic & Student Affairs. This Dean is advised and assisted by her staff: the Academic Division Directors, the Director of Student Development, the Admissions Director, the Director of Educational Technology, and the Registrar. Faculty are actively involved in decisions of curriculum; any new course offerings or program changes must be presented to the faculty Curriculum Committee and approved by the Professional Senate prior to being

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approved by the Dean of Academic Affairs and the President. The Admissions office consults faculty on any matters of transfer of credit into the college.

The evaluation of student achievement is based on clearly-stated learning outcomes. Most notably, to ensure clarity in objectives and assessments, NCCC began a campus-wide initiative during the fall semester of 2009 in which faculty from all disciplines were required to review their course objectives to ascertain they were clearly stated, specific, measurable, and matched the level of the course itself. Peer review of these course outcomes was completed in spring of 2010. In the 2010-2011 Academic Year, faculty embarked on a project to examine course assessments to assure consistency with these objectives. Faculty were informed not only by their own professional knowledge and expertise, but also by material presented through activities sponsored by the Center for Teaching and by standards and outcomes adopted by collegial professional groups, such as the Connecticut Coalition of English Teachers (CCET) and the Mathematical Association of Two Year Colleges of Connecticut (MATYCONN). An interdisciplinary review followed, most notably at the April 2011 Professional Day Assessment Event, with faculty members reviewing and critiquing syllabi and assessments from courses outside of their own department. This project has improved articulation of grading criteria and the ability of instructors to verify that students are mastering the objectives of the course.

The awarding of credit for courses at NCCC is closely linked to content, level, and student performance determined by standards consistent with the Connecticut Community College system, Administration policy, and collegial faculty purview. While the college offers a range of developmental courses in English, mathematics, and science, no credit towards a degree or certificate is awarded for completion of these classes. Articulation agreements, created with NCCC faculty involvement, are in place for a very limited number of non-Advanced Placement high school courses; most of those credits are for specialized introductory career-oriented classes, with the intention being to ease the transition into the college for these students. Other forms of non course-related credit (credit by exam, credit for life experience, independent study, etc.) are available to students, but limited by rigorous procedures involving administration and faculty involvement. Policies related to those opportunities are available in the college catalog on pages 27-29.

Northwestern Connecticut Community College defines one credit hour as one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time. The “equivalent amount of work” includes laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Credit is awarded for clinical and laboratory with two to three hours of instruction or clinical experience per credit hour per semester.

Northwestern Connecticut Community College’s catalog clearly states requirements for continuation in, termination from, or re-admission to its academic programs (pages 6-11). Curriculum sheets for each program and certificate are also available to monitor a student’s progress and are reviewed by advisors. Graduation requirements are listed in the catalog (online and hard copy) under each degree and certificate by general education requirements, program requirements, and specialized program requirements. They are also listed on the curriculum sheets for each area, and reviewed by advisors as students progress through the programs.

Course outcomes and clearly stated criteria determine the level at which students have mastered course content. Course assessments are based upon these outcomes and criteria and used by faculty to determine the award of grades and credit upon the completion of a course. Definitions, policies, and penalties regarding academic dishonesty are posted in the student handbook under in the section entitled “Policy on Student Rights, Section 3: Expectations for Student Conduct” (page 48) and in all individual course syllabi.

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bi. Students can also refer to the “Academic Honesty and Plagiarism” section of the college catalog (page 27). The NCCC library has a link on the college website entitled “Documentation of Sources and Plagiarism” which contains information regarding proper documentation of references, as well as resources specifically relating to plagiarism. Specific examples of proper paraphrasing are included to assist students when using and documenting resources.

Distance Learning at NCCC supports the College Mission and Vision by promoting increased accessibility to learning opportunities for students. Distance learning particularly accommodates those who need flexibility in their learning schedules, allowing them to obtain their education despite personal and professional demands which may restrict their availability to attend regularly scheduled classes.

The Connecticut Community College system uses a SunGard Higher Education product (Luminis) as a portal to access Blackboard. NCCC students each must enter a unique, secure login and pass code, known as a NetID. This is the process through which NCCC establishes that the student who registers in a distance education or correspondence education 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 (HEOA). The Luminis portal as well as assessment strategies outlined in the recently adopted system-wide, Distance Education Course Design: Guidelines for Student Success document help to address issues of the HEOA related to distance education.

Distance Learning at NCCC is subject to the same planning and evaluation processes as other programs and curricula at the college. The instructional method used for courses, including online, online with campus requirement, and hybrid formats, is recorded in our student information system (Banner). This allows for disaggregating these courses for the purpose of evaluation so that we can analyze enrollment trends and student success (pass rates).

Efforts to ensure the quality and integrity of online programming are ongoing; for the college, the Director of Educational Technology oversees the integrity, reliability, and security of the services provided by the Connecticut Community Colleges System Office through the myCommNet portal and Blackboard. The Distance Learning Council of the twelve Connecticut community colleges discusses educational technology innovations, all matters relating to Blackboard, pedagogical and technology issues, and other software and web-based programs that serve to enhance teaching and learning. In addition to troubleshooting technical problems and sharing technological advances, this group also makes recommendations to the Academic Deans’ Council for future enhancements and direction of distance learning in the CCC System.

The origins of all distance education courses are rooted in traditional classroom-based courses developed by the instructor for online delivery; therefore, all course descriptions and course objectives are identical to traditional course offerings. Distance education courses are offered as part of approved degree programs at NCCC and share the common core of general education. Students are expected to achieve learning outcomes equal to those achieved in on-ground classes. The College assesses student course satisfaction via an online survey every semester. Student learning is assessed in online courses in the same ways as on-ground courses. Common assessments are often used for on-ground and online sections and the same faculty members often teach in both modalities, which helps to maintain continuity between the two learning environments.

To prepare students who choose to take a distance learning course, student orientations are offered every semester prior to the first day of classes and during the first week of classes. Students are made aware of these orientations through several modes of communication including an informational email sent to every

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student who registers for a distance education course. The student orientation sessions include an overview of the most commonly used tools in Blackboard, technical requirements, resources for support, and characteristics of successful online students. The email also provides information to students on where and how to log into Blackboard and locate their course sites, as well as contact information for assistance. All students taking distance education courses have access to faculty through universal college channels, including telephone, email, and in-person office hours. All students are enrolled in a Student Orientation to Blackboard course. This course includes numerous resources on the use of all of the tools in Blackboard, technical support information, links to software downloads and interactive video tutorials. Currently, 80% of all credit courses (face-to-face and online) utilize Blackboard in some way for delivery of course materials; one the highest percentages in the 12 community college system and well above the system average.

The process for transfer of credit into the institution is clearly stated in the college catalog on page 9, and posted online on the college's website. Programs accredited by outside bodies must also follow guidelines set forth by the accrediting associations, and those programs that accept transfer credit for core courses must be able to document how students have demonstrated a mastery of the course material. If needed, counselors and Admissions staff establish similarity of course content by comparing NCCC syllabi to transfer course syllabi and consult individual departments and disciplines to verify quality and content of possible transfer courses.

NCCC accepts transfer credits, including those earned in local secondary schools with high-school articulation agreements, those earned in four-year institutions, and those earned in other community colleges. The Connecticut Community College Common Course Numbering project guarantees transfer of credits for all college-level courses taken within the community college system. In order to preserve the integrity of the Associate's degree, credit for bachelor's or graduate-level coursework is granted only occasionally, usually in satisfaction of core general education requirements. By policy of the Connecticut Community College Board of Trustees, a student must complete at least twenty-five percent of the minimum credit requirements for the degree or certificate through coursework at Northwestern in order to receive a degree or certificate here.

Students are not allowed to graduate unless they have completed all general education and program requirements. To guarantee that students have completed these requirements, a faculty advisor usually performs an audit of course completion on the work of a student applying for graduation, and a final audit is done by the Registrar's Office immediately prior to graduation.

Appraisal:

Reflective of its status as a member of a state system, the explicit labeling and curriculum for courses, programs, and certificates at Northwestern fit into standard and acceptable practice in American higher education. The catalog and course schedule are appropriate to such an institution, and administrative oversight of academic content and policies is clearly delineated and structurally guaranteed. Likewise, faculty involvement in academic matters is guaranteed by the structures of the institution and the active and involved nature of NCCC's faculty and staff.

Policies governing items like credit by exam or experiential learning, and policies concerning enrollment, continuation in, suspension from, or readmission to programs are clear and consistent with system policies governing these procedures. Northwestern has an Academic Policy Committee among whose duties are the hearing of student probation and suspension appeals. Likewise, policies concerning acceptance of transfer

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credit are clear and appropriate, and the articulation agreements for credit awarded at the high school level are applied only with both faculty and administration approval. Policies relating to academic misconduct, procedures for dealing with issues and penalties for infractions, are referenced in every course syllabus and published in the Student Handbook. Of course NCCC cannot guarantee the absence of academic dishonesty on campus; however, the college has established consistency in expectations coming from faculty and the institution, clear instruction in classes on avoidance of such problems, and appropriate publicity concerning college policies and follow up on disciplinary actions.

One ongoing issue with the schedule of course offerings at NCCC is related to the College's size and its funding. Practicality necessitates Northwestern create a semester class schedule which balances course availability and adequate enrollment. This sometimes creates conflict with program schedules, especially when the College cancels classes that do not have enough students to make the class financially feasible. The college is aware of the fact that some students need to complete their degree requirements and therefore arranges to have class substitutions if necessary and appropriate. As a last resort, counselors also research and recommend classes available at other community colleges to assist the student in completing their programs. However, these solutions are less than ideal.

The most significant initiative involving the quality and integrity of the academic program occurred over the last two years in the Learning Outcomes project. This work, which involved every full-time faculty member at the institution, resulted in clearer and more complete learning outcome statements for almost every course at the college and led to revised outcome statements for all programs and certificates. This work not only resulted in clearer articulation of course and program outcomes for students, but more importantly led to critical discussions among faculty about curriculum, focus, and practice of instruction and assessment. Greater consistency of syllabi and course work across sections of a course, regardless of instructor, has resulted. Additionally, not only are faculty more conscious of designing and teaching their courses with measurable outcomes in mind, but greater faculty awareness has led to more productive analysis and critique of the academic program at the college.

This project has resulted in a greater sense of confidence among many faculty and administration concerning student achievement, grades awarded, and the integrity of credits granted. Other activities and collaboration within the college promote consistency: the English department, for instance, gives a common English final exam graded by non-section instructors which reveals strong agreement on standards of student achievement and the mathematics department has adopted a common text and electronic instruction method.

Not every faculty member or discipline, however, feels equally confident in the actual consistency of course-work and outcome assessment. Hiring of adjuncts, scheduling of specific classes, and assignment of online courses is done by three Division Directors, with varying amounts of input from full-time faculty. Finding a qualified instructor who can teach on a specific schedule sometimes becomes the over-riding concern; the result is that some disciplines may have courses taught by instructors who have never met with the full-time faculty or substantially discussed pedagogy or curriculum. The fact that every course is assumed to have clear, agreed-upon outcomes does not always guarantee that fact in practice.

Regarding NCCC's active engagement in distance learning, our Report on Establishment of Academic Programming offered through Distance Education submitted in January 2008 received a commendation, which is a strong indication that NCCC is adhering to the nine hallmarks of quality for distance education as outlined in NEASC's Guidelines for the Evaluation of Distance Education (On-Line Learning).

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Teaching online requires a specific skill set, including technical proficiency in the course management system as well as the ability to communicate effectively online, facilitate community and interaction, design effective online assignments, learning objectives, and course structure. Pedagogical training provides faculty with background in best practices in online education, including effective content design and delivery, alternative methods of assessment, effective integration of technology resources, and other relevant pedagogical content. The recent system-wide adoption, by the Dean's Council, of the Distance Education Course Design: Guidelines for Student Success document is a big step forward in ensuring consistent guidelines in best practices for online course design.

In recognition of the issues related to online instruction, NCCC has recently outlined pre-requisites to teaching online, which require technology and pedagogy training as outlined in the NCCC Distance Learning Guidelines and Procedures document and completion of the iTeach online teacher training course. In the future, all faculty new to online teaching will be held to these pre-requisites. The Dean of Administration committed \$6000 in the AY 2011-2012 to help fund iTeach training. Still, evaluation of online instructors is an area that needs addressing; it is important for online faculty be evaluated within their first semester of teaching online. The CONNSCU System through bargaining process needs to come up with some consistent guidelines for evaluating online faculty and course content that both addresses the nature of online education and also fits within the scope of the only approved faculty evaluation form.

One other area that seems problematic for NCCC is student preparedness for the online environment. While the College offers orientations to students enrolled in distance education courses, these orientations are not always well-attended. Likewise, many students do not efficiently access the rather substantial human and electronic supports made available to them. It is clear that some students enroll in online courses for the wrong reasons and with inadequate skill sets. These students often register online without counseling, and their lack of knowledge about themselves and the time and skills necessary for success in the online environment leads to failure.

One final issue at the College revolves around graduation, and the actual graduation audit itself. Faculty are charged with completing this audit with their advisees; however, the relatively complex electronic audit process available through Banner, occasional conflict with printed curriculum sheets, and misunderstandings about application of various curriculum definitions and policies means that faculty often lack confidence in their assessments. This is reflected by the fact that the Registrar's Office also completes an individual audit for each student. While the advising and faculty contact functions of the faculty audit are clear, the redundancies and occasional errors of this process can be frustrating for both student and faculty.

Projection:

While the College does maintain a fairly evident public presence, a more robust and easier-to-navigate website is needed. Currently almost all material is contained within the Catalog pdf file, and prospective and current students must download the entire file and search it. One recommendation is that program offerings, curriculum sheets, and policies concerning admission could be copied and made easier to find. Likewise, while the college website does provide basic information regarding transfer policies and articulation agreements in the catalog file, the college should create links so that students could access the information regarding additional transfer resources and issues directly; this would allow students to access more information with less searching. Finally, and perhaps most importantly, the website and catalog pdf is not regularly updated, so material is not always current or correct.

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Another issue is that, as the college's budget gets leaner and leaner, we anticipate more and more classes, especially lower enrollment upper-level courses, may be cancelled, thus placing students in the position of not being able to complete their programs in the time expected. Consolidation and/or reconfiguration of some programs with several options may be advisable, as has already been done recently in the Business and Recreation programs. Additionally, faculty and administration must examine the necessity of all program-specific upper-level coursework and even the viability of all programs. This may involve exploration of alternative methods to deliver required academic material to students (more Independent Studies, for instance), and possibly termination of some consistently low-enrollment programs. Efforts along these lines have already occurred, most notably in the area of Business, where program options have been consolidated and certain courses re-configured to cover more material and avoid redundancies.

Relevant to the actual content of the academic program, NCCC's outcomes initiative was a significant undertaking, one which clarified curricula and made course objectives more consistent and integrated across disciplines. This should become an ongoing process, continuing in subsequent academic years. This work would assist in the improvement of course syllabi and instructional practices as course content changes and new courses develop. This project would also spur ongoing examination of general education, program, and certificate outcomes. Ideally, this initiative, along with regularly-scheduled discipline and program self-studies, system-mandated overview, and input from collegial organizations like CCET and MATYCONN should provide ongoing maintenance of standards in learning outcomes and practice. This work should persist as part of NCCC's ongoing institutional assessment practices.

The issue of discipline oversight by faculty also needs attention. While the delegation of actual faculty hiring and schedule construction to Division Directors is appropriate, full-time faculty must be encouraged and allowed to participate in oversight of instruction, curriculum, and course content in their disciplines, perhaps through the mechanism of the Additional Responsibilities requirement of the contract. Such faculty involvement might also relieve some of the burden of supervision and evaluation from over-burdened Division Directors.

Perhaps the area needing most attention is the distance learning program. The first and most pressing issue is personnel. From AY 2007-2008 through AY 2010-2011, there has been a 40% increase in online seat enrollment as well as a 24% increase in online courses that run each semester. These factors, plus the growth in faculty using Blackboard, have resulted in extreme pressure on the one staff member responsible for all elements relevant to distance learning. Just this year, the Director of Educational Technology (DET) handled the roll-out of Blackboard Learn 2011-2012, which involved training over 100 faculty. In addition, the Director is the sole technical support staff for the use of ePortfolio, a new instructional program adopted by the College to facilitate greater student involvement with their own academic achievement. The use of ePortfolio in classes has grown from 5 courses and 90 students in fall of 2010 to 22 courses with almost 400 students in spring 2012. The Director is also a principal in a three-year grant dedicated to training faculty members in the use of ePortfolio. Finally, the DET is the point person for faculty professional development regarding best practices in online/distance course design. All of these factors argue for increased staffing/assistance in the distance learning program.

A second issue related to distance learning is financial. Given NCCC's insistence that all new online faculty need to complete the iTeach online teacher training course offered through the Connecticut Distance Learning Coalition prior to offering online courses, the College must find a way to pay for the \$600 cost per participant. There is currently only a patchwork of financial support for interested faculty, and greater participation in iTeach will only come if faculty do not suffer economic disincentives.

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A third issue is the need for better forms of evaluation of online instruction. The current faculty classroom evaluation form is not really appropriate to the circumstances of online teaching. The new document, Distance Education Course Design: Guidelines for Student Success, which has been approved by the system Teaching & Learning team, the Center for Teaching, and the Academic Deans' Council offers some possibilities for standards of evaluation; however, it was not designed to be used as an evaluative instrument, and there are contract issues that must be addressed before adoption of another form. Nonetheless, action on a new, more-relevant evaluation document must be taken.

Finally, better advising for students interested in taking online courses should be implemented. A system of checks, whether it be a competency test, a required introductory module, or simply more stringent advising, needs to be implemented to avoid the too-common problem of under-prepared students enrolling in online courses for the wrong reasons. Under-prepared, technologically-illiterate, and over-committed students are not candidates for success in the distance learning milieu.

Assessment of Student Learning

Description:

At Northwestern, course outcomes and evaluation of the extent to which students achieve the learning outcomes provide the foundation used to evaluate courses, disciplines and programs. The development of consistent, specific and measureable goals for learning is an institutional priority. Planning for a systematic assessment of learning outcomes throughout the college began during the 2008-2009 academic year. Implementation of the plan occurred during the 2009-2010 academic year with faculty and Center for Teaching meetings devoted to evaluating and assessing existing course learning outcomes. Handouts and models using Bloom's hierarchy of learning were presented to full-time faculty. After each faculty member had reviewed and revised the learning outcomes for courses in their discipline or program, a peer review was implemented. All course syllabi were uploaded into a Blackboard shell created especially for evaluation of learning outcomes. Faculty were assigned to review, answer questions and comment upon the expectations for learning in various courses at the college taught by both full-time and part-time faculty.

The results of the internal assessment of learning outcomes were given to full-time faculty teaching each course assessed and to division directors for disciplines and programs where there are no full-time faculty. Many faculty used the peer review results as a basis to revise learning outcomes and to coordinate outcomes with adjuncts teaching the same courses. Division directors also worked with part-time faculty to generate clearer and more specific course outcomes. The results of the learning outcome peer review activity encouraged full-time faculty to align outcomes with assessment methods.

Assessment of student learning was a primary focus during the 2010-2011 academic year in faculty meetings and Center for Teaching activities. The institutional examination of student learning focused not only on different methods of assessing student learning, but on criteria to evaluate the degree of student learning for each assessment. Grading criteria include basic measures such as the percentage of questions answered correctly for objective tests as well as rubrics and grading forms for essays, projects, and research papers. Full-time faculty submitted examples of different types of assessments used to determine the extent to which students met specific learning outcomes in specific courses with grading criteria. The examples were uploaded into the same Blackboard shell. Throughout the year, faculty presented examples

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of assessments and grading criteria on a variety of topics including, grading criteria for essays, skill-based learning assessments, and assessment using portfolios.

The institutional focus on assessment of learning led to a workshop in April 2011 where both full-time and many part-time faculty met in small groups to present examples of assessment of student learning and the criteria used for grading. Each small group then selected examples of assessments to bring to the entire group. The presentations to the entire group were varied and demonstrated high level expectations in a wide variety of courses that showed consistent and objective grading criteria used to measure student success.

During the 2010-2011 academic year, Division Directors reviewed college-wide Banner (computer records management software) prerequisites to ensure that the prerequisites are consistent with published prerequisites in the catalog and also consistent with stated course outcomes. Particular attention was focused on reading and writing course requirements.

As demonstrated by the outcomes and assessment review process instituted at the college over the past few years and the previously existing institutionalization of course and program review, Northwestern is committed to the continuous improvement of teaching and learning. To support documentation of student learning and assessment, a growing number of NCCC faculty are invested in utilizing electronic portfolios (ePortfolios) as a pedagogical tool. Northwestern Connecticut Community College has been using ePortfolios in teaching and learning since 2005. The College began with a Davis Grant on the Connecticut Distance Learning Consortium's platform. Then in 2010, we adopted the Digication platform to upgrade our capabilities, and we are actively integrating ePortfolios into the curriculum across the college. The College participated in Cohort C of LaGuardia Community College's (LGCC) Making Connections Seminar Program in 2010, and we continue to partner with LGCC and The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL) as part of their current national Connect to Learning grant project. Through this project, substantial faculty professional development around ePortfolio pedagogy is taking place on our campus. Currently, faculty are using ePortfolios to support and enhance assessment and learning in the following disciplines and programs: English, Art, Early Childhood Education, Medical Assisting, Nursing, and Veterinary Technology. The teaching changes resulting from the integration of ePortfolios into the curriculum have already demonstrated increased success for NCCC students.

In addition, the community-college system provides support for Blackboard for fully online courses and web-enhanced courses. The online course components allow for online assessment of student learning and greater opportunities for students' self-assessment. Faculty members have the option to supplement classroom instruction and assessment with an online component. Faculty can track student participation in online classes not only through graded assessments but also through the student tracking tool that records the time spent in modules, discussions and content folders. Faculty can assess whether student success or lack of success is a function of the amount of time spent using the various resources provided in the online platform. Educational technology tools have become critical components of course assessment, particularly within the past five years.

While Northwestern does not have programs and courses taught off campus by outside agencies, there are programs that rely on site managers to supervise students in externships. The sites are selected by program coordinators and contracts are maintained with each agency. The program coordinator makes at least one visit to review the student's progress with the site manager at each location. The Medical Assisting, Criminal Justice, Human Services programs all rely on site managers. Beginning in 2012 the Early Childhood Education program will use an off campus location for student teaching to supervise students in externships

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and student teaching placements with the closure of the Child Development Center. The faculty member assigned to coordinate the human services externship in Human Services requires that students maintain logs to document their experiences. Site managers are responsible for completing a Students Evaluation Rating Form and weekly log sheets and must sign off on both items. Field work counts for 25% of the student's grades based upon the rating forms.

Other programs such as the Nursing program and the non-credit Certified Nursing Assistant program and Emergency Medical Technician programs have faculty members and staff who are on site to supervise students at the clinical sites to monitor and assess each student's performance. Nursing is following a system-wide curriculum with integration of NLN competencies, ANA professional standards and National Patient Safety goals.

The community college system provides support for teaching and learning through the Center for Teaching (CFT). A faculty member on each college campus is afforded one course release to act as a Teaching and Learning Consultant to coordinate activities on the local campus and to attend system-wide meetings. The Center for Teaching activities at Northwestern are led by two co-chairs; one is the Teaching and Learning Coordinator and the other is a faculty member who receives credit for his service in his Additional Responsibilities. At times CFT activities are coordinated with administration and faculty priorities such as learning outcome revision, outcomes assessment, online and web enhanced instructional methods.

Many full-time faculty have conducted formal discipline reviews that examine course offerings, enrollment, transfer opportunities, and evidence of successful student completion in the past. However, without release time and with so many single person departments a formal review is cumbersome and very time consuming. There are many disciplines that have no full-time faculty, such as Geography, Music, Philosophy, Physics, Political Science, and Sociology.

Formal review of college A.S. degree programs is scheduled on a five year cycle through the Dean of Academic & Student Affairs' office. However, program modifications are often made more frequently based upon feedback from advisory committees, employers, transfer colleges and universities, enrollment patterns and fiscal constraints.

Formal program reviews are completed by the program coordinator in criminal justice, medical assisting, nursing, veterinary technology and early childhood education. Program reviews are completed by faculty members who teach and advise in the programs. These faculty, acting as program coordinators, are invested in student success in specific courses within the program. These faculty members along with division directors are responsible for interacting with adjuncts, in some cases evaluating adjunct faculty, leading advisory committees, and maintaining contact with transfer institutions. Programs that rely on faculty without program coordinator status to assess programmatic outcomes include Environmental Science, Business, Accounting, Art and Graphic Art, and Computer Science Liberal Arts and Science (LAS) and in particular the Biology, History, Psychology and Secondary Education Advising Pathways from the LAS degree.

Northwestern has a well-defined process for examining changes to existing curriculum. When faculty members or division directors determine that specific changes need to be made to courses and programs as a result of advisory committee recommendations, program review, changes in transfer articulations with four year colleges, employment data or evaluation of student success in specific courses and programs a detailed proposal with a rationale is generated. The curriculum changes are first reviewed by the appropriate division director and then presented to the Dean of Academic & Student Affairs. The change is then forwarded to the members of the Curriculum Committee for review. Support must be presented including course out-

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comes for new courses and programs, details on transfer, resources needed as well as how the curriculum proposal enhances student learning. Curriculum Committee members vote on the proposal and the results are presented to the full Professional Senate. The proposal is then explained, discussed and voted on by the full Senate.

In addition to collaboration around assessment of student learning on campus, a number of faculty teaching in programs and disciplines such as nursing, early childhood education, math, English, and science, belong to Connecticut Community College system committees where student learning outcomes and assessment are discussed regularly. These committees allow faculty from Northwestern to examine how the learning outcomes, assessments and student achievement at Northwestern compare with other community colleges in Connecticut. This is particularly critical as NCCC becomes part of a larger statewide merged educational system.

Appraisal:

Northwestern has undertaken a significant effort to evaluate student learning based upon review of individual course learning outcomes. Assessment of learning in each course is based upon the learning outcomes. Disciplines and programs use the results of student learning to review how well students meet the expectations within each course. English, math and science faculty have standardized outcomes and assessment of course outcomes by administering common departmental final exams for ENG 101, MAT 075, MAT 085, MAT 095, MAT 137 and SCI 099. Math faculty have instituted policies such as limiting take-home exams and setting criteria for calculator use in math courses to standardize assessments throughout the discipline. English faculty implemented a common collaborative grading process for the ENG 101 common final exam where full-time and part-time faculty meet and as a group to grade the final exam. The process allows each student final essay to be read by more than one instructor.

Northwestern held a workshop April 2012 that continued the outcomes assessment activities by focusing on how faculty use the results from student assessments to alter both the instruction in the present course and how assessments might change in future classes. This event built on our previous work on outcomes assessment. Faculty presented examples of how they use the results of student assessment to enhance student learning within the same semester and ultimately to impact course and program curriculum. This review process needs to become a regular part of the course and outcomes assessment evaluation process on our campus through institutional mandate.

Student learning objectives are sequential with increasing course prerequisites as students move through their program of study. Incoming students are currently placed into college-level classes after demonstration of appropriate academic readiness as measured by placement test scores or grades in pre-requisite courses. In 2011, division directors updated and standardized course prerequisites in Banner for each course in the catalog in consultation with full and part-time faculty to ensure that students would have the necessary academic preparation to be successful. This is an area of ongoing review within disciplines and programs. Math and English faculty in particular regularly examine placement testing cut scores to determine placement into college-level and remedial courses. This discussion is also continued on a system-wide basis. However, the recent enactment of Public Act 12-40, An Act Concerning College Readiness and Completion, limits the time allowed to remediate students prior to enrollment in college-level courses; these changes must be in place by 2014. The impact of this legislation has yet to be determined; however, the legislation references intensive remediation and imbedded support in credit classes

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Northwestern is in the process of institutionalizing the type of intensive review of faculty assessment of student learning that has taken place over the past few years so that this can become a regular part of our college-wide assessment process. As mentioned above, faculty members have participated in a peer-review of course learning outcomes and a showcase of assessment of student learning with examples of grading criteria. Faculty teaching in liberal arts disciplines were encouraged to review learning outcomes for courses in their discipline even when the courses were taught by adjuncts. The college strives to ensure discipline integrity and a commitment to quality instruction. The only way to achieve this is through consistent assessment of what students are actually learning.

The Center for Teaching activities focused on outcomes assessment were extremely valuable during the 2010-2011 academic year. The activity demonstrating the variety of types of assessments by a variety of faculty members in August 2010 was well attended. Other events focused on the development of grading criteria, both rubrics and grading forms for written work such as in-class essays, research papers, and a variety of other out-of-class writing assignments. Another CFT discussion featured faculty teaching in programs that require documentation of skill competencies. The CFT activities centered upon learning outcomes assessment were among the best attended events.

Regular faculty evaluations are conducted on campus to provide feedback and support to faculty with the goal of improving teaching and learning. During the faculty evaluation process there is an opportunity for division directors to discuss methods of assessment of student learning. Interviews with division directors provide support for the conclusion that the institution makes an effort to document that there is appropriate assessment of student learning in each course. A discussion of teaching methods and assessment of student learning is typically a part of the evaluation process for full-time and part-time faculty.

Student feedback is ideally part of the feedback faculty use to improve teaching and learning in the classroom. The Connecticut Community College system requires that students use an online evaluation process of instructors for each course. With only 13% of students completing the evaluations, this method of gathering feedback about student perception of instructional effectiveness is not particularly helpful to either faculty or administrators. A few individual faculty report that they use their own course evaluation instrument, but these are not standardized and not evaluated by the institution.

During the outcomes peer review project in Fall 2009 and Spring 2010, one hundred and ninety outcomes surveys were completed and most all of the recently offered courses were reviewed regardless of whether they were taught by fulltime or part-time faculty. It is important to note that some courses were reviewed by multiple faculty members. For example, ENG 101 is a mandatory course in all A.S. degree programs and provides fundamental research skills so multiple faculty were assigned to evaluate these outcomes. Additionally, a number of full-time faculty voluntarily read additional syllabi. Seventy-seven percent of respondents felt the outcomes for the courses made clear what skills and knowledge the students are expected to have gained by taking the evaluated course and twenty-three percent disagreed. Sixty-two percent agreed that the syllabi outcomes use measureable verbs that indicate specifically what the student must do to demonstrate learning. Seventy-two percent agreed that the content addressed in the syllabi learning outcomes appeared to cover topics that would be expected for the type or level of the course reviewed. Seventy-two percent of respondents made additional comments. Some comments provided very detailed suggestions for improvement of the stated learning outcomes, while others were simply one or two words such as good job, and needs work.

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Based upon the comments and feedback gathered from the outcomes peer review, many faculty revised course syllabi to more carefully specify and describe learning outcomes. Full-time faculty were encouraged to communicate with adjuncts teaching the same course to discuss course content and appropriate wording of outcomes and selection of specific verbs from the Bloom hierarchy based in part on strategies for assessment of learning in each course.

The outcomes review project highlighted the fact that there are a significant number of disciplines with no full-time faculty. Many of the disciplines without full-time faculty did not have an opportunity to revise outcomes or demonstrate outcomes assessment. While some adjuncts willingly participated and collaborated in the process others did not contribute or participate due to lack of time or interest. Divisions cannot conclude that in disciplines and programs without full-time faculty there is a lack of assessment of student learning; it is just more difficult for the institution to include adjuncts in an institutional approach to assessing student learning. Greater efforts need to be made in this area.

Although the formal review process for disciplines is not routinely followed, there is a very active informal discipline review that occurs on a more regular basis. In departments with multiple full-time faculty such as English, Science and Math there are scheduled meetings, and full-time faculty solicit collaboration with adjuncts. Common assignments and projects such as the English Book Circle show areas where there is significant collaboration between adjuncts and full-time faculty. Through the Book Circle event, each semester students in developmental courses read a book, make posters and discuss the book with college staff and faculty as well as other English students. Microbiology (BIO 235) and Anatomy and Physiology I (BIO 211) students are required to take a test based upon course outcomes in the pre-requisite courses (BIO 121 and BIO 127). This test was developed collaboratively by the full-time science faculty teaching the pre-requisite courses and 200-level courses. Over a period of three years the data show that students who receive a 73 or higher on the prerequisite content quiz are much more likely to be successful in Anatomy and Physiology I and in Microbiology than those who scored below 73. Full-time science faculty teaching science lectures routinely collaborate with adjuncts who are teaching the laboratory section for the same course. There is a high level of collaboration among full-time faculty within disciplines.

As previously stated, the formal discipline review process is cumbersome and time-consuming especially when there is only one faculty member teaching in a discipline. Even informal discipline review becomes more difficult as it often requires communication with adjuncts. The outcomes review project did serve as a catalyst for communication between full-time faculty and adjuncts within disciplines such as history and psychology. Multiple person disciplines such as English, Math and Science operate as unofficial departments by tradition. These three academic areas often set course offerings and schedules and are often involved in adjunct evaluation. There are often departmental meetings with adjuncts in attendance or communication via email. In single faculty disciplines there is no formal process for shared responsibility for discipline integrity involving evaluation and communication with adjuncts or in some cases in planning which courses are offered. Faculty members may or may not be asked for input.

Both the English and Math disciplines have undertaken a review of student success in the recently revised remedial courses. The results of these curricular innovations are clearly positive. With regard to English, in the three years before the revision of the remedial courses to combine reading and writing courses into one integrated curriculum, the lowest level foundational students (those who placed below 65 in Reading or Sentence Skills on the Accuplacer) had an average success rate of 28.6%. The first cohort of students in the integrated ENG 033 for which there is complete data had a success rate of 42.1%. That is a 13.5% difference, a significant increase in the success rate for NCCC's most academically at-risk students. Likewise, in the three years before the curricular change, the mid-level developmental students (those placing between 65

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and 83 on the Accuplacer Reading or between 65 and 88 on the Accuplacer Sentence Skills) had an average success rate of 46.2% within three years, while the first two cohorts of students to take the new English 085 course have already shown respective success rates of 42.9% after just two years and 43.1% within a single academic year. This suggests that the integrated developmental reading and writing curriculum could potentially shave an entire year off of students' time in developmental courses and significantly increase their college-readiness and ultimately their ability to graduate.

Math restructuring results are equally impressive. MAT 085 combined two developmental courses, MAT 075 and MAT 095, with the goal of accelerating student completion of developmental math. Passing either MAT 085 or MAT 095 placed students into College level math courses. MAT 085 was piloted twice (Fall 2010 and Spring 2011), and the success rates (achieving a grade of C or better) in the new course were significant. In Fall 2010 the success rate in MAT 085 was 73.1%, as compared with 40.2% for MAT 095. In Spring 2011, the rate in MAT 085 was 70.6% and for MAT 095, 49.3%. Additionally, the average grade in the piloted course was considerably higher. In Fall 2010, the average grade point average in MAT 085 was 2.82, as compared with 1.58 in MAT 095. In Spring 2011, the average grade point average in MAT 085 was 3.38, and in MAT 095, 1.85.

Program review is prioritized especially for programs with external accreditation and for those programs without accreditation where there are program coordinators. However, there are other programs that have been omitted in the program review process. For example, the Liberal Arts and Sciences (LAS) and General Studies programs have never been formally reviewed. This is a key area of concern in the curriculum; due to the lack of oversight and assignment of responsibility for program coordination of the LAS and General Studies programs, responsibility for assessment and review of the program defaults to the individual course level. The LAS program has no program coordinator and since both programs (LAS and General Studies) allow students to take electives for fifty percent of the credits, assessing and reviewing the programs is more difficult. The Liberal Arts and Sciences program is intended as a transfer program. Advising pathways have been created to assist students who want to transfer into specific LAS disciplines at four year institutions. Examples include the History, Teacher Preparation, Biology, Psychology and English pathways. Faculty who teach in the advising pathway disciplines advise students and monitor transfer arrangements with the specific four year colleges and universities. Assessment and review of the pathways has been sporadically included when there have been formal discipline reviews, but additional review of the Liberal Arts and Science program as well as the pathways is needed.

Program review does occur even when there is no program coordinator to manage the program. Despite the time consuming and intensive nature of the program review process, faculty members who teach and advise students in the program perform the program reviews and often chair advisory committees as a part of their Additional Responsibilities. Recently reviewed programs include the Fine Art and Environmental Science programs.

The General Studies program is the most difficult to assess since fifty percent of the courses are general electives. In fact, by Board policy no more than fifteen credits can be in any one discipline or program so students must take a diverse array of courses, but because of the larger number of electives in the program it is difficult to predict the specific knowledge or skills that an individual student will have after graduating with a General Studies degree beyond the requirements in the General Education core. Complicating the evaluation process further is the fact that pre-nursing, pre-veterinary technology and pre-physical therapy assisting students are enrolled in the General Studies program until they complete the pre-requisites for application to their professional program of choice and are accepted into the professional program. The outcomes and assessment course review events provided a minimal level of review at the course level, but without anyone assigned to manage this program, program review is difficult to accomplish.

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The new NCCC nursing program is in the process of applying for accreditation. The program has a very positive site visit in October 2012 and is awaiting word on accreditation. Veterinary technology has recently completed a self-study and undergone a site visit. Other than a serious concern for the physical facility where animals are housed, the self-study was quite favorable, although the program was placed on temporary probation until the animal housing needs had been remedied. Full accreditation was restored in March 2012. The medical assisting program is in the process of self-study, and the early childhood education program completed their self-study in March 2012, with a site visit in October 2012.

Educational Technology has become an essential tool in the assessment of learning at NCCC. Many faculty who teach fully on-campus courses supplement with online instruction and assessment using Blackboard Learn. Science faculty in particular make extensive use of Blackboard technology in biology and chemistry courses. Science faculty have reported that the inclusion of online assessments, practice quizzes, and homework assignments designed to expose students to more questions prior to the test has increased the class average in biology and chemistry courses.

NCCC also has a strong ePortfolio program to enrich, document, and assess student learning; to date, 17 full-time and part-time faculty have completed a year-long ePortfolio professional development seminar, and within the next two years, the plan is to train twenty additional faculty. . Currently, faculty are using ePortfolios to support and enhance assessment and learning in the following disciplines and programs: English, Art, Early Childhood Education, Medical Assisting, Nursing, and Veterinary Technology. The English department is using ePortfolio to document students' writing and reading progress in developmental courses and English 101; in this case, the emphasis is on recording process and providing tangible evidence of growth for students to reflect on as they improve. These reading and writing portfolios allow students to track their progress toward the course outcomes. ePortfolios also increase the interactivity of students within and across classes as they complete peer reviews and observe peers' model papers; this aspect of ePortfolio use has met with particular success in Veterinary Technology and English courses where students are completing research papers. In the health fields, ePortfolio is being used to increase students' reflective practice. In Allied Health courses, students complete a pre- and post-assessment reflecting on their learning in the course; these assessments go in their portfolios and help them track their growth. In Nursing, students record their CLEWS and receive direct feedback from faculty in their ePortfolios to help them reflect on their clinical experience. In Art, both faculty and students are using ePortfolios to display their work and evaluate their progress. Finally, in Early Childhood Education, students are creating capstone ePortfolios that demonstrate how they have achieved the NAEYC standards throughout their course work and student teaching. The pedagogical changes resulting from the integration of ePortfolios into the curriculum have already demonstrated increased success for NCCC students in the form of improved retention and more effective reflection.

The use of online instructional technology requires a substantial amount of effort both from faculty and support from the Director of Educational Technology. While the Director of Educational Technology does an exceptional job, she is just one person. Due to the extensive growth in this area of teaching and learning, the department needs additional resources and support (either through additional hires or reallocation of existing IT resources) in order to continue to support faculty educational technology needs sufficiently.

Projection:

The Dean of Academic & Student Affairs at Northwestern plans to create an Academic Planning & Assessment committee to continue the outcomes and assessment self-study process. While the committee structure and charge have not been formalized, suggestions for committee activities include reading program reviews, working with the Dean and division directors to develop a process for review of the Liberal Arts and Sciences and General Studies programs, planning activities that focus on assessments and working with new faculty on grading criteria. The Academic Planning and Assessment committee will convene in February, 2013.

A concern is that while the peer review of the syllabi learning outcomes was effective as measured by the number of courses that were revised, there is no process for orienting and educating new faculty about the role of course outcomes and how the wording of the course outcomes impacts assessment. The gains that have been made with outcomes peer review and assessment and grading criteria evaluations can only be sustained if there is an institutional mechanism to ensure that this is an ongoing process. One of the focus areas of the Academic Planning and Assessment committee will be to assure that the work begun in the course and program outcomes review process will become a continuous institutional process.

Review of the Liberal Arts and Sciences and General Studies program is an institutional priority. A process will be developed and implemented to review and evaluate these two programs by December 2013. Already in place are new General Education Outcomes for General Education courses and for the overall General Education core requirements. These outcomes were approved in December 2011 and will be used to guide the review and evaluation of the LAS and General Studies programs more effectively going forward.

While hiring new faculty in liberal arts disciplines such as sociology or psychology, to provide additional full-time expertise is advisable, budget constraints will determine whether there are sufficient resources to increase the number of faculty. Lack of sufficient numbers of full-time faculty is a serious concern for the overall health of the college.

Northwestern plans to continue to provide ePortfolio as a means to document student work and enhance teaching and assessment. Work collected via ePortfolio can be clearly linked to course outcomes. ePortfolio also provides a platform to display and collaborate on program reviews. Several colleges in the system are now using ePortfolio, so system-wide buy-in is highly desirable to reduce the licensing cost in the future. Within the next two years, there are plans to train twenty additional faculty. Given the size of our campus, this is a significant commitment. Use of Blackboard also continues to expand rapidly, and additional support for Education Technology is needed to sustain the use of these pedagogical tools for the purposes of teaching and assessment.

Institutional Effectiveness:

NCCC is committed to evaluating the quality, integrity and effectiveness of its academic programs through multiple forms of assessment. This includes both the formal and informal program reviews, institutionalization of the learning outcomes assessment project, continuous institutional assessment of the recently revised and approved General Education outcomes, and program-specific accreditation. All courses have published learning outcomes and an inventory of student assessment material.

STANDARD FOUR: THE ACADEMIC PROGRAM

The ongoing evaluation of progress in these areas has resulted in substantive and ongoing changes to pre-requisites and curriculum and a commitment to continuous learning outcomes assessment and curricular revisions and improvements.

The institution's principal evaluation focus is the quality, integrity, and effectiveness of its programs. The institution endeavors to evaluate the effectiveness through planning, resource allocation, implementation, and systematic assessment for the improvement of academic offerings and student learning. Evidence that assessment data are being used to improve programs is not yet available for all programs.

The process followed in the development of the general education requirement core outcomes and the outcomes that define a person educated at Northwestern included input and approval from all full-time faculty and professional staff. The process began when faculty members revised their course outcomes so that they were clear and measurable. They then posted these in Blackboard and they were peer-reviewed. Once the course outcomes were established, faculty developed the outcomes for each core area of the general education requirements. Once the outcomes for each of the core areas of the general education requirement were developed, they were brought to the Curriculum Committee. The committee members then developed the list and definitions of the knowledge and skills acquired by a student educated at Northwestern. These were then brought to the Professional Senate for discussion and a vote. The members of the Professional Senate voted unanimously to pass the outcomes and definitions. These will be published in the new catalog and on the college website. Since the foundation of the outcomes is at the course level, students will demonstrate competence in each of the general requirement core areas by successfully meeting course outcomes. As new courses are developed they will include the outcomes identified for the core area they fall under.

Many of the areas relevant to Integrity in the Academic Program are governed by outside bodies. Policies relating to course/program length and content, transfer and graduation, are all under system purview and not subject to institutional revision. In areas governed by internal oversight, changes or revisions to policies or process are made in response to obvious issues, problems, or updates in professional standards or practice. While NCCC is getting better at collecting and using specific data to drive decisions, the institution is somewhat handicapped by the circumstances of its size, lack of resources, and uncertainty over what kind of assessments might yield the best data.

Faculty use the results of assessments to improve teaching and learning. This is shown by the three-year academic self-study beginning with the learning outcomes peer review, the examination of assessments and grading criteria and culminating with examples of modification of instructional technique, assessments or course outcomes planning based upon the results of outcomes assessment within the classroom. This is most evident when reviewing the Blackboard Outcomes Assessment Project shell with all of the revised syllabi and even in some cases, revised assessments. Most of the programs and disciplines at the college have revised learning outcomes in courses and revision can be seen in the self-study Blackboard shell.

The institution supports faculty professional development and innovation that helps improve assessment, teaching, and learning. This is most apparent in the work of the Center for Teaching as faculty who attend programs can include this on their Additional Activities report and there is one course release granted to the faculty member who is the Teaching and Learning Consultant to coordinate activities on the local campus. Faculty, division directors the Dean of Academic & Student Affairs and the President attend CFT activities. NCCC is also encouraging faculty to use ePortfolio as a component of courses for assessment of student learning and as a way to display program review results.

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The program review process can provide insight that leads to improvements in program course sequence and design. This is especially true in programs that have external accreditation and review, but also true for programs that have institutional review. Program review and curriculum revision in programs and disciplines leads to a review process that involves administrators, faculty on the curriculum committee and Professional Senate members who attend meetings.

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	08-09	09-10	10-11	11-12	12-13
Undergraduate					
ACC*	294	159	207	210	210
ANT*	54				
ART*	1647	1672	1647	1666	1666
ASD	72	24	42	90	90
ASL*	381	312	399	336	336
BIO*	1591	1734	1962	1871	1871
BBG*/BFN*/BMG*/BMK*	393	390	306	414	414
CHE*	424	576	544	664	664
CJS*	894	567	693	660	660
COL	216	147	106	291	291
COM*	576	843	780	675	675
CSC*/CST*/CSA*	1341	1359	1629	1370	1370
DSC*	159	171	207	159	159
ECE*	540	579	525	408	408
ECN*	225	183	210	264	264
ENG*	4178	4404	4347	3819	3819
ESL*	30	51	36		
EVS*	414	417	357	387	387
GEO*	387	441	234	234	234
GRA*	219	210	249	177	177
HIS*	1191	1302	1185	963	963
HLT*/HIM*	111	72			
HPE*/HPW*	437	468	475	505	505
HSE*	309	369	261	366	366
HUM*	39				
INT*	115	46	56	59	59
MAT*	3519	3707	4126	3525	3525
MED*	546	693	784	730	730
MUS*	357	329	270	230	230
NUR*			237	826	826
PHL*	552	582	579	606	606
PHY*	120	92	104	4	4
POL*	150	249	243	267	267
PSY*	1866	1752	1941	1659	1659
PTA*	65	104	152	112	112
RLS*	330	260	216	216	216
SCI*/AST*/EAS*	465	528	522	446	446
SOC*	681	723	630	552	552
SPA*/FRE*/GER*	258	234	285	366	366
THR*	28	40	24		
VET*	727	933	969	1028	1028

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

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	655							655
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE	65							65
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	720	0	0	0	0	0	0	720
Unduplicated Headcount Total								0
Degrees Awarded, Most Recent Year	155							155

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	67		11
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE	10		2
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	77		13
Unduplicated Headcount Total			
Certificates Awarded, Most Recent Year			31
FTE Grand Total			810

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

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

For Fall Term, as of Census Date

3 Years Prior Fall 09	2 Years Prior Fall 10	1 Year Prior Fall 11	Current Year* Fall 12	Next Year Forward (goal) Fall 13
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Certificate

ADVENTURE EDUCATION CERT					
ALLIED HEALTH SCIENCE CERT	7	3		3	3
CHILD DEVELOPMENT ASSOCIATE PREP	1		1	1	1
COMPUTER BUSINESS APPLICATIONS	3	4	2	1	1
COMPUTER PROGRAMMING		1			
COMPUTER SERVICING TECH CERT		1	1	1	1
COMPUTER SYSTEMS TECH CERT					
DEAF STUDIES	2	1	3	1	1
FINE ARTS			1	1	1
GRAPHIC DESIGN	5	4	3	3	3
HEALTH CAREER PATHWAYS	4	2	2	3	3
HOSPITAL PATIENT CARE TECH CERT					
HUMAN SERVICES	2	4	5	4	4
INTERPRETING CERTIFICATE					
MEDICAL ASSISTING CERT	6	10	10	7	7
MEDICAL BILLING AND CODING				2	2
PHOTOGRAPHY CERT	2	3	3	2	2
THERAPEUTIC RECREATION CERT	6	10	6	5	5
VETERINARY ASSISTANT	11	8			
VIDEO PRODUCTION CERT		6			
WEB MASTER/INTERNET DESIGN CT	3				
	52	57	37	34	34

Associate

DEAF STUDIES A.A.	21	25	22	22	22
ALLIED HEALTH ADMINISTRATION	13	13	11	11	11
ANIMATION AND VIDEO ARTS	16	19	16	10	10
BEHAVIORAL STUDIES					
BUSINESS & MANAGEMENT ADMIN	100	106	109	93	93
COMPUTER SYSTEMS TECHNOLOGY	34	45	35	34	34
CRIMINAL JUSTICE	91	87	78	74	74
EARLY CHILDHOOD EDUCATION	58	55	49	37	37
EDUCATIONAL TECHNOLOGY	2				
ENGINEERING SCIENCE	7	15	28	20	20
ENVIRONMENTAL SCIENCE	18	26	26	22	22
FINE ARTS	55	62	51	58	58
GENERAL STUDIES	386	454	431	410	410
HUMAN SERVICES	56	68	48	37	37
INTERPRETER PREP IN ASL/ENG	18	9	4	9	9
LIBERAL ARTS & SCIENCE	230	217	213	206	206
MEDICAL ASSISTING	26	37	50	46	46
NURSING			21	25	25
PHYSICAL THERAPIST ASSISTANT	2	8	8	3	3
THERAPEUTIC REC/REC LEADERSHIP	15	12	11	13	13
TECHNOLOGICAL STUDIES	1		2	8	8
VETERINARY TECHNOLOGY	53	57	57	66	66
Undeclared	457	460	394	420	420
T	1,659	1,775	1,664	1,624	1,624

Total Undergraduate

1,711 1,832 1,701 1,658 1,658

STANDARD FIVE:
FACULTY

STANDARD FIVE: FACULTY

Description:

Full-time and part-time faculty categories are clearly outlined in “The Collective Bargaining Agreement (CBA) between the Board of Trustees of Community-Technical Colleges and the Congress of Connecticut Community Colleges” relating the responsibilities of each to the mission of the College. (See CBA, Article X and the Agreement for Part-Time Employees, respectively.)

The Board of Governors for higher education mandates that faculty members possess one degree above the course of study taught. The Board of Regents for Higher Education requires a master’s degree or its equivalent for a faculty appointment. All full-time faculty members meet the Board of Regents standard and several full-time faculty members hold a doctorate. Most part-time faculty members hold the master’s degree or higher; although, a few hold the bachelor’s degree in specialized areas. Not all faculty members hold a master’s degree specific to the discipline in which they teach; some hold a degree related to education in general which is intended to meet the specific needs of community college students. The Division Directors review the composition of the faculty each semester when they set up the schedule. The classes are matched to the expertise of both full- and part-time faculty. The Division Directors ensure that all assignments are appropriate to the individual instructor’s preparation.

Since the last full reaccreditation visit, full-time and adjunct faculty members have experienced tremendous change at the College. In the fall semester of 2001, the College taught 1609 students (FTE of 722) with 31 full-time faculty and 72 adjuncts in 17 major areas of study. This gave NCCC an equivalent of 49 full time instructors. With this mixture of full-time and adjunct faculty, the student to faculty ratio was 15:1. In the fall semester of 2012, the College taught 1622 students (FTE of 806) with 26 full-time faculty and 80 adjuncts in 15 major areas of study. This gave NCCC an equivalent of 46 full time instructors. With this mixture of full-time and adjunct faculty, the student to faculty ratio has become 18:1.

Although the student to faculty ratio has not changed greatly in 10 years, the ratio of full-time faculty to adjunct faculty has changed significantly. In fall 2001, there were 2.3 part-time instructors for every full-time teacher; in the fall of 2012, that ratio changed to 3.1 part-time instructors for every full-time faculty member. The effect of this change is clear in the general education core areas. In the fall of 2012, 100% of Social Science courses (Geography, Economics, and Political Science), 100% of Philosophy sections, 73% of the Behavioral Science courses (Sociology and Psychology), 70% of English sections, 50% of Science sections, 40% of Math sections and 33% of History sections were all taught by part-time faculty. The Psychology and History Departments have only one full-time faculty member each.

Since the last report, the College created a new major (Nursing) that requires 4 full-time faculty, a Division Director, and part-time Laboratory Instructor, and added one full-time Veterinary Technology professor. During this same period, due to numerous factors including retirement and programmatic shifts, the College lost full-time faculty in the disciplines of Art, Computer Science, English, Deaf Studies, Geography, and Human Services.

The standard teaching load, according to the CBA, is 12 credits per semester or its equivalent based on laboratory or studio contact hours. For most faculty members, this is equal to four, 3-credit lecture courses per semester. Faculty are required to hold a minimum of three regularly scheduled office hours per week and engage in several activities such as student advising which are directly related to the instructional mission or academic discipline. In addition to these hours, faculty must complete nine hours of additional responsibilities. Beyond the specific duties contained in Sec. 2A and Sec. 3 of Article X of the CBA, faculty are required to engage in additional responsibilities as specified in Sec. 2B. These are expected to be the equivalent

of teaching another three-credit course, or nine hours per week, during the semester. Faculty are able to engage in such activities as curriculum development, community service, advising student organizations, committee service, evaluation of part-time faculty, professional growth and development, and participation in special projects and preparation of special reports. Faculty proposals for additional responsibilities activities (Sec. 2B of Article X in the CBA) are approved on an annual basis by the Dean of Academic and Student Affairs. The current Dean has begun to work in consultation with an ad-hoc faculty committee to establish institutional goals and projects that are distributed to the faculty as priorities they should consider when developing their proposals.

Northwestern employs an open search process for faculty. All searches are conducted under the Personnel and Affirmative Action Hiring Procedures Manual. This Hiring Manual outlines the search and selection process from initial posting of a position to final preparation of a hiring package for submission by the College to the Board of Regents. The Hiring Manual delineates the College's Affirmative Action search procedures. Search committees typically have four to six members. These traditionally include the appropriate Division Director and/or Program Coordinator, and at least one other member of the department or discipline as well as other faculty or non-teaching professional staff members to add an interdisciplinary and College-wide perspective to the committees. The Dean of Academic and Student Affairs has overall responsibility for all faculty and academic affairs searches. The President makes the final selection for all new full-time faculty and professional staff. Newly hired faculty members are given written contracts which pertain to the position as advertised and to the provisions of the CBA. Thirteen new faculty members have been hired over the past ten years using the full search process.

Academic support staff members are selected according to the procedures described above and specified in the Hiring Manual. At Northwestern, academic support staff members are all designated as professional staff. They include Division Directors and the professional staffs of the Collegiate Education for the Deaf and Hard of Hearing program, Student Services Division, Library, Computer Center, Academic Skills Center, Business Office, and science laboratories. Selection criteria and personnel policies for academic support staff are principally stated in the CBA. Specific qualifications and position levels for professional staff are guided by the CBA and the Board of Regents Central Office. Using these guidelines, the College determines which positions best serve its needs. Academic support staff members are provided the same job security and professional development opportunities as faculty.

Faculty contracts and salary schedules are determined through the collective bargaining process and administered according to the CBA. Due to the recent economic downturn, two concession packages (2009 and 2011) were negotiated and approved by the bargaining unit. These resulted in seven unpaid furlough days, delays to previously scheduled salary increases, and some changes to health and pension benefits. In exchange for these losses, faculty received job security provisions that expire June 30, 2015.

As stated earlier, the standard teaching load, according to the CBA, is 12 credits per semester or its equivalent based upon laboratory or studio contact hours. Under special circumstances, faculty may be released from a teaching obligation to perform service or special projects that are above and beyond the scope or time allotment for additional responsibilities as defined in the CBA. This faculty reassigned time is granted by the president of the college on a case-by-case basis. Faculty currently receiving a three-credit reassigned time are the College's Center for Teaching's Teaching/Learning Consultant, the Chemical Hygiene Officer, the two co-chairs of the NEASC Self-Study Team, a faculty member working on an ePortfolio grant, and a faculty member working on Blackboard Learn who is also on the Teach and Learn team. Also receiving reassigned time are the System-wide Center for Teaching Chair (who receives six credits of reassigned time per semester) and the co-chair of the System-wide Pathways Workshop (who receives one-credit of reassigned time

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per semester). The subject of faculty workload is open to renegotiation whenever the contract period for the CBA is nearing its conclusion.

Adjunct faculty instructors, who must meet the same minimum qualifications as full time faculty, still make up a significant percentage of the teaching staff. The percentage of part-time faculty in the fall of 2012 is 75%. This figure is based on a headcount of 80 part-time lecturers, and 26 full-time faculty. This number has been fairly constant for the past three years. The percentage of classes taught by adjunct faculty has increased since 2001-2002. In 2001-2002, 41% of the courses taught were taught by adjunct faculty, while 63% were taught by part-time faculty in the fall of 2012. It should be noted, however, that this figure does include full-time faculty who teach overloads. If these faculty are excluded from the adjunct count, the figure is 59%. Support services for these part-time instructors are varied. There are three adjunct offices, one in each building. E-mail accounts are provided to all adjunct instructors. There are two secretaries who serve both full-time and part-time faculty. Secretarial support is limited for those who teach at night; it is available until 6:30 p.m. in the main campus building only.

Budgetary concerns comprise the main reason for placing caps on the number of adjuncts that can be hired during the academic year, as well as a concomitant overall decrease in the number of classes that are offered by the College. Money allocated for adjunct faculty is based upon the number of FTEs from the previous year. During the last two academic years, the College has received a number of substantial cuts in monetary allocations.

Faculty members participate in the governance structure of the College through their departments/divisions and elected committees, in particular, the Curriculum Committee and the Academic Policy Committee. Of the nine members of the Curriculum Committee, six must be faculty, one each from a named academic discipline, and three at-large positions elected from Professional Senate body. The Academic Policy Committee has six members: the Dean of Student and Academic Affairs, the Registrar, and four faculty members. In addition, faculty and staff meet regularly as the Professional Senate to make recommendations relevant to the curriculum, academic policy, and other institutional matters to the administration.

Faculty also participate in the program review process. Considerations for program review include a review of information gained from graduates, employers and advisory boards, and recognize the necessity to balance the needs of the community workforce and the current preparedness of our graduates. Facts are collected using paper and email surveys of graduates; and phone, paper and email surveys of employers. In addition, advisory boards serve as a liaison between academic programs and the community workforce. Advisory boards provide valuable feedback about our students' performance and serve to increase our awareness of current needs in the community.

The full-time faculty evaluation process is contained in the CBA, last revised in 2001, and gives the person being evaluated the opportunity to receive and respond to feedback in a timely fashion. For full-time faculty members, the evaluator is the immediate supervisor, i.e., Program Coordinator or Division Director. The evaluator is obligated to meet with the faculty member before a classroom visitation in order gain a clear understanding of the objectives and goals of the class to be observed. The supervisor then attends an agreed upon classroom session and observes the faculty member. A post-class meeting is held between the faculty member and the supervisor to discuss the observation and allow input from the faculty member before the final draft of the observation report is completed. The supervisor also reviews Student Evaluations and the faculty member's Self-Appraisal and Professional Development Plan in the formulation of the Overall Performance Review. The supervisor must then rate the faculty member as "Satisfactory," "Adequate but Needs Improvement," or "Unsatisfactory." If ratings of "Adequate but Needs Improvement" or "Unsatisfactory."

isfactory” are given, the supervisor assists the faculty member with the Professional Development Plan to target areas of improvement. Essentially, the process requires a minimum of three meetings between the evaluator and faculty member, a classroom observation, and two written reports by each individual. When the entire process is complete, the evaluated faculty member is given a copy of all of the documents, and the package is forwarded to the Dean of Academic and Student Affairs who then submits it to the President for inclusion in the faculty member’s professional file.

Evaluation for adjunct faculty involves only the classroom evaluation portion, including both pre- and post-classroom observation meetings, and review of prior Student Evaluations. A Division Director, Program Coordinator, or full-time faculty member in the same discipline may conduct the evaluation. Full-time faculty evaluators work with the Division Directors. Upon completion, the evaluator meets with the adjunct faculty member and discusses the evaluation, provides the instructor with a copy, and submits the final draft to the Dean of Academic and Student Affairs. The document is then placed in the professional file. As of the 2011-12 academic year, 53 of 92 adjunct instructors were formally evaluated at least once. Additionally, each online class being taught by an adjunct receives a Class Evaluation each semester. Student evaluations are included in the adjunct faculty evaluation. Part-time faculty members are normally scheduled for evaluation in the first and third semesters of their teaching and evaluations may be initiated any time thereafter. A Standard Evaluation Form for classroom evaluation is used to report the results of the evaluation. The process for part-time faculty teaching online classes is similar to that for on-ground classes. The CBA, however, does not make distinctions between on-line and on-ground classes.

NCCC faculty personalize instruction by being responsive to students’ different learning preferences (verbal, spatial, visual, kinesthetic, and artistic) and providing varied assignments. Examples of the variety of assignments currently in use include portfolios (electronic and paper), debates, skits and role-play, videos, art projects, research papers, student-based projects/exhibitions, essays, group and individual presentations, oral reports, web quests, original musical, written or artistic pieces, competitions/games, paper and pencil tests, multi-media presentations and capstone projects (such as ePortfolio, the microbiology science “fair” and the Veterinary Technology program’s pathology notebooks). Some faculty utilize formative assessments in order to adapt their instruction for the purpose of improving students’ learning and most faculty support students in a variety of roles that sustain learning such as advisor, mentor and coach. To meet course objectives for a diverse student population faculty use a variety of instructional techniques and instruction is offered in multiple modes: fully on-ground, web-enhanced, hybrid classes, and fully online.

NCCC faculty employ instructional strategies designed to engage students as active and self-directed learners by incorporating the use of self-assessment and reflection, choosing textbooks that emphasize learning outcomes for each chapter, and utilizing Socratic methodology. NCCC faculty members encourage students to apply knowledge and skills to authentic tasks through the use of participatory laboratories, field trips and community service activities. In addition, many NCCC faculty emphasize instructional practices that emphasize inquiry and problem-solving by utilizing assignments and classroom activities that depend on higher order thinking. Some examples include the following: “Clinic Day” science laboratories, microbiology project presentation day, discussions and debates of current ethical issues and different points-of-view, editorials, major themes in literature and inductive approaches to problem solving.

Northwestern offers courses in a variety of delivery systems (on-ground, online, and hybrid) in an effort to provide academic options for students and to enhance learning with technology. During the Fall 2012 semester, Northwestern offered the following courses: 228 on-ground, 26 online, and 8 hybrid. While by comparison, in the Fall 2001 semester, the numbers were as follows: 224 on-ground, 3 online and/or hybrid. In 2011, approximately 12% of all seats filled were in online courses. This percentage is higher during

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the summer term, when many students from other colleges take a NCCC class to meet an elective in their program at their home institution. The use of technology is fully integrated into most every course at the College. Many classrooms and laboratories are equipped with computers, internet capability and document cameras, and some classrooms and laboratories are equipped with smart boards. Blackboard is well-utilized by the faculty. All courses at NCCC have an online “shell” in Blackboard, which includes the capability of managing online course content, including announcements, calendar, chat, email, syllabus, content modules, assessments, assignments, media library and more. Many opportunities for faculty to enhance their skills teaching with technology are available, both at the institution level and system-wide. Weekly “tech tips” are emailed to all faculty.

NCCC’s Director of Educational Technology offers a wide range of education technology workshops and one on one consultations to help faculty integrate technology in on ground and online courses. These include workshops on emerging education technology tools and their impact on teaching and learning. The workshops are centered on what the technology tool is, how it works, and why it is important to teaching and learning. Some examples of Educational Technology workshops include the following: Upload your syllabus into Blackboard in 30 minutes or less , RSS News Feeds, iTunes Podcasts , SONY Recorder (record your lectures live for supplemental instruction material), Audacity – incorporate audio into your course , Multimedia opportunities (MERLOT, CurrentTV, YouTube), and Recording In Progress - Classroom Capture Technology. In addition, the ePortfolio Faculty Development initiative is growing, with 18 fulltime or adjunct faculty members already trained, and 10 more committed to the next cohort group.

System-wide, the Teaching & Learning Team addresses the best pedagogical practices in the use of online instructional technology. This Team is principally concerned with ensuring that instructors using Blackboard are cognizant of instructional best practices concerning online teaching and learning guidelines. This is accomplished by defining best practices in online instruction that align with system’s mission and strategic goals, and determining ways to deploy and support these practices system-wide. They hold an annual Technology Conference and have created iTeach Essentials, which is a 9-week course on how to create and teach an online course. CT Community Colleges System Office staff members also develop and offer Blackboard training in cooperation with the Teaching & Learning Team and local educational technology and distance learning staff.

Faculty update their knowledge and skills in their discipline and professions by a variety of means, including the following: membership and participation in professional organizations, including local, regional and national associations; subscribing to, and reading trade journals; attending conferences, seminars and workshops, both teaching-related and discipline or profession-specific; and participating in laboratories. In addition, several faculty members have completed advanced degrees and certifications in their disciplines. Faculty members may apply for sabbatical or educational leave to complete more rigorous study, research or service as a consultant, as described in the CBA (CBA, Article XVII sabbatical leave and Article XVIII Professional Development). Part-time and short term professional leaves are also allowed and are handled via traditional academic processes according to the CBA (Article XVII). Faculty and professional staff are eligible to apply for sabbaticals during the sixth year of service. NCCC makes many professional development opportunities available to faculty and professional staff. The professional development program includes provisions for sabbatical leave, short-term professional leave with financial support, retraining, programs of the Center for Teaching Excellence project, Educational Leave without pay, and an Educational Excellence Award that allows a faculty member/professional staff member to pursue a significant professional growth project.

The College administers funds for short-term leave (up to 5 days during the academic year) and professional development that are allocated from the CBA. Faculty/professional staff members use this funding to attend conferences and workshops or to take courses. The method of distribution of available funds is determined by the College Sabbatical Leave and Professional Development Committee. It has been the Committee's policy that, if necessary, available funds be pro-rated equally up to the \$650 level for all who receive approval for professional development activities; approval is granted by the President for specific activities upon recommendation of the appropriate Dean and immediate supervisor. For requests beyond the \$650 level, reimbursement is pro-rated after all other requests have been paid. In addition to these professional development funds, the College has in place a lottery system that provides two \$1,000 awards per semester (fall and spring) for approved professional development activities. In most cases, individuals receive full reimbursement for their expenses. The two most common requests involve reimbursement for attendance at professional conferences and seminars and requests for reimbursement of tuition.

A System initiative beginning in the 1986-1987 academic year, the Center for Teaching Excellence Project (CFT) is a collegially run project which consists of two major elements at the College. The first and longest-running is the NCCC Center for Teaching Excellence Committee, made up of elected members of the professional staff and volunteers, which plans programs on specific topics such as teaching methodology, infusion of technology in courses, and related professional issues. This Committee oversees an average annual budget of just over \$3,200 in System funds. The CFT supports a Teaching/Learning Consultant (a faculty member appointed from the staff at the College and given one course release per semester), reassigned time for a faculty member to be the system-wide Pathways Chair, and various activities on campus and in the system. The Teaching/Learning Consultant co-chairs the College's CFT Committee, manages College CFT activities, maintains contact with System CFT programs, acts as a resource to full- and part-time instructors, and engages in other activities as appropriate to spur faculty introspection and ideas. The Teaching/Learning Consultant and the CFT Committee sponsor a full day of professional development activities at the beginning of each semester, help organize Adjunct Instructor Orientations, and hold monthly professional development activities during the academic year.

The Educational Excellence Award can grant a faculty/professional staff member up to \$5,000 during an academic year for a specially designed professional growth project. The award, given annually, recognizes a faculty member's practice. Its guidelines also allow the faculty member to propose a project for funding up to a \$5,000 limit. As an example, in recent years, the Director of the Academic Skills Center received funding to purchase new computer software which has been integrated into her tutoring curriculum. Another professor, in sciences, received a grant for software which she has integrated into her teaching of Anatomy and Physiology.

The College's philosophy and statement of academic freedom are contained in the CBA, Art. VI. These policies apply, regardless of rank or contractual status. Northwestern has policies in place that ensure that faculty act responsibly and ethically in the context of their employment. Said policies are published in the Faculty Handbook, as well as the College Policy Manual, and, upon employment, each staff member signs the Community Colleges of Connecticut Ethical Conduct Policy, a copy of which can be found in the College Policy Manual.

Northwestern uses a common Course Syllabus which outlines, among other things, the goals and outcomes of each course. Syllabi are on file at the institution and are published on the College website. Individualized Course Overviews are created by each instructor, laying out the policies that govern grading/assessment, attendance, and other matters that pertain to the class. In 2010 Northwestern undertook an extensive review of its Course Syllabi that involved all departments reviewing the goals, outcomes, and assessments of each course.

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Courses with multiple sections are taught by a variety of faculty, offering students exposure to different viewpoints and teaching styles. A review of the Fall 2011 course schedule reveals only three exceptions: an accounting course and two history courses, disciplines for which there is only one full-time faculty. By comparison, in the Fall 2001 semester, twelve courses that had multiple sections offered no faculty variety.

Each class is evaluated by students at the end of the semester using scaled questions to rate faculty. These evaluations are not mandatory for students and are not given in person. Rather, they are completed online. The results are then handled by the Community College Central Office, which compiles the results and distributes them to the instructor. In the past two years the central office has made a transition from in-class to totally online student class evaluations. The percentage of students who complete class evaluations has greatly decreased during this transition. The percentage of students in on-ground courses completing evaluations has dropped from 50% in-class, to 13% using the online format.

Advisement is part of the job of full-time faculty. The Admissions office assigns a faculty advisor to each student upon admission. No first-time student can register online, and the Registration Form encourages each student to meet with her advisor and get the advisor's signature before registering for classes. Any continuing student may, however, register online without meeting with an advisor. Any student-initiated change in major or advisor requires a student to submit a Change of Academic Major/Advisor form. At any time, students can find their Academic Advisor online at <http://my.commnet.edu/>, using directions provided on the myCommNet Quick Reference Guide, which is available in paper form at the Registrar's office and also on the NWCC web homepage. Continuing students are encouraged, but not required, to meet with their advisors until they apply for graduation, at which time they need an advisor's or counselor's signature on a completed curriculum sheet, which must be submitted with their Graduation Application. The Registrar places registration holds on matriculated students who have earned 45 credits or more, requiring them to meet with an advisor or counselor to review their progress toward graduation. Faculty members are able to access updated advisee lists each semester. When they meet with students, the primary instrument they use to follow students' academic progress is the Curriculum Sheet, and College Catalog, each listing classes required for graduation in that program area. Currently NCCC offers no online dedicated academic advising.

The NCCC administration provides faculty with access to the information and guidance they need to establish an environment supportive of academic integrity. The Administration and Faculty work systematically to create and implement policies and procedures ensuring responsible and ethical Faculty behavior. To this end, each faculty member is provided with and has ready internet and other access to the Faculty Handbook. Also, they are given and have continued online access to the NCCC Policy Manual, which contains a detailed description of faculty rights and responsibilities. Revisions and additions to the relevant Academic Policy are the responsibility of a Standing Committee of the Professional Senate, which meets to discuss academic integrity issues.

The Policy on Student Rights provides students and faculty with information about the student grievance process. Section 1 outlines the Rights of Students. Section 2 defines student grievances, provides filing directions for a student who believes that she or he is aggrieved, and provides an explanation of the student grievance procedure.

The faculty explicitly hold students to high standards of academic conduct. Regarding plagiarism, for example, the College requires that instructors include a statement concerning plagiarism on their syllabi.

As research is not part of NCCC's mission, faculty members do not spend substantive time in that area. Whatever research or creative activity that faculty members accomplish is dedicated to the improvement of

the classroom experience of our students. Other creative activities are supported by the Sabbatical leave process, as described in the CBA (Article XVII, sections 1 through 6). Academic freedom is supported and adhered to by all at the College. Creative activities receive support in the form of a physical space in which to exhibit artwork, host presentations, and make public appearances to the local community. The newly constructed Art and Science Center and the new Draper Conference Center have provided a venue for many academic, artistic and social endeavors, which serve to educate, inform and add to the reputation of the College.

Appraisal:

The full-time faculty at Northwestern are fully qualified in their specific disciplines. The quality and commitment of the full-time faculty remains one of the College's greatest strengths. Part-time faculty members are held to the same academic expectations as full-time faculty and rise to the same standards. The composition and expertise of both part-time and full-time instructors should be re-evaluated each semester.

In terms of hiring, the open search process at the College works effectively and is supported by faculty and academic support staff. Selection of faculty reflects the qualifications needed by the position's and the institution's commitment to Affirmative Action. New staff members are given all relevant material, including a copy of the CBA and the Staff Handbook.

The NCCC faculty accomplish their work in spite of not having enough full-time faculty members in many important areas, particularly in the General Core. Because of severe budget constraints that are beyond their control, an increase in the number of students, and an overall reduction of the number of full-time faculty, the College's full-time faculty must increase their efforts in committee work, advising, and other administrative work. To make up for various shortfalls, many faculty members teach an overload of courses for adjunct pay. In the fall of 2002, 9 of 31 full-time faculty members taught extra courses (29%). In the fall of 2011, 12 of 23 full-time faculty members taught an overload (52%). The reasons for this situation vary from the growing financial need in the face of budgetary assaults by the state on faculty salaries to the decision by veteran faculty to simply teach courses that matter a great deal to them. This shows a tremendous desire to provide a quality education to our students in spite of the fiscal difficulties that the College faces.

The size of the faculty has also had an effect in the area of additional responsibilities (AR). The CBA is fairly specific as to what is considered to be additional responsibilities. According to a recent survey, the difficulties lie more in the interpretation of the vague areas on the CBA and the reality of life on campus. Article X, section 1(a) states that faculty will "perform such other duties as the President may assign, provided that such duties shall be consistent with the mission of the College." Faculty who answered the survey have seen more and more time-consuming, non-teaching duties fall into this category. Specific examples range from increased advising responsibilities to greater administrative duties that had previously been done by classified or other professional staff. According to the CBA, membership on a campus committee cannot be included as AR unless it involves "[s]ignificant leadership or a significant time commitment," but with such a small staff and such tremendous need for committee work, the need for faculty to serve has often conflicted with the requirements of the contract. In addition, the new nursing faculty members are required to use their additional responsibilities hours on the development of their own program rather than college-wide committee membership. This makes for even fewer bodies to cover the necessary committees. Also, as the College has had three different Academic Deans since the last report, we have had three different interpretations of what constitutes AR; this lack of consistency is problematic.

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The overall reduction in full-time faculty members has come at a cost. Although 52.4% of faculty in a recent survey thought that they had an adequate role in defining and developing governance policy, 78.6% did not feel that there was an adequate number of faculty to complete the tasks required of faculty successfully. The faculty simply feel that they are spread too thin, as is the case of the college community at large.

Individual workloads are subject to the CBA, but a growing concern among faculty are the number of mandated tasks to which faculty must give leadership and attention. Teaching faculty serve on campus committees, but ad hoc projects and tasks arise continually. Committees that may be pro forma at larger institutions take on greater importance at the College because of the number of faculty members needed to serve versus the number of faculty members that are available. This project and committee work, while reflective of faculty desire to participate in the life of the College and mandated under the additional responsibilities clause in the CBA, in effect detracts to some degree from direct work with students.

Since the last report, administrative duties have grown in a number of places, specifically in academic advising. Unlike other Colleges in the system, all faculty members at Northwestern have advisees, but their numbers vary greatly. As of Spring 2012, faculty advising loads are very uneven, depending upon the advisor's program's enrollment. In spring 2012 semester, for example, the number of advisees assigned to full-time faculty advisors ranged from a low of eleven to a high of 130 students for one faculty member. One adjunct faculty member also had at least twenty-two students assigned to her, in addition to her full time professional staff responsibilities. By the letter of the CBA, faculty are supposed to advise, but advising such large numbers in the face of other duties is strenuous.

As the use of such platforms as Blackboard and ePortfolio has grown, faculty also spend additional time learning these new systems and all of their permutations. The CBA requires faculty to stay up to date with technology, but maintaining currency in educational technology also comes on top of a growing workload.

As the number of courses taught by adjuncts remains significantly high, Northwestern Connecticut Community College continues to put time and energy into orienting these instructors and their integration into the life of the College. Northwestern holds well-attended Adjunct Faculty Orientations at the beginning of the fall semester. There is, however, no orientation in the spring semester. The Dean of Academic & Student Affairs, two Division Directors, full-time faculty and other professional staff are present and participate. The Center for Teaching at Northwestern has increased adjunct outreach. Adjuncts are invited to attend the monthly CFT meetings and to participate in the valuable Instructional Skills Workshop offered at the beginning of the spring semester. Part-time instructors are also notified of the CFT sponsored full day professional development, activities at the beginning of each semester, and system-wide workshops via e-mail. They are encouraged to attend computer and classroom technology training that is available to full-time instructors.

The Faculty Handbook contains explanation of the responsibilities of instruction, College policies and procedures, and general information such as the organizational structure of the Academic Division, updates on changes at the College, and the evaluation system for part-time faculty. This handbook is reviewed and updated each August and is posted on the NCCC website.

Pursuant to the CBA, the evaluation system is very time consuming for faculty and Division Directors alike. The faculty evaluation program is mixed. Many faculty consider the paperwork required for the evaluation to be redundant to other yearly reports, but in the end most faculty seemed pleased with the results. The evaluation of adjuncts is an overwhelming job for the Division Directors as the College has come to rely more and more on part-time instructors. The 75 adjuncts who taught courses in the fall of 2011 are hired,

scheduled, and evaluated by two administrators who are also responsible for evaluating the full-time faculty. Besides the sheer number of evaluations, these administrators usually have to evaluate instructors in areas in which they may or may not have a high level of expertise. This is also compounded by the growth of online courses which require that the evaluators also understand online pedagogy. The evaluation of faculty who teach online courses currently follows the format for that of on-ground courses. It would be more effective to use an evaluation tool that is designed to address the unique aspects of online pedagogy.

According to faculty, staff, and administrators, the campus-wide CFT Committee is a success, accomplishing a great deal with the funding it has. Committee members create beneficial workshops for their colleagues. These workshops are usually very well attended, regardless of the time of year. The CFT also supports an internationally recognized teaching workshop called the Instructional Skills Workshop (ISW). ISW workshops have taken place yearly on campus since 2007. The workshops are led by two veteran faculty members who have been trained by representatives of this organization. The local workshops last 3.5 days and include presentations on methodology. The most outstanding part of the workshops is the individual short lectures given by the participants. The lectures are videotaped and discussed by the other participants in a collegial and constructive manner.

Thanks to the recent college-wide Syllabus review process, the Syllabi and Overviews truly inform students of class expectations and assessment methods to be employed; therefore, achievement by students is encouraged and appropriately assessed. Faculty support students in many ways such as referring students to College support services, like the Library or Academic Skills Center, holding group study sessions, or meeting with students during office hours to provide feedback.

While the College has made great strides in exposing students in each program to a variety of faculty members, it is a challenge given the small size of the faculty. For example, eight programs employ only one full-time faculty member.

The student evaluation system has become a point of contention for many faculty members. As the previous surveys were done in class, the completion percentages were relatively high (50 %), thus providing a much more balanced and well-rounded portrayal of student attitudes. Many instructors used the narrative comments to bring about changes in courses and programs. The system was not without flaws; the valuable narrative comments were not placed in professional folders, so faculty evaluations were missing an important piece of evidence. The system was also subject to the control of an outside agency as to the timeliness of the reporting. The new system has even greater problems. Because students complete the optional survey individually online, the completion percentage is significantly less (13%). As the numbers are low, one has to question the overall validity of the system. Both faculty and administrators alike have openly discussed their ongoing concern about the data collected. Since this new system is used in evaluating faculty, the survey problems call into question a very important part of the reviewing our faculty and curriculum.

Another trouble spot is lack of communication between faculty and counselors in the Center for Student Development. Currently, students may see either their faculty advisors or a counselor. Students (particularly just before or after a semester starts) frequently see a counselor instead of their faculty advisor. This frequently happens during the summer break or other times faculty are off-contract and not on campus. This contractual reality leads to breaks in advising continuity for advisees.

The College maintains an environment supportive of Academic Integrity. The Administration strives to make faculty aware of the high expectations and does a good job of making the policies easily available to both students and faculty. Faculty and administrators are making efforts to better identify and punish incidents

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of student plagiarism; they have tried to address and understand the root causes of student lack of academic integrity. In 2009 faculty and administrators attended a professional development focused on Sandra Blum's newly-published book *My Word! Plagiarism and College Culture*. In addition, faculty and library staff frequently work together to increase knowledge of proper citation. Library staff members hold citation format workshops for students each semester, which are well-publicized. Also, many faculty invite librarians to their classes. These refresher sessions review concepts of academic integrity and the importance of proper citation in the academic world.

A majority of faculty agree that college administration adequately supports faculty teaching and course development. In a recent survey, 75% of respondents agreed that teaching was adequately supported by college administrators. Respondents singled out CFT as evidence Administration support for faculty teaching. Almost 70% of respondents agreed that college administrators adequately supported course development, and almost 80% of respondents disagreed that there is adequate support for the faculty in advising. In particular respondents cited uneven and increasing workloads resulting from increasing reliance on adjunct faculty and unfilled openings which leads to some faculty taking on committee and other responsibilities which might have been more evenly distributed when the college employed more full-time faculty. More than 90% of respondents agreed that the college encourages experimental activities designed to improve teaching; CFT again was cited as evidence of this support.

The current professional development system is working as well as can be expected given the level of funding from the state. The allotment per semester is not a great deal of money when one considers the cost of travel, food, and lodging for attendance at national conferences. The budgeted amount usually allows for faculty attendance at regional conferences. If monies are not spent, the remaining funds are distributed among the faculty who applied for money, but those amounts vary from year to year. The \$1,000.00 award system has made some improvements for faculty, but the ability to attend a conference literally depends on luck since the larger awards are drawn randomly. The College does its best given the funding it receives.

Elsewhere, though, insufficient funding for professional development and sabbaticals is an obstacle to faculty members who wish to stay current in the theory, knowledge, skills and pedagogy of their discipline or profession. In spite of the obstacles, almost 70% of respondents agreed that college administrators adequately supported course development. Full-time faculty opinion regarding the Administration's support for the faculty in scholarship is not directly addressed on the survey, but open-ended responses addressed associated issues such as reduced opportunities for fully-paid sabbaticals, and insufficient funding for attendance at academic conferences. Although these issues are important to the institution, the College has no control over these issues as they are part of the CBA.

Projection:

The state College governing boards must express to the State Legislature and Governor the need for adequate funding of the institution. Provided that the State commits to budgetary support, the college, committed to sufficiency in numbers, needs to request new faculty positions where needed, especially in the General Core. This would reduce the overreliance on adjunct faculty.

The reduction in full-time faculty has had wide ranging effects. The College now faces a challenge in maintaining teaching excellence in the face of competing demands on faculty time. Committee membership, advising, special projects, discipline integrity, and curriculum assessment have put a strain on the limited number of faculty and staff. In addition, faculty efforts to remain current with developments in their aca-

ademic areas may fall short, given the larger student loads and increasing administrative and other responsibilities. However, teaching is, and should remain, the major focus of the faculty at this community college.

In addition, the new Board of Regents may be proposing changes that will impact all Connecticut community colleges and state universities. The effects of these changes on the faculty remain to be determined. An administration dedicated to promoting a collegial and equitable work environment needs to continue to assist the faculty in facing changes and challenges ahead.

The College needs to continue to seek greater funding for Professional Development from the state and alternative sources such as the College's Foundation, and improve access to funding for both full-time and adjunct faculty. The College will continue to support programs like ISW and CFT. The initiatives of the ISW and CFT are widely endorsed by faculty, and plans are to continue and expand both local and System-wide activities. An overwhelming majority of the faculty support the curricula system as it exists and feel empowered and encouraged by it; therefore, the College has no plans to change the academic committees as they exist today. All of these areas are prime examples of the success of the College, in spite of budgetary and personnel pressures.

Continued funding for iTeach Essentials is needed. This course used to be taught in-house (system-level) but due to contractual language and insufficient resources, this is now offered through CTDLC and enrollment is \$600 per participant. With budget constraints, there is a need for creative ways for both full-time faculty and adjuncts to use Professional Development funds.

Before the next CBA negotiations, the system negotiating team should work with the Congress of Connecticut Community Colleges and the Board of Regents to streamline the CBA dictated evaluation system. Rather than repeatedly provide materials that are found in other required documents and reports, the evaluators might find it more constructive to simply look at a faculty member's end of the year reports (AR Proposals, etc.) and current syllabi rather than create new paperwork. This should still be followed by a classroom visit and a meeting with the evaluator. Faculty members need to be given clearer direction and more specific goals. The College should investigate ways to incorporate full-time faculty into the adjunct evaluation process. This would relieve some of the work of the Division Directors and would help to ensure discipline integrity.

The College is serious about creating and implementing changes to improve the quality of its Academic Advising process. Focused training for new faculty on advising, as well as the creation of centralized accessible databases making the most up-to-date advising materials accessible to faculty, staff, and students should strengthen students' connection to, and increase their use of, their faculty advisors. Advising and other non-teaching tasks should be reviewed by the administration and the faculty. A more transparent and equitable advisee system should be developed. NCCC and the Center for Student Development are working to address many of the weaknesses in the current system. Possibly, the greatest obstacle to successful advising is the absence of closure in some important feedback loops. The inequity of assigned advisees per advisor needs to be addressed. Such great disparity in numbers of advisees presents the possibility that some faculty are devoting considerably more time to advising than others. Unfortunately, a lack of records prevents the school from knowing whether or how much time faculty currently spends on academic advising. To address this problem, the Center for Student Development and the Dean of Academic and Student Affairs offices are revising the advisee lists. In addition, the College administration supports the development of reliable and comprehensive self-advising tools for students.

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Northwestern Connecticut Community College maintains its commitment to recruit the most qualified faculty available. Plans to work toward a favorable full-time to part-time faculty ratio and careful selection of part-time faculty will continue. The College anticipates that it will continue to attract qualified, committed part-time faculty in all areas, and that financial restraints will decrease. However, no reduction in the dependence on part-time instructors is anticipated until budget difficulties can be resolved. It is important that the Board of Regents convey to the State Legislature and the Governor the need for both adequate funding of the institution and timely budget information which will more accurately accommodate the flow of the academic year. The College needs to review the faculty workload, and to advocate for new positions in a responsible yet proactive manner.

The College will continue to make available multiple professional development activities and encourage faculty and professional staff to utilize them. The Professional Development and Sabbatical Leave funds are available through collective bargaining and are part of an ongoing and shared commitment between the faculty union and the System. The initiatives of the CFT are widely endorsed by faculty, and plans are to continue and expand both local and System-wide activities.

Finally, many of the difficulties that faculty encounter could be addressed with the development of a New Faculty Orientation program. This program should involve all areas of the College. It could include meetings with the directors of various departments on campus. It could include teaching instruction through the ISW and/or CFT programs. Most importantly, it should help close the communication gaps between faculty, administration, and other members of the professional staff.

Faculty are likely to continue to feel unsupported in their advising and other responsibilities until more full-time faculty members are hired, advising and committee loads are redistributed, and training about best advising practices is made available. Faculty efforts to remain current with developments in their academic areas may be temporarily limited, given larger student loads and increasing administrative and other responsibilities.

Institutional Effectiveness:

Insufficient numbers of full-time faculty to shoulder advising and other responsibilities hinders NCCC's institutional effectiveness. A lack of faculty training on effective advising principles, combined with an absence of formal evaluation of faculty advising may contribute to ineffective and inconsistent advising. These problems are exacerbated by uneven distribution of advisees.

The CFT and ISW initiatives provide a real source of faculty satisfaction. Their continued existence and helpfulness was frequently cited as evidence of administration support for innovative teaching. More than 90% of respondents agreed that the college encourages experimental activities designed to improve teaching with CFT cited as evidence of this support. The workshops that these groups present are usually very well attended and received. Workshops are provided throughout the academic year and beyond. Often, CFT organizes events that occur before faculty members are officially on contract again. This fact has little to no effect on attendance.

The College has shown through its curricula assessment that it is always interested in experimentation. Since the fall of 2005, we have added 31 new courses, modified 31 courses or programs, created 15 new certificates, pathways, or programs. The College also periodically terminates programs that no longer serve the needs of the students or the institution. Since 2005, 18 courses or programs have been removed from

our catalog. Faculty members have been at the forefront of this process. In a recent survey about teaching and the curricula, faculty noted the following: 75% thought that the institution adequately supported teaching, 69.6% thought that the institution adequately supported course development, 93.1% thought that the institution encouraged experimental activities to improve teaching, 89.7% thought that they had an adequate role in defining and developing curriculum policy. In the area of assessment, the same survey found the following: 77.8% felt that the curriculum is adequately assessed by individual faculty and 59% believed that the Administration adequately assessed the curriculum. In general, one could fairly argue that the faculty care about the curricula and feel supported by the institution in the development and assessment of the curricula.

Sufficiency of the faculty in scholarship and research are also not formally evaluated. These are not major considerations in evaluating faculty due, in large part, to the institution's historical emphasis on teaching and learning rather than on advancing research in academic fields. NCCC evaluates the sufficiency of the faculty in service largely in accordance within limits set by the CBA. In addition to specific duties contained in Sec. 2A and Sec. 3 of Article X of the CBA, faculty are required to engage in additional responsibilities as specified in Sec. 2B. Currently, there are no evaluation criteria or standards in place with which to evaluate the faculty's sufficiency in creative activity.

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

2009		2010		2010		2011		2011		2012		2012		2013		2013		2014	
3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)											
(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)		(FY 2)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

of Faculty Appointed

Professor																			
Associate										1				1					
Assistant			2			2				2				1					
Instructor			1	6						1				1					
Other																			
Total	-	-	3	6	2	-				4	-			3	-				

of Faculty in Tenured Positions

Professor	12		13		11		11		11		11		11						
Associate	6		5		2		3		3		3		3						
Assistant																			
Instructor																			
Other																			
Total	18	-	18	-	13	-	14	-	14	-	14	-	14	-					

of Faculty Departing

Professor																			
Associate																			
Assistant			1				1												
Instructor						5	1												
Other																			
Total	-	-	1	-	-	5	2	-	-	-	-	-	-	-	-	-	-	-	-

of Faculty Retiring

Professor					4														
Associate																			
Assistant																			
Instructor												1							
Other																			
Total	-	-	-	-	4	-	-	-	-	-	-	1	-	-	-	-	-	-	-

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
3 Years Prior (FY 2)		2 Years Prior (FY 2)		1 Year Prior (FY 2)		Current Year* (FY 2)		Next Year Forward (goal) (FY 2)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Highest Degree Earned: Doctorate

Professor	3		3		1		2		2	
Associate	1		1		1		3		3	
Assistant	1		2		2					
Instructor	1	4		4		4	1	4	1	4
Other										
Total	6	4	6	4	4	4	6	4	6	4

Highest Degree Earned: Master's

Professor	9		10		10		9		9	
Associate	5		4		2		3		4	
Assistant	1		1		4		7		8	
Instructor	2	63	3	69	3	64	1	69	2	69
Other										
Total	17	63	18	69	19	64	20	69	23	69

Highest Degree Earned: Bachelor's

Professor										
Associate										
Assistant										
Instructor	1	7	1	7	1	7		7		7
Other										
Total	1	7	1	7	1	7	-	7	-	7

Highest Degree Earned: Professional License

Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-									

Fall Teaching Load, in credit hours

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

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

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Description:

All students at NCCC are commuters. According to the Fall 2011 Institutional Research Office (IRO) data, 70% of students are part-time, 67.3% are female, and over 99% are Connecticut residents. More than 50% of the students are Winsted and Torrington residents. The average age is 33. The student body is 85% white, with Hispanic students constituting the largest minority population at 7%. Approximately 5% of students qualify for disability services, with a 400% increase in students on the Autism Spectrum in the past 5 years. Seventy-five percent of students taking the placement test require at least one developmental course, and 62% of degree candidates qualify for some type of financial assistance. According to the 2010 SENSE Report, 21% have children that live with and depend on them. Over the last 5 years, the percentage of students who matriculated into degree programs has increased slightly, from 73 to 77% of total enrollment. According to the CCSSE Survey results, more than one-third of the students (36%) work 30 or more hours per week; an additional third (32%) work between 11-30 hours. Results also indicate that approximately two-thirds (64%) are first-generation college students.

The College's admission process complies with Board of Trustees of Community-Technical Colleges policy. The Admissions Office provides information regarding the admission process through NCCC publications such as the catalog, emails, mail, and by telephone, campus visits, high school visits, community outreach, and the website. In addition, each year the College holds two Open House events, an Experience College event, a guidance counselor breakfast, and events focused on non-traditional students. The Admissions Office, staffed with one director and one support staff with assistance from the secretary for the Center for Student Development, processes approximately 2,000 applications annually for degree and non-degree seeking students.

Four of NCCC's associate degree programs (Nursing, Physical Therapist Assistant, Veterinary Technology, and Interpreter Preparation Program: ASL/English) have supplemental entrance requirements. Eligible applicants who lack the prerequisites for one of these programs are admitted to a corresponding associate degree program such as General Studies until they are accepted into their program of choice.

The Admissions Office is also responsible for transfer-credit evaluations, coordination of placement testing, advisement for many new students, administration of the High School Partnership program and the selective admission nursing program, counseling international students, and assigning and maintaining advisors for all matriculated students.

Although NCCC has an open admission policy, placement into college level courses is based on the demonstrated ability to succeed. Students must obtain successful scores on the ACCUPLACER test, SAT, or ACT test or have earned credit with a minimum grade of C- in college level English and Math at another accredited college to place into college level courses.

All new students who take the placement test are evaluated in Reading Comprehension, Sentence Skills and Math through ACCUPLACER. The placement test scores are regularly reviewed and updated by the Math and English faculty. Placement testing review materials are given to most students testing. Students who do not score into college level Math or English must enroll in the appropriate developmental course(s). A re-test policy is in place, but the student must use ComFit, an online learning center, and improve skills substantially before they can retest.

Students who score below 40 in either Reading Comprehension or Sentence Skills are referred to the Counselor for Students with Disabilities for an interview. ESL Students may be referred to a grant-funded ESL program at the Academic Skills Center, while Deaf/Hard of Hearing students are referred to the CEDHH

program, the only one of its kind in the state. Other students are provided information and direction concerning their educational and vocational options.

According to Institutional Research Office data, almost half of the students placed into developmental English and approximately three-fourths of the students placed into developmental math. The statistics from fall 2011 are generally consistent with the data from the past several years.

Percentage of Students Testing Into Developmental Classes - 2011	
Mathematics	71%
Reading	46%
Sentence Skills	45%

Demographically, NCCC students reflect the community. NCCC is the only college in Connecticut that provides additional remedial and developmental classes for Deaf and Hard of Hearing students with Educational Specialists in Deafness. Students who disclose intellectual or learning disabilities during the admissions process are referred to the Counselor for students with disabilities. The counselor provides students with information about placement testing, test accommodations, and the process for requesting academic adjustments for classes. The counselor participates in Transition Fairs at local high schools to educate students and parents on the process of disclosing a disability and requesting services.

The IR Office collects and reports graduation rates annually to IPEDS; the calculations for graduation rates only look at first time fulltime degree seeking students who complete within three years. Over the past three years the graduation rate has ranged from 10-15%. A count of degrees and certificates awarded annually by program is also reported yearly to IPEDS . In 2010, 120 associate degrees and 48 certificates were awarded. The transfer rate reported to IPEDS that measures full-time students transferring within three years, ranged from 22-27% over the last three years.

Retention rates are also reported every year to IPEDS; this figure measures the retention of full-time and part-time associate's degree seeking students. The retention rate for full-time students ranged from 53-63% over the last three years. The retention rate of part-time students ranged from 39-46%. Overall there has been no significant change in the graduation or retention rates over the last three years.

The college registrar also produces a Combined Academic Standing report each semester. This report measures the students' grade point average (GPA) and academic standing. Over the last five years, the percentage of students in good academic standing ranged from 83-86%. The percentage of students on GPA academic probation ranged from 2.0 to 4.1% and the percent of students on GPA suspension ranged from 0.69-2%. The remaining students received a GPA warning or were on progress probation.

The college policy for academic standing is outlined in the Student Handbook and in the College Catalog. Students who are on academic probation or suspension are notified of their standing and have a hold placed on their ability to register. They have the right to appeal to the Academic Policy committee if they would like to return to the college (in the case of suspension) or take more credits than the nine they are limited to (in the case of probation). After the appeal has been filed and reviewed, the students are contacted by a counselor who notifies them of the status of their appeal and offers academic advisement.

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The college currently has a Student Success and Retention Committee and a Recruitment and Outreach Committee, created through the re-organization of the Advisement, Basic Skills, and Enrollment Management Committees. These committees aim to utilize data-driven decision-making to improve student enrollment, success and retention at NCCC. These committees set goals in alignment with the strategic plan and report directly to the college president.

Consistent with its Mission and Purpose, NCCC delivers co-curricular activities and resources designed to foster academic success, career development, intellectual and personal development, community engagement and commitment to lifelong learning. NCCC is pleased with its reputation as a student-centered community, responsive to the varied needs of students who are diverse in age, geographic location, socio-economic status, and academic foundation.

Student Services includes the following departments: Admissions, Financial Aid, Center for Student Development (Counseling), Registrar, and Student Activities. Those responsible for delivering student services at NCCC are well qualified by formal education, special training, and/or significant experience. Staff has adequate office space and facilities to accomplish their responsibilities. All counselors have private offices to protect the privacy rights of students. All the offices are equipped with essential office equipment, i.e. computer, phone. While financial resources are limited, departments are run in a cost-effective manner and do have essential fiscal resources to meet their obligations. Staff recruitment processes follow the law and spirit of the College's Equal Opportunity and personnel policies. Position requirements are consistent with professional standards and best practices.

Staff members participate in professional development programs on student retention and counseling issues, program assessment, federal grants management, diversity, suicide prevention, student advising, co-curricular programming, adaptive technology, and student leadership development. Online journals and electronically delivered seminars increase professional development options.

A variety of support services are readily available to all students through the Academic Skills Center (ASC). The ASC offers both on-ground and online tutoring services free of charge to our students. The spring 2011 semester saw our second-busiest on-ground tutoring usage; serving more than 267 registered students and members of the community. Through our TutorTrac system, the ASC recorded 1637 contacts for over 2676 hours from January through May 2011. This represented a slight increase in hours and a slight decrease in contacts over the Spring 2010 semester. This ranks the spring 2011 semester as the fifth busiest semester for hours in the fourteen semester reporting period.

E-tutoring is a collaborative, online tutoring program sponsored by the Connecticut Distance Learning Consortium. It is free to all NCCC students but paid for by college funds and a grant. There were 205 uses of E-tutoring during the fall 2011 semester. The average turnaround time for writing assistance was 27 hours and 24 minutes. When the cost of the program made it impossible to continue to offer in the fall of 2012, the Academic Skills Center replaced this program with a college-centered TutorMail service which supports English, math, and other subjects by placing the student in touch with the tutor through email. We are in the process of advertising this new service.

The online Adult Success Center is a project developed with a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) and the Davis Education Foundation. This online program is a collaborative service administered by the CT Distance Learning Consortium, bringing together several diverse colleges into one web environment to share knowledge, ideas, and personnel. Ultimately, the work of this collaboration provides adult students with online coaching and resources. During the fall 2011 semester, 70 students participated in the OASC.

Faculty collaborate with the professional advising staff to deliver comprehensive academic advising services. Matriculated students are assigned a faculty advisor, but Admissions and Advising staff typically assist incoming students with course scheduling for their first semester. Center for Student Development (CSD) staff provide faculty with up-to-date advising information and assume primary responsibility for summer advising.

The Center for Student Development meets with students either as walk-ins or by appointment. Students receive assistance with academic planning and advising, graduation evaluations and transfer in and out services. The advising process is designed to complement the students' long-term academic goals and enable them to register for the following semester. NCCC has attempted to provide advising before students get into academic difficulties and prior to the registration process through an Early Alert System. This system is a counseling/advising tool which enables early intervention services for students. This system aids in identifying and connecting with students who exhibit disengagement very early in the term. The Early Alert was implemented in collaboration with the Registrar and is used by approximately 20% of full-time and part-time faculty members. Improving and refining student advising is an on-going process.

Career services are integrated with advising services and are available to our students. These services are offered individually and in workshop format and include establishing career goals and plans; interpretation of career assessment instruments; coaching in job-search skills; and print and electronic information regarding a broad range of educational and career options.

Northwestern Connecticut Community College does not provide health services on campus; however, it does provide access to reasonably priced, 9 or 12 month injury and sickness insurance plans for NCCC students. Dependents may qualify for coverage, and a major medical policy is also available.

Counselors are dedicated to providing support, encouragement and expertise throughout the college process. Although mental health counseling is not a part of the counselor job description, short term mental health counseling is provided to address the reality of the needs of students. Services often include crisis intervention, short-term individual counseling for a variety of concerns, and referrals to community-based support services. Most services are provided one-on-one on an as-needed basis.

NCCC is committed to equal access for students with disabilities. Hearing-impaired students and students with disabilities are counseled by the Counselor for Students with Disabilities in collaboration with the Collegiate Education for Deaf and Hard of Hearing Persons staff and faculty members. Academic adjustments are provided to students with documented disabilities to allow equal access for academic and campus programs. After the documentation is submitted, the counselor for students with disabilities works with the student to identify appropriate academic adjustments. Determination of academic adjustments rests with the college based on supporting evidence.

The NCCC Orientation Committee provides two orientation programs for new and transfer students before the start of the fall semester and one before the start of the spring semester. These programs assist new students with the transition to college by providing a comprehensive program that will familiarize students with the facilities, staff, and services, and inform students of their academic responsibilities. The programs involve students in experiences that will begin their integration into the campus community. Students are invited to attend the orientation program when they register for classes; they also receive an invitation through the mail and by email. Participation in the College's orientation program for new and transfer students is optional, and the attendance rate has been fairly consistent with between 36 -40% of new and transfer students participating.

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During the orientation program, students receive a packet with a comprehensive directory of information on student services, academic responsibilities, co-curricular information, facilities, and staff. An online orientation page has been created and is referred to throughout the program. It contains the NCCC Student Handbook, College Catalog, course schedule, college newsletter, campus calendar, MyCommnet link, full directory of student services and information, and a virtual tour of the campus. Students attend presentations on computer services available through the College webpage and receive a tutorial on MyCommnet for student self-service and online classes. Students tour the campus and meet staff in the Academic Skills Center, the Computer Center, and the library. Students are also given a virtual tour of facilities not visited on the tour. A faculty panel addresses student questions and is followed by small group meetings with faculty according to the student's major or area of interest.

Students complete an Orientation Evaluation at the end of each program which is reviewed by the committee and program adjustments are made accordingly. The evaluation ratings have been consistently favorable. Follow-up emails are sent to all new and transfer students after the start of classes, directing them to the online orientation page which is updated regularly and can be accessed throughout the year. The online orientation program is also included in the College 100 classes.

The Office of Student Activities promotes student engagement through co-curricular opportunities and a variety of diverse clubs and organizations. Students have opportunities to participate in regional and national organizations, conferences, campus professional committees, system-wide assemblies, and the Student Advisory Committee to the new Connecticut State Colleges and Universities Board of Regents for Higher Education. Students complete a Club Interest Survey at orientation and are encouraged to attend the annual Club Fair where groups are highlighted and students can join. Club information and co-curricular programs are posted in the weekly Jabberwocky, the Campus Calendar, and in the Student Handbook. All of these resources are online. Flyers and emails are also used to disseminate information.

Currently there are ten active campus organizations. They are the Student Senate, Phi Theta Kappa Honor Society, Northwest Deaf Club, REAL Club, CAVT Club, Health Professions Club, History Association, Early Childhood Education Club, NCCC Student Nursing Association and The Outlet Club. Students interested in starting new clubs are encouraged to meet with the Director of Student Activities to start the process. Recently sanctioned clubs include the REAL Club (Gay-Straight Alliance), NCCC Student Nursing Association and The Outlet (Student Christian Association). Representatives from the Student Senate and each of the clubs make up the Club Council which meets approximately once a month to discuss student issues and to collaborate on programs and initiatives.

Leadership opportunities are available to club and Senate members through conferences, trainings and professional affiliations. Four of the ten active campus clubs hold memberships with regional and national affiliates: the Health Professions Club, Phi Theta Kappa, Connecticut Association of Veterinary Technicians and NCCC Student Nursing Association. Members of the Senate and campus clubs have participated in system-wide leadership trainings, national student leadership certification conferences, and have been active in the Community College Student Alliance (CCSA). The NCCC Senate was instrumental in the organization of the Community College Student Alliance whose mission is to advocate the rights, interests, and privileges of the Connecticut Community College students through leadership and support. In the past five years, the system's Student Activities Directors have collaborated to offer leadership trainings for any interested student leader in the Connecticut Community College system. This has evolved into annual leadership trainings with a basic program in the summer and advanced leadership summits in January. NCCC hosted the 2011 summer training.

The Student Senate is the governing body representing all students registered for credit courses and has the authority to consult with and make recommendations to faculty and administration regarding matters that affect student welfare. The Senate is responsible for the development and support of co-curricular programs from the revenue of the student activity fee (SAF). The Senate charters student clubs and allocates funds for their activities. As a small institution, the SAF budget is limited. Funds average about \$18,000 annually. The Senate funds the orientation programs from the SAF at approximately \$1,750 a year. The limited budget presents obvious challenges. A positive consequence has been that students have become more involved and creative in the programming to keep costs down and provide more programs. Popular events that are managed by the students include: annual students vs. faculty /staff volleyball and softball tournaments with barbeques, battles of the bands, talent shows, open mic coffee house events, and an Appreciation Brunch. Also popular are bus trips to New York and Boston. The Senate has collaborated with the Center for Teaching, the Cultural Planning Committee and the Women's Resource Center to present special events for Black History Month and Women's History Month. Community groups such as the local recreation department and the YMCA, the American Red Cross, and the Susan B. Anthony Project have also worked in conjunction with the Senate and other campus groups.

Campus clubs and the Student Senate have a long tradition of community service and outstanding work is recognized at the College's annual awards ceremony. Groups have been recognized working for Habitat for Humanity Collegiate Challenge teams; raising awareness and funds for refugees fleeing Darfur and the first college for the deaf in Africa; staffing the first mobile food pantry in Northwest Connecticut; supporting the local Adopt-a-Family for the holidays program; and local support for the Salvation Army, Susan B. Anthony Project for victims of domestic violence, FISH homeless shelter, soup kitchens, the local police department, as well as health and wellness awareness programs. NCCC clubs and student groups have also been recognized by the Connecticut Department of Higher Education (DHE Awards) and in the past ten years, fifteen awards for excellence in community service were granted to NCCC groups.

Until January 1, 2012, two student representatives were elected annually to the Student Electoral Assembly with the task of electing technical and non-technical student representatives to the Board of Trustees for the Connecticut Community-Technical Colleges, the Standing Advisory Committee and the Technical Education Advisory Council. Though NCCC holds the smallest representation with only two votes, in 2009 and again in 2010, NCCC students were elected President of the Student Electoral Assembly. In December 2011, a student representative and alternate were elected to the new Student Advisory Committee (SAC) to the Board of Regents (BOR) for Connecticut State Colleges and Universities. The SAC members serve two-year terms and elect their Chair and Vice Chair who serve on the BOR as voting members. Students are elected annually to seven College committees and advisory boards, the Northwestern Community College Foundation and the Professional Senate; however, student participation has been poor due to the fact that meeting times conflict with student classes, activities or work.

NCCC does not have intercollegiate athletic programs. An open gym schedule is offered for all students during the day, four days a week and includes a specified schedule for women's basketball. The Student Senate sponsors a men's basketball team for league play on Sundays through the community recreation department, and the team fee is paid for by the Student Activity Fund. The 2012 men's team included one female player. For the first time, plans are in place for a women's league through the community recreation department in 2013.

The Student Handbook, the College Catalog and the website provide information for students on College policies such as: Student Conduct, Student Rights, Family Education Rights and Privacy Act (FERPA), and Drug and Alcohol Policies. The Policy on Student Conduct and Policy on Student Rights clearly states the

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responsibilities and expectations of the students as well as the grievance procedures. In compliance with federal regulations, the Drug and Alcohol Policy) is available to every student online and in hard copy upon request. The College complies with FERPA guidelines in disclosing student information and ensures the confidentiality of student records. Northwestern's policies concerning student files are located in the Academic section of the College catalog. Fireproof cabinets are used to store graduate files, archived transcripts (non-graduates), course rosters with final grades, certain historical reports, catalogs and schedules. Standard cabinets are used to store registration forms and files for students who have not graduated. The College follows and is in compliance with the State of CT Records Retention Schedule provided by the CT State Library Office of the Public Records Administrator. Prior to destroying any records, the appropriate forms are signed and submitted to the CT State Library. Our records management liaisons obtain approval by the CT State Library before any records are destroyed.

Students and parents are able to access financial aid information through widely available resources including the College's website, brochures, catalog, course schedule booklets, and group financial aid information or application workshops throughout the year. Students are encouraged to file the Free Application for Federal Student Aid (FAFSA) after January 1st for the upcoming academic year. Ninety-nine percent of the FAFSA applications received are filed on the Web. Application data is downloaded by the Financial Aid Office and uploaded into the community college system database to be viewed in Banner. All applicants are sent an automatic email acknowledgement and are encouraged to complete the admissions process for matriculation into an eligible program of study. The College publishes a Priority Application deadline for entry in the summer, fall, or spring semesters. However, the Financial Aid Office continues to accept and process financial aid application data throughout the entire year. All outside scholarship notices received by the College are routed to the Financial Aid Office to be advertised in the campus newsletter, *The Jabberwocky*.

The Federal Pell Grant program serves as the platform to package student grant aid in accordance with BOR policy. The Community College system office, now the Board of Regents Office of Financial Aid Services maintains and customizes the SunGard Banner computer system to ensure compliance with the latest federal or state aid regulatory requirements. The NCCC financial aid program has grown exponentially with the expansion of Pell Grant eligibility at the federal level, and the outreach efforts of the Financial Aid Office.

Financial Aid Office procedures are in compliance with all regulatory federal and state agencies, the Board of Regents regulations and statutes, and institutional academic and fiscal policies. The College is awaiting an expected Federal Program Review since the last review was conducted in 1992. Northwestern Connecticut Community College is included in a statewide compliance audit each year.

The Director of Financial Aid Services serves as the coordinator of all sources of student financial aid. The primary goal is to coordinate the distribution of funds on the basis of demonstrated financial need and in compliance with federal and state regulations and statutes. The College, through its Scholarship Committee does offer some purely merit-based scholarships for new, continuing, and graduating students. Advisement and certification of eligibility for veteran tuition waivers and certification of VA educational benefits are performed in the office of the Career Advisor, rather than the Financial Aid Office.

Financial aid applicants are encouraged to utilize the student information system by accessing a portal to enter Student Self-Service. Students have round the clock access to their academic and financial aid records in order to view their academic transcript, class schedule, tuition account summary, financial aid awards, academic progress status, and the ability to authorize their Title IV aid and enroll in direct deposit to receive credit balance refunds on their tuition account.

The Institutional Research Office collects and reports various measurements of student success. These measurements address the various aspects of the college's mission. Graduation rates are collected and reported yearly to IPEDS and to program coordinators in programs with external accreditation. A count of degrees/certificates awarded annually by program is reported yearly to IPEDS and to all program coordinators. A count of students enrolled in the various degrees/certificates programs is reported to Deans, Division Directors and the System office. Retention rates are reported every year to IPEDS and are used internally in a number of disciplines, programs, and initiatives. Other measures of success that are collected include transfer rate data which come from the National Student Clearinghouse and job placement/employer satisfaction data from graduate surveys and Department of Labor. Licensure exam pass rate is another measure we report regularly and submit for DHE's annual accountability report to the legislature. Data on the students themselves is collected through CCSSE.

Appraisal:

In 2010, the Admissions Office began to implement practices to expedite services to applicants. Instead of batching applications by term and processing the batch several weeks later, the Admissions Office now processes applications as they are received. Through Banner, the Admissions Office implemented an email process to communicate with applicants. Also, the Admissions Office now permits applicants to choose from several different academic terms when applying online. Online applications have increased over the last three years by approximately 100%.

In 2011, the Admissions Office website was redesigned to outline the admission processes for degree, non-degree, homeschooled, and international students. A VLOG (Video Log) was created to describe the admissions process in ASL (American Sign Language) for the CEDHH (Collegiate Education for Deaf and Hard of Hearing) Program. The website also includes a link to information for guidance counselors, program information, and financial aid.

In response to the Recruitment and Outreach Committee's goal of strengthening outreach to high school students, the Admission Director has taken the following actions: 1) increased the visits to local high schools by visiting approximately 15 local high schools one to six times each academic year; 2) requested input from high school guidance counselors regarding the best time to offer the Experience College event each academic year (guidance counselors requested that the event be changed to the spring semester which supports their college search and career exploration efforts with their junior classes); and 3) the Admissions Director was recently appointed to the advisory board of a local charter school.

In addition, the High School Partnership Program (HSP) serves to strengthen the college's connections with area high schools. Less than 5% of entering students indicated on the SENSE 2010 report that they took college classes at NCCC while in high school. The College would like to increase the participation of high school students in this program beginning with the 2012 – 2013 academic year. The College has provided and will continue to provide ACCUPLACER placement testing free of charge to local high schools.

The College has experienced more parental involvement in the admission process as a result of the increase in students 19 years old and under enrolled at NCCC. The Admissions Director participates in several parent night events at local schools each year. As of 2011, she has begun marketing to recent high school graduates and their parents during the summer months using letters and radio advertisements.

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The College participates in outreach to the minority population in different ways. The Director of Student Development serves as a mentor to a local ESL youth group monthly and informs students about college possibilities. The Admissions Director makes several visits to Torrington High School each year and recently was the guest speaker at a Parents' Night at Torrington High School, which attracted primarily this population.

The Recruitment and Outreach Committee's goal of strengthening outreach to prospective non-traditional students is a response to the increase in students older than age 25 from 38% to 48% between 2002 and 2011. Statistics show that between 2009 and 2019 non-traditional enrollment is expected to increase by twice as much as traditional age students. The College has developed marketing directed specifically at this population, and has held three non-traditional- focused events since November 2010 with mixed success. Reaching this population is a challenge for NCCC because of prospective students' responsibilities and schedules.

Calculations for graduation rates only look at first-time full-time degree seeking students who graduate within three years, which is not a very useful or meaningful measure of student success since 70% of our students attend college part-time. Part-time students cannot complete their degree within three years and are not counted in the graduation rate. In addition, a number of students attend college without the desire to obtain a degree. These include students who transfer before obtaining a degree and students who attend for job training/retraining. There are no clear, nationally recognized standards for measuring the graduation rate or success of these students.

The Student Success Committee has identified vital focus areas to help increase the retention and graduation of specific groups of students at NCCC. However, a number of the items that the committee have identified, such as assigning advisors to new students as soon as they are admitted to the college, offering targeted group advising by major, and building bridges with high school faculty to increase potential entering students' success, are activities that the Student Development Office and faculty advisors have been attempting for a number of years, with limited success.

NCCC participates in the Community College Survey of Student Engagement (CCSSE). Surveying both first-year and graduating associate students, this instrument provides substantive feedback that can inform our academic programs, services, and opportunities.

With a high student-to-staff ratio, workloads are demanding. Most staff have multiple responsibilities, making it difficult to remain current in all areas. Lack of time for professional development, information sharing and strategic planning is a challenge. Increases in student demand for services, i.e disability services, counseling and financial aid, have also stretched limited human and financial resources.

Many space and physical facility needs have been addressed in the last several years, but several remain, including limited number of available rooms for group seminars and meetings, limited dedicated space for tutoring and individualized testing, and limited space for use and storage of electronic equipment and the ID Card Service.

The Academic Skills Center data indicate that the average number of contact hours for the previous thirteen semesters (F04 – F10) was 2297, and there were an average of 1377 student visits per semester. The Spring 2011 semester total for hours was 16% (379 hours) higher than this seven year average, and contacts were 19% (260 visits) higher for the same thirteen semester period. The ASC averaged 157 hours of attendance and 96 visits per week over the seventeen week semester (including finals week) both of which were 12% and 14% higher than the previous thirteen-semester average, respectively. The fall of 2012 has been less

successful. The Academic Skills Center budget has been reduced by 35% for 2012-13, and the number of tutors available has, therefore, been cut. In the first six weeks of Fall 2011, the ASC had 544 tutoring hours; the first six weeks of Spring 2012, 878 hours; the first six weeks of Fall 2012, 412 contact hours.

Respondents to the 2011 Community College Survey of Student Engagement (CCSSE) reported favorably on their advising experience. Of the respondents, 41.5% reported using advising services “Sometimes” and 13.9% reported using advising services “Often”. Of these respondents, 40.7% reported being “Somewhat” satisfied and 31.6% reported being “Very” satisfied. CCSSE data demonstrate that 62.7% of respondents feel that academic advising is “Very important” and 46.9% find career counseling as being “Very important”. Respondents of the survey reported career counseling as being “Very” important with 46.9% stating using the service. While CCSSE data asked related questions and received numerous comments on advising, a comprehensive assessment of advising services has not been performed for approximately eight years. Unfortunately, advising contact data has not been tracked and perceptions regarding Center for Student Development usage are primarily anecdotal and quantified only through the use of the tally system.

The Transfer Advisor position is part-time; however, the advisor organizes information sessions and invites many in and out of State colleges to visit our campus. The advisor schedules meetings between the NCCC counselors and Admissions representatives (i.e. University of Connecticut Bachelors of General Studies, Central Connecticut State University and the University of Bridgeport) that have been productive in developing a more seamless transition for our students. Visits are announced via Facebook, email, newsletter (The Jabberwocky) and posted flyers on campus. CCSSE data indicates that 16.7% of respondents were “Very satisfied” with the transfer assistance they received. However, 37.5% of respondents reported “Rarely/Never” utilizing the service.

NCCC respects and honors its veteran students. Counseling assistance is available to help eligible veterans and members of the Army and Air National Guard to receive waivers of tuition and/or the G. I. Bill. A counselor is on duty days and one evening to meet with veterans to process paperwork and explain college procedures. A new Veterans’ Oasis, a drop-in center for NCCC veterans, was recently established in the Robert C. White Building.

The scope and severity of mental health and substance abuse problems at NCCC cannot be readily determined. It is difficult to identify appropriate community referrals for students who are often without financial means or insurance, and waiting lists for services can be long. Students suffering from inadequately treated mental illness sometimes refuse interventions. The counseling department combines both educational and crisis-interventionist models.

The orientation program is optional and is held before the start of classes each semester. The attendance rate is fairly consistent with 30-40% of all new and transfer students participating. The attendance rate of new and transfer students registered at the time of the programs is 40-55%. In the fall of 2011, 49.6% of new and transfer students who enrolled for classes before the program, attended orientation. However, 7.1% of all new students registered after the programs; so, nearly 60% of new and transfer students did not attend the program. Attempts to hold a program after classes began were unsuccessful so the online orientation was created to address this gap. Use of the site has only been sporadically monitored for hits and there is no way of knowing by whom, how often or how thoroughly the site is used.

Overall ratings of orientation have been consistently favorable. Adjustments made as a result of the evaluations included changes to the time frame to better accommodate working students; inclusion of a faculty panel discussion of general questions; moving the program to a central location for better access to facilities

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in a more efficient time frame; and the inclusion of the virtual tour for facilities that were not provided on the walking tour.

Students are encouraged to participate in leadership opportunities through the campus clubs at orientation, in College 100 classes, through a club survey, the campus newsletter and at a club fair in the fall semester. The club survey is only offered at the Orientation Program and the results are sent to the appropriate club advisors for club recruitment. The webpage needs to be redesigned and updated, including a club webpage to recruit members and showcase their activities. The process of informing students of co-curricular opportunities could be improved to engage more students through technology that is relevant to them, such as Facebook and Twitter.

The 2011 CCSSE Survey results showed that 45.6% of students reported that they rarely or never participated in student organizations and only 33.7% reported that they were either somewhat or very satisfied with student organizations. This data, while disappointing, is not surprising given that 70% of our students are part-time, 68% work 11 or more hours per week, 36% of these students work more than 30 hours per week, and 21% are caring for children who live with them. Student availability is a significant challenge and not apt to change with the current economic situation. There is little data on club participation and limited program evaluation data. Evaluations for bus trips have helped to plan trips for better participation by including multiple stops in each city with a half day planned itinerary and the option to spend the day “on your own.” This has led to sell out trips to New York and Boston. Prior to 2008 students received National Student Leader Certifications but this opportunity became cost prohibitive. This has been replaced with the system leadership conferences coordinated by the Student Activities Directors collectively. The system leadership training hosted by NCCC in 2011 was well attended and evaluation information has led to the inclusion of open forum sessions at each of the trainings and summits.

Student participation on College committees has been erratic, due both to lack of student interest and scheduling conflicts. Elections for student representatives on campus committees and system boards and organizations are posted in The Jabberwocky, in flyers throughout campus, and via email. Of the 7 committees, two have no student representation. The Cultural Planning Committee and the Northwestern Community College Foundation, and 3 committees are lacking a second student representative.

The 2011 CCSSE Survey stated that 82.5% of the students reported that they never participated in a community-based project as part of a regular course. This, however, does not capture the noncredit, voluntary community service performed through campus clubs and organizations which has been a tradition at NCCC. There is no accurate data regarding student community service participation through clubs and organizations.

The Financial Aid Office is currently staffed with a Director, a Financial Aid Assistant, and a half-time Office Assistant that was added in January 2008. The Financial Aid Office does not have staff to provide full-time receptionist responsibilities, a void which sometimes impacts the level of service that the office can manage at peak times. The Financial Aid Office also lacks walls to the ceiling and is unable to offer a truly confidential environment for students to discuss their highly personal and often complicated financial problems.

Due to tuition and fee increases each year for the past 11 years, the Financial Aid Office has seen an increase in the number of recipients and total financial aid dollars distributed each year. Although there have been modest increases in new student enrollment over recent years, the increased number of aid recipients and dollars received have supported both recruitment and retention of students. The number of applicants demonstrating financial need has grown from 81% to 90%. Whereas student loans made up 10% of all

financial aid dollars at CT Community Colleges, at NCCC only 1% of the total financial aid dollars were loans. More detailed information is available in the Annual Report and Trend Analysis (2010-2011 and 2011-2012 Award Years).

The cohort student loan default rate is carefully measured and evaluated each year with a sense of urgency due to the expanded repayment period authorized by the Higher Education Opportunity Act of 2008. The cohort default rate dropped from 20% to 2.1% for FFY 2009, but is expected to rise as the repayment window of each new cohort is increased.

Further appraisal of the performance of the Financial Aid Office is demonstrated by a list of accomplishments over the past four years, in particular:

- Established a Loan Debt Management program as the heart of the Financial Aid Office' default prevention efforts which included multiple contacts and reminders to student borrowers and the expansion of both entrance and exit loan counseling. The opportunity to collect additional borrower reported references, and the use of a Loan Review Committee to review the academic transcript of all prospective loan borrowers were also added to promote responsible loan management.
- Implemented amended policies and procedures to address appeals from students who did not achieve academic progress due to extenuating circumstances beyond their control.
- Implemented policies and procedures to ensure institutional compliance with Federal Student Aid Regulations of "federal program integrity rules" to identify students who were enrolled in certificate programs that led to gainful employment and to identify students who were repeating a satisfactorily completed course more than once.

The College maintains compliance with the FERPA guidelines. Practices are in place to ensure the safety and security of records, the disposal of records, and the privacy and confidentiality of records. There have been no FERPA or other issues relating to record security, privacy or confidentiality.

The data collected by the Institutional Research Office (IRO) is reviewed by administrators, staff and faculty members and is used to inform decisions regarding planning and improvements of both curricular programs and student services. The data is distributed by the IRO upon request. Some data is more widely used and useful than other data.

Transfer rate data is used for internal program reviews. Student services request transfer data to stay up to date on most popular transfer destinations and individual faculty request data to keep track of where past students have gone. Transfer data are occasionally used for marketing purposes.

Graduate survey response rates are low (usually no more than 25-30%) and the DOL labor data are only available in the aggregate, so we are unable to link it back to individual students. Employer satisfaction rate data is difficult to obtain since we have to rely on graduate survey data to identify employers. Job placement, employer satisfaction and grad survey data are used for program review and development. Licensure exam pass rate only applies to a few of our programs, so it has limited utility overall.

The CCSSE survey asks students how their experience at NCCC has contributed to knowledge/skill development in a variety of areas, and the graduate survey asks about their Northwestern education as preparation for transfer and/or employment after graduation. Although both surveys are administered regularly, and results posted on the IR webpage, the data are not widely used by the college community.

STANDARD SIX: STUDENTS

Projection:

To offer a more visual method of explaining the admission process to new students, a flowchart will be designed and added to the Admissions Office website. More user friendly access to admission information through the main college website will be researched by the directors of admission and marketing. Action will be taken on their findings by the spring 2013. Improved communication to parents, who often influence students in college decisions, will begin during the spring 2013. A letter with FAQs regarding the admission process, placement testing, financial aid, transfer opportunities, FERPA, and orientation will be mailed to the parents of each recent high school graduate who has applied. The Admissions Office will increase efforts to recruit non-traditional students by attending veteran service events, job fairs, and other community events, and increase the number of radio and newspaper advertisements. The college will have an updated integrated marketing and recruitment plan in 2013.

Even though 83-85% of our students successfully complete their course work each semester and remain in good academic standing, we are only retaining, at best, 63% of the full-time students and 46% of the part-time students. The reasons for the significantly lower retention rates should be examined and ways to retain these successful students should be developed.

The retention data for new students for the last five years and all students for the last three years show that there has been no significant change in the retention rates of either full-time or part-time students. Given that the transfer rate (~ 24%) is higher than the graduation rate (~12%), it is clear that a number of students are transferring without graduating. Ways to encourage students to complete their associate's degree before transferring need to be explored, including the concept of reverse transfer.

The Student Success Committee has developed goals for retention and graduation; these are in the College's 2011-2014 strategic plan. The goals for 2011-2014 are:

- Create a college-wide retention plan with a variety of approaches targeting different segments of our student population (first-time fulltime students, adult learners, etc.)
- Develop practices to connect students to advising services more effectively
- Use data (CCSSE, SENSE, etc.) to inform advising/retention planning
- Develop an outreach plan to encourage students who have left the college to earn a degree through "reverse transfer" opportunities.

At present, there is no specific information available on how the college will address these goals. The Student Success Committee has identified areas where key connections across the college (and beyond) could be made to help support student success. However, they have not yet determined how these connections will be formed, who will be responsible for developing specific plans, or how the effectiveness of the plans will be assessed.

The activities that are already occurring need to be assessed to determine their effectiveness. The college also needs to assess the current retention and graduation goals and develop specific and focused plans to increase the retention and graduation rates. The mission and responsibilities of the committee need to be more clearly defined. The decisions made by the committee need to be shared with the faculty and counselors; retention efforts should be communicated and implemented college-wide.

Approximately 12% of the students end the semester on GPA warning or progress probation. A plan to intervene and assist these students before they fall into suspension or probation or leave the college should be developed. These students receive notice of their status but are not required to meet with a counselor and do not have a hold placed on their registration so they are not required to meet with their faculty advisor before registering for the next semester.

A direct intervention plan will be established by the Student Development Office to target the students who receive GPA and progress warnings. By placing registration holds on these students, they will be required to meet with their advisor before registering for the next semester.

The last several years at NCCC have been a period of dramatic change and reflection for the student services staff due to staff retirements. While Student Development staff is very proud of the all that has been accomplished during difficult times, they are committed to taking the following steps to improve services:

- Obtain better in-house advisement data. The counselors in the Center for Student Development will use Banner Student Services 8.0 application to collect services data. In addition, surveys, focus groups and interviews will be employed to evaluate services to better understand and meet the needs of students.
- Familiarize new faculty to NCCC's advising systems; began during the spring 2012 semester.
- Develop faculty advisee lists that have approximately the same number of advisees.
- Offer program-focused advisement workshops; implemented beginning in fall 2011.
- Upload revised programmatic curriculum/advising sheets onto website to encourage students to be more involved in their academic goal. In addition, the updated curriculum sheets will allow all advising staff to provide their advisees with the same updated program facts.
- Make sure that professors inform their students about the services available in the Academic Skills Center.
- Procure class room invitations of Academic Skills Center staff in to speak to their classes.
- Procure more funds to support peer and professional tutoring staff.

Faculty input and support will be solicited in an effort to identify and implement the most effective way to encourage an orientation to the College utilizing the online orientation for those students who do not or cannot attend the programs.

The college used to have a Transfer Express program that focused on the advising needs of transfer students. Given the emphasis of the newly formed ConnSCU Board of Regents on articulation and transfer, Student Services will research the feasibility of reinstating the Transfer Express program or developing another means of identifying students who plan on transferring along with a plan to connect them with their advisors early on in their academic career. The benefits of graduating before transferring will be made clear to the students.

Communicating with students consistently and effectively has been a persistent challenge. A plan to inform students of co-curricular opportunities will be developed and implemented by the spring of 2013. This will include a consistent email distribution system and a student friendly webpage. In addition to the use of

STANDARD SIX: STUDENTS

student e-mail and the website, the Office of Student Activities will develop a Facebook page to enhance dissemination of program information, to survey student interest, and to provide an interactive platform for the Student Senate and the campus clubs.

A recent change to the process of recruiting and electing student representatives to committee seats will be implemented. Student representatives will be elected by the Student Senate and vacancies will be filled by vote of the committee members. Members of the Student Senate may serve as alternates with advanced notice of the meetings. This change is posted in the Student Handbook under Student Representation on College Professional Committees.

NCCC has reached a plateau in financial aid applicant growth and experienced 0% growth in application volume for the 2011-2012 award year. The level achieved for Pell Grants is estimated to also flatten with the shrinking admission application pool for the current year. Therefore, the number of aid recipients and in particular, Pell Grant recipients, are expected to decrease. The forecast beyond the present year could be even more troublesome with the planned Congressional cutbacks being authorized to save expenditures in the Federal Title IV aid programs. Recent federal legislation calls for a reduction in Pell Grant appropriations which can only be accomplished by imposing stricter need analysis criteria that reduce or nullify individual eligibility.

The College is experiencing increased requests for Federal Direct Student Loans to cover “living expenses.” Yet, the College remains a non-residential institution. Despite that fact, the College expects that loan volume will grow from \$27,064 in 2010-2011 to at least \$90,000 for the present award year, and it is expected that volume projected for 2012-2013 will approach \$200,000. This growth may open the door for an increase in the student loan default rate. With the expansion of the repayment window to 36 months mandated by the HEOA of 2008, it is expected that the default rate will climb above 10% for the FFY 2010 as compared to the current rate of 2.1%.

The College needs a policies and procedures manual to document its policies and procedures in providing financial aid in accordance with regulations and ethical practices of fairness and equity. Portions of the policies and procedures manual have been written, but it is far from complete. Self-evaluation of the administration of student aid programs is accomplished, in part, by an annual report to the President with a trend analysis that summarizes both accomplishments and challenges.

Institutional Effectiveness:

The Admissions Office and the Recruitment and Outreach Committee utilize institutional research data to plan and steer the direction of outreach. For example, data from the Survey of Entering Student Engagement 2010 Report indicates that a small number of current students took college classes at NCCC while in high school. To increase participation in the High School Partnership program, the Admissions Director, revised the program agreement between high schools. During the spring of 2012, the agreements have been signed by both parties. The Admissions Director has also created a revised registration form and student focused information program flyer for distribution to 14 local high schools.

Institutional research data were also utilized when developing plans to increase more parental involvement in the admission process as a result of the increase of students 19 years old and under enrolled at NCCC. The Admissions Director participates in several parent night events at local schools each year. In 2011, she began marketing to recent high school graduates and their parents during the summer months, and plans on developing a Q&A letter to be distributed to parents of fall 2013 applicants.

Statistics from the National Center for Education Statistics were used when developing the Recruitment and Outreach Committee's second enrollment goal of strengthening outreach to prospective non-traditional students. Statistics show that between 2009 and 2019 adult enrollment is expected to increase by twice as much as enrollments of traditional age students. The College has developed marketing targeting these students and has held three non-traditional student-focused college events since November 2010. The Admissions Director is also planning on participating in more veteran and community events during 2012-2013.

Retention rates are used internally in a number of disciplines/programs /initiatives. For example, the English and Math departments have looked at retention rates for students when designing the new 6-credit remedial course and for those students taking the new 6-credit remedial courses as compared to the old 3-credit sequence.

Division directors have looked at retention rates in specific programs to determine future course offerings. The Dean of Academic & Student Affairs has looked at completion rates for specific courses to determine effectiveness. Internal program reviews require information on program retention rates and committees request retention data for specific projects/initiatives. The Academic Skills Center also uses retention data in planning tutoring needs.

The CCSSE data that is collected by the college is underused. The college will look at ways to better utilize this information to evaluate current programs and develop new programs that address student success and retention. The graduation rate is not a good measure of community college success; other measures of success need to be utilized. Transfer data and job placement are two other measures of success. Transfer data are readily available and often used whereas job placement data is more difficult to obtain. The college IR office will explore other methods of obtaining this data. Retention rates will continue to be used by to assess the effectiveness of support programs and courses. The new institutional goals for graduation and retention will be assessed using data.

The evaluation of student services is carried out on the institution level and also on the program level. However, formal evaluation of student services has not been performed in approximately six years. The next steps in advancing institutional effectiveness efforts in student-related services will involve a program review of the Center for Student Development and developing a broad-based system of regular review. The CSD is currently undergoing a program-level review. The appraisal will provide feedback, communicate institutional information, and share successful practices

**Standard 6: Students
(Admissions, Fall Term)**

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Freshmen - Undergraduate					
Completed Applications	439	473	333	335	335
Applications Accepted	439	473	333	335	335
Applicants Enrolled	312	300	242	236	236
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	71.1%	63.4%	72.7%	70.4%	70.4%
Percent Change Year over Year					
Completed Applications	-	7.7%	-29.6%	0.6%	0.0%
Applications Accepted	-	7.7%	-29.6%	0.6%	0.0%
Applicants Enrolled	-	-3.8%	-19.3%	-2.5%	0.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)					
	N/A				
Transfers - Undergraduate					
Completed Applications	283	328	269	271	271
Applications Accepted	283	328	269	271	271
Applications Enrolled	206	239	206	193	193
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	72.8%	72.9%	76.6%	71.2%	71.2%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree - All Programs					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

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

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior Fall 09	2 Years Prior Fall 10	1 Year Prior Fall 11	Current Year* Fall 12	Next Year Forward (goal) Fall 13
UNDERGRADUATE						
First Year	Full-Time Headcount	447	403	351	339	339
	Part-Time Headcount	801	867	749	744	744
	Total Headcount	1,248	1,270	1,100	1,083	1,083
	Total FTE	648.2	633.2	545.9	525.3	525.3
Second Year	Full-Time Headcount	144	145	160	125	125
	Part-Time Headcount	319	417	441	450	450
	Total Headcount	463	562	601	575	575
	Total FTE	246.5	280.0	310.8	285.1	285.1
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	591	548	511	464	464
	Part-Time Headcount	1,120	1,284	1,190	1,194	1,194
	Total Headcount	1,711	1,832	1,701	1,658	1,658
	Total FTE	894.7	913.2	856.7	810.4	810.4
	% Change FTE Undergraduate	na	2.1%	-6.2%	-5.4%	0.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	1,711	1,832	1,701	1,658	1,658
	Grand Total FTE	894.7	913.2	856.7	810.4	810.4
	% Change Grand Total FTE	na	2.1%	-6.2%	-5.4%	0.0%

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

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

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

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3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
09-10	10-11	11-12	12-13	13-14

Student Financial Aid

	09-10	10-11	11-12	12-13	13-14
Total Federal Aid					
Grants	\$1,433,662	\$1,810,634	\$1,767,519	\$1,774,011	\$1,650,000
Loans	\$68,659	\$27,064	\$87,970	\$48,777	\$100,000
Work Study	\$39,188	\$42,686	\$43,642	\$43,000	\$43,000
Total State Aid	\$245,241	\$218,102	\$215,215	\$184,107	\$164,000
Total Institutional Aid					
Grants	\$402,497	\$504,667	\$460,241	\$460,241	\$480,000
Loans					
Total Private Aid					
Grants	\$12,004	\$11,096	\$7,476	\$7,476	\$7,000
Loans					
	\$2,201,251	\$2,614,250	\$2,582,063	\$2,517,612	\$2,444,000

Student Debt

Percent of students graduating with debt*

Undergraduates	0%	1%	2%	1%	3%
Graduates					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	N/A	\$2,190	\$4,166	\$4,354	\$5,000
Graduates					

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$2,452	\$2,255	\$2,907	\$4,055	\$2,900
Graduate Students					

Cohort Default Rate

2.00%	2.10%	8.00%	N/A	N/A
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Percent of First-year students in Developmental Courses**

English as a Second/Other Language					
English (reading, writing, communication skills)	46%	43%	39%	37%	37%
Math	46%	50%	48%	48%	48%
Math and/or English	67%	65%	60%	63%	63%

Please note that developmental placement and developmental enrollment figures may differ, as students may opt to defer enrollment in recommended coursework beyond the first year.

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

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

STANDARD SEVEN:

LIBRARY & OTHER INFORMATION RESOURCES

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

Description:

The College is well served by the current level of library resources available. The mission of the library “is to fulfill the information needs of the College’s students and staff, to assist in developing the research skills of its students, and to serve as a library resource for residents of northwestern Connecticut.” The Library is embedded into the College’s culture of learning, exploration and personal development.

Located in the Learning Resource Center (LRC) in the heart of the Northwestern Campus overlooking the Still River, the Library serves as both a gateway to the NCCC campus and as a center for student learning and research. Opened in 2003, the current NCCC Library houses the physical collection, provides study and research space for the campus community, and serves as a gathering place for NCCC students. The Library has a total of 11,400 square feet of public space in an environment that is bright, safe and conducive to serious research. The Library has various types of comfortable seating available: individual study carrels, tables, and casual seating areas. The amount well exceeds the minimum standard of 10% of FTE enrollment set by the Association of College and Research Libraries. There are 34 student computer workstations: 2 of these are solely for searching the Library’s resources. The Library Lab has a dedicated space for classroom and group bibliographic instruction. This space provides classes and students access to 20 new computers that are fully equipped with the software and programs needed for high-level instruction. When not reserved for classroom instruction, the room provides students with an additional open computer lab for general research. The Library added three C-Pods to its array of services. The C-Pods facilitate group study and allow students to work on collaborative projects within a defined space. In addition, there are 4 audio-visual workstations: four with small TV/VCR units and one with a compact disc player. The facility also includes three study rooms reserved for quiet study or small group activities. The facility has full wireless capabilities for students who have registered for a wireless account with the Department of Information Technology.

The institutional support for the Library is adequate to meet the programmatic needs of the College. The annual budget for fiscal year 2012 was \$72,255. Appropriations included over \$25,000 for books, over \$28,000 for licenses, and \$16,000 for subscriptions. A one-time infusion of \$90,000 to build a nursing collection allowed the Library to expand the available resources to include print and electronic books, as well as a streaming video collection. The Library has been the recipient of additional capital funds, independent of the library budget, to purchase new technology and furniture.

The NCCC Library maintains both physical and electronic collections, which support a full range of programs and courses offered at the College. The Library’s collection consists of nearly 33,000 print books, nearly 25,000 electronic books, 135 periodicals and newspaper subscriptions, compact discs, audio books, DVDs and videos, government documents, and microforms. The overall collection reflects the curriculum of the College and also contains works in all the general areas of study. The reference collection, both print and electronic, holds the standard sources in many fields of study. The Library is a depository for Connecticut state government documents, which are arranged by subject and accessible through the on-line catalog. Additionally, the Library provides access to millions of online full text journal and magazine articles through 37 electronic databases and reference resources. All electronic databases are accessible both on campus and remotely by way of EZProxy. In 2011, the Library added streaming videos to its offerings. This new service gives faculty and students instant access to over 3,500 titles, available both on campus and remotely. Course reserves are maintained in the library on a semester-by-semester basis. Course reserves range from books to audio-visual materials to microscopes. In addition to the Northwestern collection, students are provided access to a robust inter-library loan service through OCLC, the state-wide ReQuest catalog, and the LIBRIS libraries. The Library is a net lender, filling more requests from lending libraries than from loaning

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

libraries. In 2011, the NCCC Library borrowed a total of 109 items for students while subsequently loaning 448 items to other institutions.

The NCCC Library catalog is an Internet based on-line catalog using the Ex Libris Voyager system. In the fall of 2000, the 12 Connecticut Community College Libraries migrated from their respective multi-type library networks to a new Community College library network, LIBRIS. The Voyager system is also used for circulation, cataloging and acquisitions functions. The Library additionally maintains a website that gives easy access to information about the Library, the on-line catalog, on-line reference, periodical databases, streaming videos and other information and resources valuable to all patrons.

The library staff is dedicated to meeting the information and research needs of the College and the community. The library has 4 full-time and 2 part-time staff members. The full-time staff consists of the Director of Library Services, the Public Services Librarian, the Library Associate/Public Services, and the Library Associate/Technical Services. The part-time staff consists of 2 Educational Assistants who each work an average of 9 hours per week. All of the staff works some evening and weekend hours to provide consistent levels of service to the College. The credentials of the Library staff are exemplary. Two staff hold Master's of Library and Information Science degrees from accredited library science graduate schools. Two staff hold Bachelor of Science degrees from accredited institutions. One Educational Assistant holds a Bachelor of Science in Education from an accredited institution. Professional development is a key component of the Library's success. Staff members are active in the Community College System's Council of Librarians. This system-wide council meets regularly and provides professional development and networking opportunities through monthly meetings, workshops, webinars, and conferences. Northwestern library staff members are active in the general Council and as well as special interest groups. Staff also benefit from attendance at state-wide, regional and national conferences. The use of webinars, provided by professional organizations or vendors, has enhanced the professional development opportunities for library staff by supplementing training and bolstering staff skills.

All staff are fully trained and qualified to assist faculty, staff, students, and community members with reference and research questions. The library is open to the College and community 57.5 hours weekly during each semester. The reference desk is staffed each of these hours. Assistance is provided on an individual basis in person, by telephone, by email and by live chat through the Meebo chat service. Additionally, personalized research assistance is provided through scheduled appointments with the Public Services Librarian.

All students enrolled at Northwestern are afforded the opportunity to enhance their research skills through targeted instruction by library staff. The Bibliographic Instruction Program consists of four elements. The first is a general introduction and tour during student orientation. The Library consistently receives exemplary evaluations from orientation participants. The second is a one-hour session given to all English 101 classes and consists of instruction in basic library research techniques using the on-line catalog, the periodical indexes and other electronic resources. Special attention is given to instruction on the use of the Subject Research Guides created for the various disciplines. The third is usually a one-hour session that focuses on reference materials, electronic resources, and Internet research relevant to specific courses. Instruction sessions have been held for a wide variety of courses offered at the College. These sessions allow students to explore serious research options available through the Library's collection of resources, both print and electronic. The fourth is a series of 3 workshops dedicated to instruction on the 3 citation styles supported by the library. These workshops allow students to hone their citation skills and allow them to bring real-life research situations and projects for discussion. The lack of a dedicated instruction space for bibliographic instruction had been an ongoing issue. With the addition of the Library Lab (LRC 208) in 2011, a spacious

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

lab with 20 computers was added to the Library. This space is utilized for bibliographic instruction, but reverts to an open computer lab for students when not reserved for instruction.

The Library supports the intellectual and cultural development of students, faculty, staff and the community through sponsorship of exhibits and displays in the Library. Sponsored exhibits and events cover a broad range of themes: black history, gay and lesbian history, women's history, censorship, domestic violence, privacy, war. The Library brings local recognition to a diversity of nationally recognized thematic remembrances: Black History Month, Gay & Lesbian History Month, Women's History Month, Banned Books Week, Choose Privacy Week, and Domestic Violence Awareness Week. Rotating monthly displays feature items from the Library's collection.

The Department of Information Technology works closely to provide broad technology support to the College. The stated mission of the Department of Information Technology is "to align information technological recommendations and solutions with demonstrated needs for advancement of NCCC's academic agenda." The instructional technology provided and supported by IT is crucial to the academic mission of the College.

The campus community enjoys a technologically "wired" campus. Smart classrooms, equipped with teacher work stations, smart boards and projectors are found in Founders Hall, Founders Hall Annex, the Arts and Sciences Building, Greenwoods, and in the Learning Resource Center. The College has a total of 29 classrooms that allow for the use of instructional technology. Founders Hall Annex is unique in that it houses only computer classrooms which are equipped with computers at each station. Students have access to the Computer Lab in the Founders Hall Annex a total of 54 hours per week; this lab is equipped with 16 computers and is staffed by trained staff during all hours of operation. Additionally, students have access to a Macintosh computer lab with a total of 20 machines. The College launched a limited wireless network for students in 2008.

Instructional technology is an important component of the education process at Northwestern. A recent survey of faculty revealed that all faculty respondents reported using instructional technology in their classroom. Course management software is widely used at the College. Blackboard is used by 82% of faculty survey respondents. In 2011, there were a total of 69 courses that ran through Blackboard, with a total enrollment of 1,067 students. Since 2007, Northwestern has seen a 23.5% increase in the number of online courses offered in Blackboard and a 40% increase in online seat enrollment. Training and support are provided by the Director of Educational Technology. Faculty teaching online courses are required to attend Blackboard course management training and to attend pedagogy training provided through iTeach. Blackboard training is extended to students by way of drop-in training sessions and is a training component in the first-year experience course (COL 100).

All faculty and staff at Northwestern are afforded the opportunity to enhance their IT skills through targeted support by IT staff. At the beginning of each fall semester, new adjunct faculty members are introduced to the IT training services available during an adjunct faculty orientation meeting. Contact information for the IT department is supplied and instructors are encouraged to make an appointment for one-on-one classroom technology training. The availability of this training is also announced periodically via All-College email. Additionally, video tutorials on the use of classroom technology are available to all faculty and staff via a link on the NCCC web site. Each week during the semester, a Tech Tips and News email is sent to faculty and staff, highlighting a topic that encourages better utilization of technology in the classroom or office. All faculty and staff also have the opportunity to enroll, at no charge, in e-Learning courses from Microsoft, made available through NCCC's Microsoft Campus License Agreement. These courses are meant to help users keep up-to-date with Microsoft Office, as well as other applications. The License Agreement also allows NCCC employees to download a copy of Microsoft Office for home use.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

Appraisal:

The NCCC Library boasts a staff that is committed to providing the best possible library services and resources in order to support the Mission and the Vision of Northwestern Connecticut Community College. The short-range and long-range planning for the Library clearly reflects this commitment to student learning and public service.

The Library remains a popular venue for students, faculty, staff and the community. The wealth of resources, the expertise of the staff, and comfort of the space all combine to create a library that is a hub of activity on campus. As the campus does not have the benefit of a large student center or cafeteria, the Library often serves not only as a place of research and learning but also a space for community gatherings. In response to the seating needs of the students, the Library staff reviewed the existing floor plan and repositioned shelving and furniture to create a space more attractive to students and more appropriate for observed usage patterns. The result was a space that is better suited to meet student and community needs. As the usage of the Library climbs, additional seating will be required to meet the demand.

The 2011 Graduate Survey showed that 84% of graduates were either very satisfied or somewhat satisfied with the library. The facility is open 57.5 hours a total of six days per week during each semester; the library is open 40 hours five days per week during each intersession and summer. At times, the current staffing levels of the library create some difficulty maintaining adequate service. In the 2008, an Educational Assistant position was eliminated. This 17-hour position provided consistent evening and weekend coverage. To maintain these levels of service, staff have been reassigned to cover those hours. Despite the staffing levels, the NCCC Library has maintained the highest levels of service to the college community. In 2011, 6,874 items were circulated to students, faculty, staff and community members. This reflects an 8% decrease from the previous year. However, this shift is balanced by the increase usage of electronic resources, both on campus and remotely. As a reflection of this trend, the Library has greatly increase resources that have bolstered our online capabilities: LibGuides, Films on Demand, RefWorks, CREDO Reference, Gale Virtual Reference, 360Link, eBrary, and the R2 Nursing Collection.

The Library enjoys the support of faculty, departments and administration. In a recent survey, 63% of responding faculty reports the expectation that students use library resources in their course. By active participation in the Professional Senate and standing College committees, library staff are able to liaise with the College community and to adapt, both pro-actively and reactively, in support of identified academic needs. The Director of Library services regularly attends the Academic and Student Affairs team meetings, which provides a means of two-way communication between the Library and the campus community. Faculty are regularly queried for collection development recommendation and reviews of new titles are electronically shared with faculty for their review. This effort assures that faculty have input in the development of the collection and that their professional expertise of the disciplines is utilized to enhance the library's effectiveness.

Support for the Library is also evidenced by the financial support provided by the College. The Library budget has remained relatively stable for a period of years. The FY-2012 budget was \$72,255. This reflected a 4% increase from the previous year's budget; however, this reflects a 19% decrease from the high mark of the FY-2008 budget. This has been particularly problematic as the cost of resources, both print and electronic, continues to rise. Because of consortia discounts provided through membership in the Connecticut Library Consortium, the Library has continued to build the collection and to expand the services and resources offered. After a careful review process, the decision was made to reduce the number of print serials subscriptions in order to expand the number of electronic resources offered. The Library continues

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

to balance the budgetary constraints of the College with the academic needs of the students. Of particular concern are the ongoing costs of maintaining and updating the nursing collection. Given the nature of the profession, currency is of the utmost importance. As a result of the flat budgets that the Library has experienced, this will continue to plague the Library in the coming years.

Information literacy is at the heart of the Library Mission. Bibliographic instruction is the most effective means of supporting that Mission. In 2011, the Library hosted 65 sessions; this reflects a 20% increase from 2010 and a 30% increase from 2009. A total of 1,192 students attended library sessions in 2011, which reflects a 13% increase from 2010 and a 15% increase from 2009. A survey is administered to students post library session as an assessment tool. These surveys serve as an immediate assessment of the session. Student responses often result in changes to the way a bibliographic instruction is presented; staff often informally discuss the surveys to share ideas and to incorporate global changes to the bibliographic instruction offered. The addition of the Library Lab (LRC 208) was a tremendous improvement to the Library's instruction efforts. Previously, classes would meet in the library for the tour portion of the instruction session the move to an off-site location for the remainder of the class. This caused disruption and greatly shortened the face-to-face instruction time devoted to each session. Today, the entire bibliographic instruction session is conducted in the Library. This has been perhaps the single most important improvement made in the Library's information literacy efforts.

The NCCC Library firmly embraces the Mission and Vision of Northwestern through its continued outreach to the greater community. Accepting the role of a leading library in Northwestern Connecticut, the NCCC Library has built strong connections with area academic, public, and school libraries. The Director of Library Services meets regularly with the director of the local public library. This has resulted in collaborative efforts in both public programming and library services. The Library also maintains a close working relationship with library professionals at area high schools. The library space is often used by homeschooling families and tutors. Library policy allows the issuance of a library card to any student in seventh grade or higher. The Library staff also provides proctoring services to individual students pursuing degrees from other institutions of higher education.

Instructional technology is an important component of the education process at Northwestern. Whether something as basic as a document camera or overhead projector or as complex as classroom capture software or course management programs, technology is embedded into the culture of the College. As stated earlier, faculty survey respondents report that 100% use some form of technology in their classroom and that the instructional technology provided supports the Mission of the College. Faculty survey respondents also report that 90% are supplied with instructional technology adequate to meet their needs in the classroom. The lack of adequate computer classrooms was the most commonly voiced concern by faculty. Several respondents report that the Arts and Science building has only one computer lab thus hindering course outcomes and creating scheduling conflicts.

Another area of concern is system and software upgrades. Many respondents report that the College often falls behind current system and software versions due to budget constraints. Adhering to the stated schedule of upgrades mentioned in the strategic plan is vital. The lack of availability of new technologies, i.e. iPads, was a noted concern. As educational technology changes, the College must commit to fund and to support these advances.

One respondent noted that the technology in Joyner is inadequate. As this building is due for replacement this problem will be resolved. Another respondent has had trouble with poorly managed software causing daily problems in the computer lab, but this appears to be a singular occurrence and overall IT is managed very well.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

Projection:

The College will need to address the staffing issues within the Library. As usage continues to climb, the lean staffing levels will only stretch the existing staff and limit their ability to meet the growing research needs of the students effectively.

The staff will continue to respond to the rapidly changing professional environment and technological advances in the field.

The College must address the budgetary constraints placed on the Library to minimize the impact of pricing increases and the demands for expanding resources. Of particular concern is the currency of the nursing collection.

It is clear NCCC should consider adding a computer lab in the Arts and Science building and reconfiguring the ones in from Founders Hall.

It was suggested that the use of iPads for classroom instruction might be useful, where a tower is not needed.

As stated above a new building will resolve the technological issues occurring in Joyner.

If possible, upgrades should occur soon to assure that students graduate with current technological skills; adhering to the stated schedule of upgrades mentioned in the strategic plan is vital.

Institutional Effectiveness:

Woven through the Standard Seven report is evidence of our ability to assess our effectiveness and use the obtained information for improvement. The tools we use to do this come in many forms. Both the Library and Instructional Technology conduct on-going surveys of student, faculty, staff, and the community to assure responsiveness to needs. Our staff in these areas look to current academic and professional practices and training in their respective fields to keep their skills relevant. Both areas conduct self-evaluations on a regular basis which gives them an opportunity not only to understand the nature of their mission, but also to develop strategies for improvement.

The library offers extensive online tutorials and on-ground workshops for all its services covering such topics as how to access the electronic databases and catalog from off-campus and how to search MLA International Bibliography. In the area of instructional technology, we conduct training on all classroom technology such as smart boards and hold workshops on software platforms including Blackboard Learn and ePortfolios. These training sessions assure effective use of the available resources by the institution and its constituents.

The mission of Northwestern Connecticut Community College “is to inspire learning through accessible, high quality education. Northwestern is devoted to enriching lives by meeting individual and community needs in a supportive environment.” Both the Library and Instructional Technology include this language in their own mission statements. The rigorous, continuous evaluation practices and highly trained staff of both these entities guarantee their effectiveness to the institution.

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

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
FY2010	FY2011	FY2012	FY2013	FY2014

Number (percent) of students with own computers	0	0	0	0	25
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Course management system Blackboard Learn 9.1.82223.0 (Service Pa

Number of classes using the system					
Classes on the main campus	50	100	140	160	200
Classes offered off-campus	0	0	0	0	0
Distance education courses	81	84	84	100	100

Bandwidth

On-campus network	100Mbps	100Mbps	1Gb	10Gb	10Gb
Off-campus access					
commodity internet (Mbps)	0	0	0	0	0
high-performance networks (Mbps)	0	0	0	0	0
Wireless protocol(s)	10Mbps	10Mbps	10Mbps	10Mbps	10Gb

Network

Percent of residence halls connected to network					
wired	0%	0%	0%	0%	0%
wireless	0%	0%	0%	0%	0%
Percent of classrooms connected to network					
wired	95%	95%	95%	100%	100%
wireless	40%	40%	40%	100%	100%
Public wireless ports	5	5	5	5	45

Multimedia classrooms (percent)

Main campus	95%	95%	95%	100%	100%
Branches and locations	0%	0%	0%	0%	0%

IT Personnel (FTE)

Main campus	6.0	6.0	6.0	6.0	6.0
Branch campuses	0.0	0.0	0.0	0.0	0.0
Dedicated to distance learning	1.0	1.0	1.0	1.0	1.0

Software systems and versions

Students	Adobe Creative Suite 4, Camtasia Studio 5, ELLIS Academic 3.2, Ginger 1.2,
Finances	Banner 8.2 - Administered by System Office
Human Resources	Core-CT (PeopleSoft version 8.9) - Administered by State of Connecticut Departmen
Advancement	n/a
Library	Voyager 7.1
Website Management	n/a - Administered by System Office
Portfolio Management	ePortfolio & Digication
Interactive Video Conferencing	Mobile Polycom Unit
Digital Object Management	n/a

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

3 Years Prior	2 Years Prior	Most Recently Completed	Current Year* (actual or goal)	Next Year Forward (goal)
2009	2010	2011	2012	2013

Expenditures/FTE student

Materials	\$ 17,000	\$ 19,462	\$ 22,747	\$ 22,000	
Salaries & Wages	\$ 374,892	\$ 287,118	\$ 292,758	\$ 306,209	\$ 295,328
Other operating	\$ 43,777	\$ 54,180	\$ 46,941	\$ 47,100	

Collections

Total print volumes				32,506	33,481
Electronic books	310	26,860	26,860	26,860	26,860
Print/microform serial subscriptions	152	152	147	135	123
Full text electronic journals					
Microforms	210	310	310	310	310
Total media materials	2,677	2,762	2,905	3,055	3,147

Personnel (FTE)

Librarians -- main campus	2.0	2.0	2.0	2.0	2.0
Librarians -- branch campuses					
Other library personnel -- main campus	2.25	2.25	2.25	2.25	3.25
Other library personnel -- branch campus					

Library Instruction

Total sessions -- main campus	50	54	65	68	70
Total attendance - main campus	1039	1052	1192	1371	1500
Total sessions -- branch campuses					
Total attendance -- branch campuses					

Reference and Reserves

In-person reference questions	N/A	N/A	N/A	N/A	N/A
Virtual reference questions	N/A	N/A	N/A	N/A	N/A
Traditional Reserves:				572	600
courses supported				91	
items on reserve				572	
E-Reserves:					
courses supported	N/A	N/A	N/A	N/A	N/A
items on e-reserve					

Circulation (do not include reserves)

Total/FTE student	6439	7504	6874	in progress	
Total full-text article requests	N/A	N/A	N/A	N/A	N/A
Number of hits to library website	N/A	N/A	N/A	N/A	N/A
Student borrowing through consortia or contracts	469	573	557	in progress	

Availability/attendance

 Hours of operation/week main campus	57.5	57.5	57.5	57.5	57.5
Hours of operation/week branch campuses					
Gate counts/year -- main campus	N/A	N/A	N/A	N/A	N/A
 Gate counts/year -- average branch campuses					

URL of most recent library annual report:

URL of Information Literacy Reports:

STANDARD EIGHT:

PHYSICAL & TECHNOLOGICAL RESOURCES

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

Description:

Northwestern Connecticut Community College (NCCC) was founded in 1965, and is located in Winsted, Connecticut on a total of 16.42 acres of land. Founders Hall, Founders Hall Annex, the Learning Resource Center, the White Studio, the Regina M. Duffy Administration Building, the English Building and the Goulet Building are located on Park Place East. The Elizabeth H. Joyner Center is located on South Main Street. Greenwood Hall is located on North Main Street and the Art and Science Center is located on Holabird Avenue. Northwestern appreciates its location in the heart of Winsted, adjacent to a beautiful town green, and schedules commencement ceremonies in this area when weather permits.

The institution has sufficiently provisioned and maintained the appropriate physical and technical resources, and capabilities to facilitate the achievement of its mission. Through new construction and renovation of campus buildings, classrooms, and offices, as well as the reorganization and relocation of administrative services, NCCC's campus has created and maintained safe comfortable work environments for students, staff, and faculty.

The campus consists of 11 buildings that serve a variety of functions. They are Founders Hall and the Founders Hall Annex, the White Studio, the Regina M. Duffy Administration Building, the English Building, the Goulet Building, 150 Wetmore Avenue, Greenwood Hall, the Elizabeth H. Joyner Learning Center, the Learning Resource Center, and the Art and Science Center. The College has twenty-three general classrooms, four science labs (chemistry, anatomy and physiology, general science, and microbiology), a veterinary technology lab, a veterinary surgical suite, two nursing labs, six computer labs, a language lab, a Macintosh computer (MAC) lab, and separate studios for photography, graphic design, drawing, painting, and ceramics.

The Founders Hall complex consists of Founders Hall and the Founders Hall Annex. Within these buildings are five general-purpose classrooms, the Academic Skills Center, faculty and staff offices, the Computer Center, an art gallery, a café, the auditorium, and maintenance facilities. The White Studio, located behind Founders Hall, is used for studio art classes and the Veteran's OASIS, a location for veterans to socialize and receive support.

There are a number of historical homes that have been converted into office buildings on campus, retaining the unique characteristics of the architecture of New England. The Regina M. Duffy Administration Building houses the President, the Institutional Research Office and the Public Relations Office. The English Building accommodates the Business Office and the Human Resources Office. The Women's Resource Center, the Connecticut State Office of Rural Health, and the pre-manufacturing program staff are located in the Goulet Building.

The Elizabeth H. Joyner Learning Center houses the Veterinary Technology program and the Allied Health program. NCCC closed the former Child Development Center at 150 Wetmore Avenue, and the building will be used by the Allied Health program. Greenwood Hall serves as NCCC's one-stop-shop for student services. The Financial Aid office, Counseling, Transfer Counselor, Admissions, Student Activities, Registrar, and the Cashiers office are all located in Greenwood Hall. There are also several classrooms, Follett's bookstore, the photography darkroom, a Mac computer laboratory, and a multi-purpose room in Greenwood. The Learning Resource Center consists of the library, the Shirley Draper conference center and an open computer lab. In addition to their usage by NCCC, the Draper conference center and the Auditorium (located in Founders Hall) both serve the community at large by serving as a location for many community events and meetings. The computer facilities within the library also serve the community by providing books, research materials, and internet access to residents of Winsted and other surrounding towns. The Art and

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

Science Center houses the science labs, the art studios, nursing labs, three general classrooms, a computer lab, a lecture hall, faculty offices and workroom, display areas for student artwork, a café area, student study center, and a large atrium.

The College's facilities are constructed and maintained in accordance with all legal and regulatory requirements to ensure safety, security, and a healthful environment with consideration for environmental and ecological concerns. All buildings are heated primarily with clean burning natural gas, with the exception of Founders Hall and Greenwoods Hall, which has the capability of switching to oil in the case of an emergency. Proper management, maintenance and operation of all physical facilities are accomplished by adequate and competent staffing.

Northwestern is in the final phases of an ambitious Facilities Master Plan (created in 1998) for campus development. Northwestern has adapted a wide variety of structures (e.g. a gas station, an elementary school, a high school, and 3 residential buildings) to suit its purposes. As Northwestern nears completion of the Facilities Master Plan, the College boasts modern facilities designed for library research, art, nursing, science instruction, and community-wide activities. Additionally, renovated buildings now house computer labs and smart classrooms. A student lounge and cafeteria have been created in Founders Hall. Northwestern's upgraded campus has enhanced the College's "learning environment" and "co-curricular activities" specified in the Mission Statement of the College.

The current Facilities Master Plan was developed after extensive research, analysis and consultation. Recognizing the need for an independent professional evaluation of facilities, the College hired architectural partners Tai Soo Kim of Hartford, Connecticut to develop the Facilities Master Plan. The company first analyzed existing structures. Interviews were then conducted with a broad cross section of Northwestern's personnel, including students as well as staff. Finally, enrollment trends, floor plans, classroom assignments and marketing materials were considered. Specialists, including Educational Planning Specialist Percis Rickes of Rickes Associates, were subcontracted by Tai Soo Kim to ensure that the plan was most responsive to Northwestern's academic needs. The Facilities Master Plan (available in the workroom during the site visit) has delineated the following objectives for campus development:

- Relocation of the Learning Resource Center from the Elizabeth H. Joyner Learning Center to a new state-of-the-art facility in a central location.
- Replacement of temporary structures with new permanent facilities.
- Upgrading of existing buildings and systems to maintain adequate, safe, and healthy learning environments.
- Establishment of a consistent set of standards for landscape improvements and graphics to link the separate campus properties into an identifiable whole.

The Facilities Master Plan is organized into several phases with a projected cost of \$24,702,640. At present, the projected date for completion of all phases of construction is December 2015.

The Facilities Master Plan has been a major planning tool for NCCC in recent years. The facilities section of the College's Strategic Plan has been based on the Facilities Master Plan. Each facilities goal has a timeline for completion. Two standing committees meet regularly to address facilities and facilities planning. These are the Budget and Facilities Committee and the Facilities Committee for Strategic Planning. Committee membership is diverse and includes individuals who are affected by the construction project at hand. As

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

each phase of the plan has entered the design phase, positive changes have been made. For example, the updated plan specifies that it was more cost effective to locate science and art classrooms in one new building. The new Art and Science Center provides a highly active Fine Arts program, with state of the art nursing and science laboratories as well as general purpose classrooms. The College's new library has expanded the library floor space, added 3 private study rooms, a computer lab and a conference center which are not only open to the students but the community as well.

Northwestern has approximately 93,279 assignable square feet of space. Assignable areas include classrooms, laboratories, studios, conference rooms and offices. Non-assignable areas include hallways, heating plants, and lavatories. Campus buildings include structures that were built between 1850 and 2007.

Northwestern has 258 parking spaces with 16 spaces reserved for handicapped parking. In addition to the College's parking areas there is on street parking available around the Winsted Green and in front of Greenwood Hall. Local businesses close to the College, such as Northwest Bank, allow staff and students to park in their lots after business hours.

Extensive renovation projects have improved and upgraded campus facilities over the last several years. The Elizabeth H. Joyner Learning Center's main floor was renovated to accommodate Veterinary Technology and Allied Health programs including an animal surgical room, a surgical prep room, an animal dental facility, and animal boarding. The second floor of Greenwood Hall was transformed from classrooms and offices into a one stop student service area. Also, the HVAC system was upgraded in Greenwood Hall and all of the windows were recently replaced to enhance energy efficiency. The North Building, a temporary building constructed in 1965, was razed in 2008 and has been replaced with native plant gardens that serve both as a study space and as a learning laboratory for science courses. The White building received new windows and a roof. Founders Hall and the Annex received a \$5,346,000 interior renovation.

The 24,000 square foot \$5,636,000 Learning Resource Center was completed in 2003 providing the College with a new state of the art Library and conference center. The 32,000 square foot \$7,900,000 Art and Science Center was completed in 2008, providing the College with: four new science laboratories, five new art studios, three general classrooms, a lecture hall and a computer laboratory.

Northwestern has a Health and Safety subcommittee (within the Budget and Facilities Committee) that meets quarterly to address concerns of employees and students. The Budget and Facilities Committee is composed of faculty and staff members and one student representative. In addition, there is a Chemical Hygiene and Safety Officer (CHSO) position, currently held by a science faculty member for a 3-credit-per-semester release time. This position is crucial to maintaining safe laboratory and studio spaces, in addition to mandated documents and records for the College.

The CHSO updates the following policies on an annual basis: the Emergency Action Plan, Chemical Hygiene and Management Plan, Bloodborne Pathogens Plan (Exposure Control Plan) and the Hazardous Communications Program. These documents are distributed to faculty and staff and are available on the NCCC website. The Dean of Administration Office updates the Emergency Guideline packet each year. This packet is available for faculty and staff in the Dean of Administration's office. This packet contains emergency phone numbers, the Emergency Action Plan, evacuation plans, telephone bomb threat instructions, fire, bomb and emergency alert information and the hazardous communication policy.

All classrooms have been outfitted with a central public announcement system to be used in times of emergency and are able to make an outside call to 911. In 2008, a Rapid Action Committee was formulated of essential personnel. The RAC has met several times to discuss emergency planning and response and to run through tabletop exercises with a consultant.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

Per rules and regulations of OSHA, the Environmental Protection Agency, and the Connecticut Department of Energy and Environmental Protection, several types of recordkeeping (daily, monthly, quarterly, or annually) are maintained by various personnel at NCCC. These include Wastewater Discharge, Waste Determinations, Hazardous Waste Accumulation, Material Safety Data Sheets, Waste Oil and Universal Waste Accumulation, Silver Recovery Unit Outflow, Emergency Generator Usage Fuel and Hours, Refrigerants, and Inspection of Secondary Accumulation Area for Hazardous Wastes. In addition to determining wastes and maintaining secondary containment within the science labs, the CHSO has developed safety contracts for the various courses which utilize hazardous materials or equipment that may pose a safety hazard. The CHSO currently also acts as a consultant for questions about hazardous wastes or materials on campus, whether as to the direct hazards of various materials or the type of disposal legally required. The CHSO trains all new faculty within the science or art department who work with hazardous materials and also sets standards for laboratory protocols. Finally, the CHSO monitors specific safety issues within the laboratories, with the assistance of the laboratory technician, to maintain a safe learning and working environment.

All faculty and staff that have possible pathogen exposure as part of their job description (science, medical assisting, veterinary technology, nursing, and maintenance/ custodial staff) are required to attend blood-borne pathogen training once per year (OSHA Standard 1910.1030); this training takes place each spring. Records for the bloodborne pathogen training are maintained by the Human Resources office. All faculty and staff that work in studio or laboratory spaces containing chemicals are required to attend chemical hygiene and management training each year, conducted by the Chemical Hygiene and Safety Officer who maintains records of the training. This generally takes place in the fall but is also arranged in the spring for new faculty. Maintenance staff also maintain refresher training in safety and chemical hygiene and maintenance.

Faculty from each of the areas listed above are mandated to use best practices for safety and chemical hygiene. In addition, within the last 10 years, all substances on the “P”, or acutely hazardous chemical, list per the EPA/OSHA, and most other highly hazardous chemicals, have been removed from the laboratories, studios, and maintenance facilities. In fact, there has been a concerted effort by faculty and staff to convert to microchemistry and “green” chemistry to lessen NCCC’s impact on worker/ student health and the environment.

All students enrolled in a laboratory science, veterinary technology, nursing, or studio art course are required to go through safety training on the first day of their studio or laboratory class and sign a safety contract indicating they have received said training. The CHSO maintains these records and hard copies are kept on site for two years. Students that incur an injury in a laboratory or studio course are required to complete an Incident Report Form. These forms are maintained by the CHSO and copies are sent to the instructor of the lab or studio and the student. There are also student insurance packets that are available to any student who has incurred an injury while in the process of fulfilling coursework so that they will be covered at a medical facility by Connecticut’s state insurance plan.

The College has annual fire safety inspections with the State Fire Marshall. There are sprinkler systems in Founders Hall, Elizabeth H. Learning Center, Greenwoods Hall, the Learning Resource Center and the Art and Science Center. Fire safety concerns in all buildings are addressed daily by the maintenance department. Buildings are monitored by Simplex Grinnell for fire protection, and the sprinkler system is inspected semi-annually and tested quarterly by Hartford Sprinkler. Fire extinguishers are readily available throughout all buildings. A fire extinguisher company checks extinguishers monthly. Training for use of fire extinguishers has been provided to employees on an annual basis.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

All buildings except the White Studio are handicapped accessible. First floor conference rooms are located in both the English and Goulet Houses. Northwestern continues to improve accessibility. Several recent ADA safety enhancements include a chair lift at Greenwoods Hall and improved lighting and signage throughout the campus. Good indoor air quality is maintained by vacuuming grills and ductwork and changing filters on a regular basis. The College provides regular maintenance of HVAC systems.

Environmental awareness and sustainability have been a theme throughout campus over the past three years. The Beautification and Sustainability Committee has been active, as have several courses, which have environmental service learning embedded in them. As such, students, staff, and outside volunteers have participated in such events as developing natural habitat areas along the Still River, planting native plants throughout campus, completing semi-annual river cleanups, hosting Clean Energy and Sustainable Living expositions, and offering sustainability films for viewing. The maintenance staff has worked to maximize energy efficiency throughout the campus and the custodial staff has converted to biodegradable and less-toxic cleaning products where possible. The building to replace the Elizabeth H. Joyner Learning Center will be built to LEED silver standards, per Connecticut State Law, and will feature solar power and a “green” roof, among other sustainable elements.

Northwestern has outsourced its security operation to Securitas, which provides two security guards from 10 a.m. - 10 p.m. Monday through Thursday and 10 a.m. - 6 p.m. on Fridays. No major crimes have been reported under the 1990 Clery Act (previously the Crime Awareness and Campus Security Act). Northwestern provides emergency phones in Greenwoods Hall, Founders Hall, the Art and Science Center and the Elizabeth H. Joyner Learning Center. Intrusion alarms have been installed at Green Woods Hall in the Macintosh Lab and in the art and video studios. This allows these areas to be monitored 24 hours a day. There are also security cameras installed in the parking areas of the Art and Science Center, Founders Hall, and Greenwoods Hall.

The Dean of Administration and the Building Superintendent oversee management of the College’s facilities. A staff of five performs building maintenance and grounds. A staff of six custodians maintains cleaning services. The Dean of Administration makes physical plant operations a priority and consults with the Building Superintendent on matters related to facilities maintenance.

The NCCC campus network infrastructure is comprised of fiber media backbone interconnecting all buildings except Elizabeth H. Joyner Learning Center and 150 Wetmore Avenue. Elizabeth H. Joyner Learning Center and 150 Wetmore Avenue are connected using a proprietary point-to-point wireless system.

All classrooms, offices, and public areas connect to NCCC’s network infrastructure with a minimum of CAT-5 copper network cabling interconnecting eleven (11) edge network switches and two core network switches, supporting over 1100 connections. NCCC’s current network topology utilizes a redundant ‘Star’ configuration and network traffic is currently not segmented. The network provides access to an internet connection with a maximum service level capacity of 10MBps.

NCCC’s wireless service access is limited to specific areas of Founders Hall, the Learning Resource Center, Greenwoods Hall, and the Art and Science Center. The wireless services are provided using a separate network using a DSL internet connection with a maximum service level capacity of 1.5MBps. NCCC’s Computer Center manages approximately 450 computers residing across the campus, consisting of 30 Apple computers, 400 Microsoft Windows computers, and 20 file/print/application servers. These computer assignments are as follows: 320 student computers (i.e., classrooms, open labs, Kiosks, public computers), 75 staff computers, and 55 faculty computers. All computer classrooms and labs are equipped with ergonomically correct desks and chairs, as well as handicap accessible furniture.

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NCCC's phone system is comprised of two separate PBX (Private Branch Exchange) systems. One system services Elizabeth H. Joyner Learning Center and the other services all other campus buildings. The PBX systems are approximately ten (10) years old and support basic telephone system operations (e.g., voice mail, conferencing, speed dial, etc.). For teleconferencing capabilities, NCCC uses a Polycom HDX 6000 Conference System.

NCCC's Audio Visual (AV) systems include thirty-five classrooms equipped with projectors, interactive white board systems, DVD/VCR systems, document cameras, and sound systems. In addition to the fixed technology in classrooms, NCCC provides access to mobile AV resources. Ten mobile AV carts/cabinets are equipped with either a computer/projector combo or a television/DVD/VCR combo. NCCC also provides access to five collaborative workstations (e.g., C-Pod stations) consisting of a large flat panel display, a computer and several keyboards with mice to allow multiple students to collaborate.

For printing capabilities, the campus supports twenty copiers with over half serving as multi-use copiers/scanners/faxes/printer devices and approximately fifty-five LaserJet printers. All existing and all new copiers with scanning capabilities are equipped with Data Overwrite Services (DOS) meeting the data security standards established by the U.S. Department of Defense.

NCCC maintains eight exterior digital security cameras and six interior digital classroom-monitoring cameras. The exterior cameras are located at strategic positions on the Learning Resource Center, Greenwood Hall, and Art and Science Center for observing building entrance and public gathering area activities. The classroom monitoring cameras are located in Learning Resource Center rooms 108 stairwell, and 208, Founders Hall room 206, Founders Hall Annex room 111, Greenwood Hall room 314, and Art and Science Center room 214.

NCCC System maintains three official files (application, personnel, and professional) for each member of its professional staff, accessible on a reasonable basis to the professional staff member concerned through the Human Resources office. A personnel file is kept for each member of the classified staff as well.

All files are maintained in locked filing cabinets in a locked file room in the Human Resources Office and are maintained by the Director of Human Resources, the President's designee. All files are kept based on the Connecticut State Library's Record Retention Schedule.

The privacy of individual students is maintained through all areas of the College. Their personal and academic information is tightly controlled and procedures are in place to assure that no information is compromised. Once students are accepted to NCCC, their online account in the student portal, myCommNet, is activated. The password contains a student's ID number and their initial login is the first three letters of their birth month, the "&" sign and the last four digits of their social security number (ex. Apr&1234). Since these items are generally not known to others, this is considered a safe initial password. Once a student logs in for the first time, they are immediately directed to change their password. The new strong password must have at least one capital letter and one number and be a minimum of eight characters. Passwords then expire at set intervals to keep them more secure. Student access to the student portal ceases once the student has not been in attendance for more than 5 semesters.

Transcripts can be requested in two ways. Current students and former students who attended within the last 5 semesters can request official or unofficial transcripts online via the student portal. The second way for all students past and present to request an official or unofficial transcript is via written request. The request must contain basic identifying information and must be signed and dated by the student in order to comply with the Family Educational Rights and Privacy Act (FERPA).

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No student academic information is given out over the phone and all requests must be in writing, signed and dated by the student. The college remains FERPA compliant in all of its practices and faculty/staff are periodically reminded of their obligations to protect the privacy of academic and student records. The Registrar created two FERPA brochures, one for faculty/staff and the other for students. In addition, information on FERPA is given each semester to each adjunct faculty. Student files housed in Admissions and the Registrar's office are contained in locked file cabinets.

The Computer Center is comprised of six professional staff members with the respective job titles; Director of Information Technology Services, Network Manager, Coordinator of Academic Technology, Coordinator of Administrative Technology, Information Technology Technician II, and Information Technology Technician I.

Appraisal:

An online survey was distributed to all faculty and staff during December 2011/January 2012 regarding facilities and institutional technology. According to the survey results, the majority of the faculty and staff at NCCC feel that the facilities on campus are adequate for the mission of the College. The availability and convenience of parking has been a perpetual issue for the College and was noted by several respondents to the survey. At this time, there are no future plans for increased parking on campus or to designate specific parking lots by employee/student, due to lack of space. In addition, it was noted that the campus only supports two larger lecture halls, limiting class sizes.

The survey indicated that many faculty and staff are aware of the work that the maintenance and custodial staff do around campus, and the majority are content with the state of the facilities on campus. Some respondents did mention concerns with cleanliness of various buildings and this will be addressed.

Northwestern's Facilities Master Plan is fourteen years old and should be reviewed. The Response Action Plan is also out of date and should be updated with the names of new essential personnel and contingencies. New tabletop exercises should be conducted. There are plans currently underway to revise the Facilities Master Plan and Response Action Plan within the year.

Due to the age and expense of maintaining the facility, in addition to the recommendation by the Veterinary Technology program accreditation agency, the bottom floor of Elizabeth H. Joyner Learning Center will no longer hold lecture or laboratory classes or animal accommodations. The kennels and animals were relocated to the second floor of Elizabeth H. Joyner Learning Center prior to the spring 2012 semester. The main floor of the facility will still host various veterinary technology laboratories. Several of the veterinary technology laboratory courses and all faculty with offices previously in Elizabeth H. Joyner Learning Center, with the exception of the Educational Assistant for the Veterinary Technology program, have been moved to offices in other buildings on campus. This has posed a challenge for scheduling and relocation of resources but the various affected staff members have made the best of a challenging situation.

The operability and cleanliness of NCCC's computer systems is essential for students, faculty, and staff to work effectively. To ensure NCCC's computer systems are clean and in working order, the Computer Center (CC) performs a quality assurance/quality control (QA/QC) process testing and checking technological systems (e.g., computers, audiovisual equipment, phones, etc...) in all classrooms prior to the start of each semester. In addition to the periodic QA/QC review process, CC staff and student workers clean computer classrooms located in Founders Hall Annex on a weekly basis due to their heavy usage. The QA/QC process was initiated in the Fall 2007 semester as a proactive measure to ensure the reliability of technology sys-

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tems used throughout the campus. However, since the CC does not have the staffing resources to maintain these proactive measures throughout the semester, the CC relies on feedback from users (student, faculty, and staff) via NCCC's help desk reporting system.

NCCC's Computer Center help desk system (TrackIT) is a key component used to monitor and gauge the reliability and usability of NCCC's technology systems. The help desk system is used to track events for each technology system used on campus. If users experience issues with a particular system, users are instructed to report such incidents to the help desk staff. Help desk staff then capture incident details in the NCCC's help desk software database for subsequent analysis.

The analysis of the incident database is critical to maintaining reliability and usability of technology systems on NCCC's campus. CC staff regularly review incident tickets to determine trends for either identification of a systemic system failure or the need for user training to increase the effective use of the technology system.

Subsequent IT Surveys have demonstrated an overall improvement of user perception as to the reliability and usability of the technology systems. This is a direct result of NCCC's QA/QC program and the use of help desk incident database. However, not all students, faculty, and staff have fully engaged the help desk system to a level required to achieve optimal levels of support.

Beyond the basic operation needs of technology systems, maintaining currency with accessory/support software on computer systems, with such software as Adobe Flash Player, Adobe Reader, and Internet Explorer, has been a challenge to NCCC's Computer Center. With over 400 computers and limited staffing resources, a manual upgrade of accessory/support software has become an insurmountable task, resulting in inconsistencies of software application across computer systems. To increase the effectiveness of maintaining application consistency of accessory/support software, the CC procured KACE management systems. The KACE management system consists of two physical devices providing software distribution functionality as well as help desk management system, configuration management, inventory management, and a self-help knowledge base system. NCCC's CC has successfully used the KACE system to deploy Windows 7 and overcome the challenges of maintaining currency and version consistency with accessory/support software. This new system has significantly reduced the time requirements for software installation and has improved configuration consistency via the configuration management feature, thereby increasing usability of technology systems.

NCCC shares the responsibility of data management with the Connecticut Community College System Office (SO). Collectively, NCCC and SO, along with the other eleven Connecticut Community Colleges are regarded as the Connecticut Community College System.

The System Office (SO) manages all data pertaining to NCCC's finances (administrative and student related), email, student records (registration and financial aid), learning management systems, and institutional research data. SO's maintains all procedures and policies required to ensure the integrity and security of this data is maintained. NCCC Computer Center staff does not have authorized access to review or confirm the practices used by SO and cannot speak to the degree of integrity or security of these practices.

NCCC Computer Center staff does manage some data, which reside on campus and pertain primarily to program course work (learning management content such as student homework) or transient administrative data. The NCCC policies followed to ensure data integrity and security include nightly backup and archiving procedures requisite with records retention and disposition requirements as listed on the State Agencies' Records Schedule S6: Information Systems Records. To ensure the integrity and security of data NCCC staff

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does manage, the procedures and policies in the NCCC Procedures Folder are strictly followed.

As with all Connecticut Community Colleges, NCCC's technology systems serve as a gateway to data maintained on campus systems as well as to data maintained on SO systems. As a system, the respective policies and procedures are in place to ensure users of technology are authenticated to use the applicable resources and authorized to access the appropriate data. These include policies and procedures involving infrastructure, Banner, and security governance. Student, faculty, and staff user accounts (e.g., NetID) are created and terminated in a tightly correlated set of actions based on student admission processes, as well as faculty and staff contract activities.

Critical to properly managing authentication and authorization to NCCC's technology resources is the setting and resetting of a user's NetID account password. Currently NCCC maintains a password reset policy dated January 21, 2005. The dynamic of NCCC's student population has changed significantly since this policy was written. The student population has become more mobile and frequently participates from remote locations. In response to this dynamic, SO has made modifications to Banner (the Student Record Management System) by adding tools to accommodate password resets for remote users. Specifically, the Forgot NetID Password reset utility enables students to reset passwords using a secret password or an email account associated with their registration. As a last resort, NCCC's Registrar's Office can reset passwords with a completed Password Reset Form accompanied by a photo ID. This can be done in person, via fax or U.S. mail.

To protect systems from malware incidents, NCCC employs a system-wide solution using McAfee Enterprise ePO System. This is an enterprise level system and all policies and procedures are developed and maintained by SO. To keep users informed of potential security threats as well as updates to measures taken to protect NCCC's technology systems, the Director of Information Technology meets regularly with all members of each department on campus. While NCCC has experienced a fair share of potential security incidents, none of the incidents has resulted in a security breach.

The responsibility of developing policies and procedures for the use of technology systems and resources used to lie with the Connecticut Community College System Office (SO), which had established a system-wide Acceptable Use Policy (Policy 3.3). With the recent consolidation under ConnSCU, this policy may be revised.

NCCC utilizes Active Directory Group Policies to enforce objectives defined in the system-wide Acceptable Use Policy. For example, NCCC limits access to certain computers which means that students cannot use faculty or staff computers, and public users are restricted to the public PC's designated in the Library.

Currently, Apple computer products used on campus do not comply with login or use restrictions. The Computer Center goal is to have Apple products in compliance within the current academic year.

All computer classrooms are equipped with fixed technology providing very little flexibility to adapt to individual academic program needs. As more and more academic programs incorporate technology as a pedagogic means, the need for flexibility with technological and facility resources will be necessary to support the success of various academic programs.

NCCC's campus wireless services are limited to four (4) specific areas of the campus and current bandwidth capacity is inadequate for students to study or perform research. Increasing the areas of wireless service availability as well as bandwidth capacity would dramatically increase the physical environment for students to study or perform research.

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As previously described, the NCCC's facilities footprint is highly fragmented with significant separation distances between buildings. This condition presents many challenges to technology support as well as management of resources in an efficient manner.

NCCC's network infrastructure is comprised of a fiber media backbone interconnecting all buildings except Elizabeth H. Joyner Learning Center and the former Child Development Center (soon to be the Allied Health Center). Both Elizabeth H. Joyner Learning Center and the former Child Development Center are connected via point-to-point wireless system. Both the fiber media backbone and the wireless systems provide the means for the Computer Center to monitor and manage technology systems remotely. The ability to maintain currency on system configurations provides a benchmark for planning upgrades, locating suitable rooms for classes, and estimating costs for providing new services.

The Computer Center management approach has adopted the ITIL Service Management structure. Under the guidance of this service structure, the Computer Center regularly meets priority service needs. Surveys indicate users are satisfied with the services delivered by the Computer Center. However, the ever-increasing demand for technological services from NCCC's campus population has become an overburden on Computer Center staff, resulting in some shortfalls in high quality service delivery.

Projection:

The Facilities Master Plan was created in 1998, and a request has been submitted to the Board of Regents of the Connecticut State Colleges and Universities to develop a new Facilities Master Plan.

NCCC closed the Child Development Center in June 2012. The building will be used by the Allied Health program until the new Elizabeth H. Joyner Learning Center facility is constructed. At that time the building will be demolished.

NCCC is planning major renovations to the exterior of Greenwoods Hall. The renovation will include a new roof, pointing of the bricks, repairs to the window frames and improved handicapped access. The project is estimated to cost \$1 million. The project has gotten underway in Fall 2012, and is currently in progress.

NCCC is also planning a new 24,000 square foot building to replace the existing Elizabeth H. Joyner Learning Center. The new facility will house the Veterinary Technology Program and the Allied Health Program. The facility is budgeted to cost \$25.4 million and construction is expected to begin in the Summer of 2013 on the same general site.

Currently, NCCC provides wireless services in three (3) locations: Founders Hall, Greenwoods Hall, and the Art and Science Center. As previously stated, the internet bandwidth used to service these locations is a 1.5Mbps T-1 circuit, which is currently servicing 250 devices. To increase the availability and capacity of wireless services, NCCC will be installing an additional forty-three (43) wireless access points (WAPs), which will provide ubiquitous wireless services across campus. In addition, the WAPs will be connected to the NCCC's main 10MBps internet connection, providing adequate internet access of wireless devices. In addition to upgrading the wireless service coverage, NCCC is also planning to upgrade the bandwidth of its main 10MBps to 100MBps.

While the Computer Center conducts weekly cleaning and testing of the system located in Founders Hall Annex, staff would like to expand these efforts to ensure all technology systems are checked and cleaned

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more than twice a year. However, since the Computer Center staffing resources do not allow for this level of service, the plan is to work with and recruit staff and faculty who use technology throughout the campus.

One method currently used by the Computer Center is the help desk system to record and track incidents. NCCC has plans to migrate from the TrackIT help desk system to the KACE Online Support Services system. The new help desk system will have a greater online presence with intelligent capabilities of determining where a user is submitting a help desk request from and will provide the requisite help without direct assistance from Computer Center staff. In addition the help desk system will have a knowledge base to help users conduct self-help research and resolution.

The history of NCCC's potential threat identification demonstrates the measures used to keep systems secure are adequate to protect against unauthorized data access. However, NCCC can improve its security profile by segmenting network traffic. Currently the college does not separate student data from staff or faculty data. In other words, NCCC maintains a flat network, which poses a greater risk of exposing data to unauthorized access. NCCC is currently working with the System Office and restructuring the network to enable the segmentation of network traffic. This specific project is part of a larger system-wide enterprise services project encompassing several projects across the system. As a result, NCCC's network infrastructure should be such that data flow will be segmented and allow for greater security of sensitive information.

Pedagogical methods continue to incorporate higher orders of technology interdependencies to sustain successful outcomes in the classroom (e.g., BlackBoard, Digication, textbook companion media, Google apps). In addition, business processes are demanding more support services to manage their respective technology systems (e.g., data security). The confluence of these demands will place an increased workload on the existing Computer Center staff. Certainly, increasing the number of staff in the Computer Center would help to address the increased workload, but due to budget restrictions, this alternative is not a viable option for the near future.

Institutional Effectiveness:

With the exception of the soon-to-be replaced Joyner Building, facilities on campus are currently sufficient to meet student, staff, and course needs, per survey data and space availability. Student services are located in one convenient location and scheduling has been examined to optimize classroom, laboratory, and studio space. The campus Facilities Master Plan is frequently revisited and revised where necessary to make sure that additions and upgrades are in line with the long-term vision of the campus and that the Plan remains flexible enough to answer the needs of a dynamic institution.

Campus buildings and classrooms are updated continuously, in response to student, faculty, and staff needs. Course and activity schedules are evaluated to ascertain any gaps in facilities, and program reviews are utilized to identify facilities improvements for programs and courses. Changes are made to satisfy the evolving requirements of academic programs and College services, and are consistent with NCCC's distinctive mission. Final construction plans have deviated from the initial Facilities Master Plan when necessary to ensure the best possible facilities for the College as institutional needs have evolved.

Safety procedures and protocols are consistently updated to maintain currency with best practices. Safety training is altered depending on the type of job a staff or faculty member is performing. The NCCC administration is committed to maintaining a safe campus and encourages faculty and staff to perform their work as safely as possible. Concerns about safety in the classroom or facilities are brought to the Budget and Facili-

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ties committee where they are discussed and remedied. New state laws and standards have also worked to improve the energy efficiency and sustainable operations of the facilities.

Annual surveys are utilized for student input on connectivity, software, and hardware needs. Programs such as KACE allow the CC to address hardware, software, and other IT needs of faculty and staff. Hardware is upgraded as funding becomes available, software is updated as needed by CC staff, and IT concerns are addressed in a timely manner. However, within computer and IT services, the incorporation of new methods of pedagogy and the adoption of new hardware/software are carefully evaluated in the context of available support services to be sure that the respective method or process can be properly supported.

In an environment where demands on physical and technical resources and capabilities are in constant flux, NCCC's strategic planning, policies, and procedures have provided an effective means to create solutions that are focused on sustaining safe and comfortable work environments.

Standard 8: Physical and Technological Resources

Campus location	Serviceable	Assignable Square Feet
	Buildings	(000)
Main campus	11	131,440
Other U.S. locations	0	0
International locations	0	0

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	2009	2010	2011	2012	2013
Revenue (\$000)					
Capital appropriations (public institutions)	\$2,997	\$2,761			
Operating budget	\$99	\$116			
Gifts and grants	\$4	\$1	\$153		
Debt	\$0	\$0	\$0		
TOTAL	\$3,100	\$2,878	\$153	\$0	\$0
Expenditures (\$000)					
New Construction	\$406	\$139			
Renovations, maintenance and equipment	\$2,021	\$1,939	\$1,634		
Technology	\$673	\$800	\$261	\$158	\$440
TOTAL	\$3,100	\$2,878	\$1,895	\$158	\$440

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	22,011		22,011
Laboratory	10,948		10,948
Office	21,397		21,397
Study	12,003		12,003
Special	19,119		19,119
General	27,859		27,859
Support	18,103		18,103
Residential			0
Other			0

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Learning Resource Center	Library	21088	5,636	2003
Art & Science	Art & science	30389	7,900	2008

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Joyner Learning Center	Vet Tech & Allied Health	17100	\$26,900	2013

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Greenwoods Hall	Window Replacement	18960	\$400	2007
Founders Hall & Annex	Interior Renovation	36466	\$5,346	2001

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Greenwoods Hall	Exterior Renovation	18960	\$1,000	2012

STANDARD NINE:
FINANCIAL RESOURCES

STANDARD NINE: FINANCIAL RESOURCES

Description:

In fiscal year 2011, Northwestern Connecticut Community College received 56% of its operating budget from the State of Connecticut, in general fund dollars. Operating revenues such as tuition & fees account for 30%, 12% came from State of Connecticut bond funds for capital equipment and improvements and 2% came to the college via a transfer from the Community College System. In the two years previous (fiscal year 2009), Northwestern received 70% of its operating budget from the State of Connecticut, in general fund dollars. College tuition and fee revenues accounted for 26% of the operating budget while state bond funding accounted for 2% and transfers from the Community College System accounted for 2%.

Despite the significant challenges of the current economic climate, Northwestern has continued to preserve and enhance its financial resources through planning and prioritization of expenses. The College mission and strategic plan provide guidance for the continuous evaluation and allocation process. In fiscal year 2011, the dedication to the mission was demonstrated by 32% of the college's operating budget going to instructional costs, 22% to academic support, 14% to institutional support, 11% to operations and maintenance, 10% to student services, 5% to scholarships & fellowships with depreciation making up the remaining 6%.

The Board of Trustees Policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity. The unrestricted current ratio increased from 2.0:1 to 2.3:1 at June 30, 2011. Northwestern's current ratio of 2.3:1 is adequate for a college of Northwestern's size.

Total net assets increased \$1.8 million from \$24.3 million at June 30, 2010 to \$26.1 million at June 30, 2011. Net income before other changes increased \$2.3 million from a \$906,000 loss at June 30, 2010 to \$1.4 million at June 30, 2011. This is primarily due to the increase in state appropriated bond funds of \$2.1 million. A total of \$1.6 million was bonded for the design of the new Medical and Veterinary Technology Center. In addition, the College received \$419,000 in bond funds for capital equipment purchases and \$184,000 for technology initiatives. These bond funds will be used to fund planned infrastructure projects that have been delayed due to the lack of funding in prior years.

The Community College System is budgeted as a single agency by the state, and operated under the direction of the Board of Regents (formerly through the Board of Trustees) through the system office management staff. A budget distribution is provided to the college by the system office. The college, which has its own management staff, is then responsible for allocating the budget across programs and departments. The college is held accountable for its financial position and financial operations.

Traditionally, the development of the College's annual budget begins in the spring of each year. The System Office provides the College with an annual General Fund and Tuition Revenue Allocation, also known as the "budget distribution". This allocation is intended to provide each college with a "fair share" of available general fund and tuition fund revenue dollars to cover core operating expenses. The College is responsible for taking this budget distribution and allocating it to the various programs of the College in order to ensure advancement of educational quality and services for students.

The Dean of Administration begins the budget allocation process by first analyzing the overall budget distribution. Permanent staff salaries and fringe benefits are calculated for the new fiscal year and budget is allocated to these categories accordingly. Next, budget is allocated for any reoccurring expenses such as utilities or maintenance agreements. Once all of the "mandatory" items are accounted for, a request goes out to each of the Deans asking them to work with their department heads to prepare budget proposals. The respective Dean approves the proposal and forwards to the Dean of Administration. The Business

STANDARD NINE: FINANCIAL RESOURCES

Office compiles all of the budget proposals and forwards a draft budget to the Dean of Administration for presentation and discussion with the President's cabinet. Once the cabinet has approved the budget, a final budget is submitted to the system office for review and approval by the Board of Regents. Once approved, the system office appropriates the funds to the College.

A review of the statement of revenues and expenses illustrates the distribution of all revenue sources across college programs. In fiscal year 2011, the college allocated all revenue sources to college programs as follows:

- Instruction – 32%
- Academic Support – 22%
- Institutional Support – 14%
- Operation, Maintenance of Plant – 11%
- Student Services – 10%
- Depreciation – 6%
- Scholarships & Fellowships – 5%

In accordance with Board of Trustee Policy 2.6.1, NCCC's financial aid award policy is to assist needy applicants with grant awards for tuition, fees, textbooks and supplies. The applicants with the greatest need are offered additional grant aid if funds are available.

The College's Chief Financial Officer is the Dean of Administration, Dr. Steven R. Frazier. Dr. Frazier holds a PhD in Education Administration and has been the Dean of Administration at Northwestern for 16 years. In addition to the Chief Financial Officer, the College's Business Office consists of the following staff:

Position	Description	Educational Degree
Director of Financial and Administrative Services	Oversight of day-to-day operations including: purchasing, payroll, accounts payable, accounts receivable, physical inventory, budgets, financial statements and grant accounting	MBA - Accounting
Payroll Officer	Responsible for payroll	Associate Degree
Fiscal Administrative Assistant	Responsible for accounts payable and inventory	Associate Degree
Head Financial Clerk	Responsible for accounts receivables, billings and collections	Associate Degree
Financial Clerk	Responsible for accounts receivables and student payment plans	Associate Degree

In addition to the knowledge that has been acquired through the years of experience, each of the staff members participates on system-wide committees that meet regularly to discuss issues related to their areas of expertise.

STANDARD NINE: FINANCIAL RESOURCES

The Business Office provides monthly reports to the College's Dean of Administration for review. These reports include the Revenue & Expenditure Report, Balance Sheet, and Expenditure Report by department.

In addition, monthly reconciliations are performed to ensure the integrity of the College's financial records. These reconciliations are prepared by the Director of Finance, signed and presented to the Dean of Administration for review and signature. Once signed the reconciliations are scanned to the System Office shared drive for review by System Office and/or the auditors. Quarterly projections and financial analysis are prepared and submitted to the system office for review and discussion. Financial Statements are prepared and audited by Price Waterhouse Coopers on an annual basis.

Northwestern is also audited periodically by the State Auditors of Public Accounts. State audit recommendations are reviewed by management at the college and at the system office. Based on the recommendations, corrective actions are taken when needed.

Monthly grant monitoring reports are prepared and distributed to the individual grant administrators on campus to ensure the accurate accounting of all grant funds and to facilitate any internal or external reporting requirements.

Banner and CORE self-service have been fully implemented at Northwestern in order to maximize efficiency and eliminate the redundant data entry tasks that were previously performed.

The College routinely analyzes budget allocations throughout the fiscal year in order to identify areas of savings or deficits. Budget is re-allocated based on this analysis. Vacant positions are reviewed for possible reclassification if they are no longer needed in their current classification or for possible elimination if they are no longer needed in general.

Monthly budget reports are provided to the Deans for review with their divisions.

In the event of a fiscal crisis, the President, Deans and Human Resources Director review core functions and discuss contingency plans. Fiscal year 2012 was an example of a year when three contingency plans were prepared and at the ready pending on the outcome of union negotiations.

In addition to the regular monitoring that is done by the Business Office and Management at the College, the College has established a Budget and Facilities Committee. This committee meets on a quarterly basis to discuss topics related to budget and facilities. These discussions range from current year budget concerns, new construction projects, maintenance of existing facilities and health and safety concerns. The current members of the Budget and Facilities Committee are: the Dean of Administration, the Director of Information Technology, the Director of Financial & Administrative Services, the Director of Human Resources, the Building Superintendent, Academic Division Directors, a faculty member from the Science Department, the Administrative Assistant for the Dean of Administration, a Financial Clerk from the Cashier's Office and a Student Representative.

Government grants and contracts increased 24.4% or \$605,000 in fiscal year 2011. This increase was primarily due to the increase in Pell funding of \$350,000 and a \$350,000 new federal Nursing Start Up Grant secured by the College. In total, the college managed \$3.1 million in grant funds and \$600,000 in bond funds during fiscal year 2011.

All grants are reviewed and approved by the College President before submission to the grantor. All gifts are processed in accordance with Board of Trustees Policies and Procedures.

STANDARD NINE: FINANCIAL RESOURCES

The Dean of Administration oversees the ethical oversight of financial resources and practices through the establishment of standards and practices that are in keeping with state, board and generally accepted accounting practices.

All financial systems used at the College are password protected. Review of Banner user access is completed on an annual basis by the person responsible for the module.

The state comptroller's internal audit questionnaire is completed annually and reviewed by the state auditors of public accounts. Any recommendations resulting from the audit are reviewed and implemented when needed.

The College is audited annually by the public accounting firm of Price Waterhouse Coopers. Audit reports are provided to the system office as well as to the College President, Dean of Administration and Director of Finance. In addition, the community college system has formed an Audit Advisory Committee comprised of System Office staff, Deans of Administration, Directors of Finance as well as a member from Price Waterhouse Coopers. This committee has been instrumental in developing policies and procedures to address audit issues as they arise.

Fund-raising at the College has primarily been focused in two main areas over the past several years: the nursing program and scholarships. In both cases, the College follows the gift procedures that are outlined in the Board of Trustees Policy Manual section 4.9. In addition, separate fund codes are established where necessary to facilitate the tracking of the funds and internal or external reporting where necessary.

The College, along with the Foundation, has been successful in securing \$1,250,558 in pledges and donations towards the establishment of the nursing program at NCCC. NCCC graduated its first nursing class in May 2012. The second cohort of 32 students began their studies for the Associate Degree in Nursing in January 2012. To date, the College has received the \$350,000 Federal Nursing Program Start Up grant as well as \$450,000 in private grants and donations. These grants and donations provided funds for staff salaries as well as capital equipment and supplies.

The College also currently holds approximately \$162,000 in scholarship funds that have been given to the College by private donors in support of various college scholarships. The funds are deposited in unique fund codes so that their balances and uses may be tracked easily. Reports are prepared by the Director of Finance and provided to the scholarship committee as needed. Scholarship descriptions and requirements are published annually by the scholarship committee and are available in pamphlet form and also posted on the College's website. Letters are generated to the scholarship recipients providing them with contact information for the donors so that they may introduce themselves to their benefactors.

Northwestern Community College Foundation (NCCF) was incorporated in 1981 to support the mission of Northwestern Connecticut Community College and provide higher education to students who are interested in pursuing post-secondary study. NCCF generates private sources of funds for the purpose of supporting the college's needs that are not currently funded by the state for the benefit of students, staff, and the community in general.

The Board of Trustees Policy Manual and the System Office Financial Policies & Procedures and Job Aids are published on the system office website for ease of reference.

STANDARD NINE: FINANCIAL RESOURCES

Appraisal:

The severity of the challenges Northwestern faces in the current economic climate is reflected below in the general fund allocations over the past five fiscal years:

	2007	2008	2009	2010	2011	2012
General Fund	6,946,384	7,481,654	7,260,254	6,938,838	6,775,675	6,305,875
General Fund Fringe Benefits	3,404,492	3,695,843	3,675,409	3,743,881	3,772,300	3,671,053
Total	10,350,876	11,177,497	10,935,663	10,682,719	10,547,975	9,976,928
Change Year to Year		826,621	(241,835)	(252,943)	(134,744)	(571,047)

Even in these difficult economic circumstances, however, Northwestern has been able to improve its unrestricted net asset balance from a negative \$62,000 in fiscal year 2010 to \$283,000 in fiscal year 2011 and its current ratio from 2.0:1 to 2.3:1. The College has been able to fund a substantial portion of the implementation of the Nursing Program through private and federal funds.

Timely and accurate financial information is available at the end users finger tips using Banner finance self service module. Monthly monitoring reports provide necessary information for grant administrators and streamline the expenditure coding process.

The College has implemented CORE self-service. This software allows end users to enter their timesheets directly in to the CORE payroll system, eliminating the duplication of effort previously in place using the paper timesheet process. Streamlining of business practices and procedures and the implementation of the Banner Self-Service Product as well as the Core Self-Service Product have enabled the College to reduce business office staff by two full-time positions without compromising control or service.

While the strategic plan informs the College's budget allocation process, sufficient detail and project planning procedures are not in place to readily link the strategic plan action items to the fiscal budget on a routine basis. Significant cuts in the College's general fund place a tremendous burden on the already tight operating budget. The College was able to absorb these cuts to date with the elimination of vacant positions, savings from retirements, and position reclassifications. New avenues will need to be explored if these general fund cuts continue. A tight operating fund budget leads to flat or reduced programmatic funding with little or no room for program expansion initiatives. The College has not seen deferred maintenance funding for building projects since 2008. Given that the college has 11 buildings that span over 16 acres, these funds are crucial to the maintenance of the property.

Projection:

The College will continue to follow the annual budgeting process to ensure the appropriate allocation of funds among the various student, academic and administrative departments.

The College will continue to monitor and analyze its financial position on a monthly basis to ensure that the appropriate steps are being taken to maximize the limited resources available.

STANDARD NINE: FINANCIAL RESOURCES

The College will continue to strive to meet all requirements of our governing bodies and to respond to any findings presented to us as a result of any of our audits.

The College Budget and Facilities committees will work together with the Strategic Planning Committee to make sure that the budget plan is informed by the strategic plan priorities and procedures are in place to track these projects to the budget.

Institutional Effectiveness:

The monthly review of financial information throughout the fiscal year provides for a simplified annual budget and allocation process. The college uses the data that is available on a routine basis to make decisions related to equipment purchases, facility usage, maintenance projects and staffing. This has enabled the college to stand ready to respond to the significant challenges of the current economic climate.

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
DEBT						
	BEGINNING BALANCE	\$0	\$0	\$0	\$0	\$0
	ADDITIONS	\$0	\$0	\$0	\$0	\$0
	REDUCTIONS	\$0	\$0	\$0	\$0	\$0
	ENDING BALANCE	\$0	\$0	\$0	\$0	\$0
	INTEREST PAID DURING FISCAL YEAR	\$0	\$0	\$0	\$0	\$0
	CURRENT PORTION	\$0	\$0	\$0	\$0	\$0
	BOND RATING					
	DEBT COVENANTS (PLEASE DESCRIBE):					

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

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$25,751	\$24,840	\$24,257	\$26,063	
	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$911)	(\$582)	\$1,805		
	NET ASSETS END OF YEAR	\$24,840	\$24,258	\$26,062	\$26,063	\$0
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL FEDERAL, STATE & PRIVATE GRANTS	\$639	\$653	\$709	\$737	
	RESTRICTED FUNDS	\$0	\$0	\$0	\$0	
	TOTAL	\$1,739	\$2,390	\$2,770	\$3,042	\$0
	% DISCOUNT OF TUITION & FEES		-38.0%	-42.0%		
	% UNRESTRICTED DISCOUNT		16.0%	16.0%		
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						

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

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (06 /30)	2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Most Recent Year (FY 2011)	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS					
CASH AND SHORT TERM INVESTMENTS	\$3	\$3	\$3	0.0%	0.0%
CASH HELD BY STATE TREASURER	\$3,123	\$3,458	\$5,690	10.7%	64.5%
DEPOSITS HELD BY STATE TREASURER	\$0	\$0	\$0	-	-
ACCOUNTS RECEIVABLE, NET	\$1,796	\$1,119	\$1,304	-37.7%	16.5%
CONTRIBUTIONS RECEIVABLE, NET	\$0	\$0	\$0	-	-
INVENTORY AND PREPAID EXPENSES	\$0	\$20	\$6	-	-70.0%
LONG-TERM INVESTMENTS	\$0	\$0	\$0	-	-
LOANS TO STUDENTS	\$0	\$0	\$0	-	-
FUNDS HELD UNDER BOND AGREEMENT	\$0	\$0	\$0	-	-
PROPERTY, PLANT AND EQUIPMENT, NET	\$23,964	\$23,255	\$22,714	-3.0%	-2.3%
OTHER ASSETS				-	-
TOTAL ASSETS	\$28,886	\$27,855	\$29,717	-3.6%	6.7%
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$2,006	\$1,408	\$1,409	-29.8%	0.1%
DEFERRED REVENUE & REFUNDABLE ADVANCES	\$388	\$411	\$382	5.9%	-7.1%
DUE TO STATE	\$0	\$0	\$0	-	-
DUE TO AFFILIATES	\$0	\$0	\$0	-	-
ANNUITY AND LIFE INCOME OBLIGATIONS	\$0	\$0	\$0	-	-
AMOUNTS HELD ON BEHALF OF OTHERS	\$46	\$47	\$52	2.2%	10.6%
LONG TERM DEBT	\$0	\$0	\$0	-	-
REFUNDABLE GOVERNMENT ADVANCES	\$0	\$0	\$0	-	-
OTHER LONG-TERM LIABILITIES	\$1,606	\$1,732	\$1,811	7.8%	4.6%
TOTAL LIABILITIES	\$4,046	\$3,598	\$3,654	-11.1%	1.6%
NET ASSETS					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	(\$396)	(\$62)	\$283	-84.3%	-556.5%
FOUNDATION	\$227	\$3	\$7	-98.7%	133.3%
TOTAL	(\$169)	(\$59)	\$290	-65.1%	-591.5%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL	\$0	\$0	\$0	-	-
FOUNDATION	\$553	\$718	\$814	29.8%	13.4%
TOTAL	\$553	\$718	\$814	29.8%	13.4%
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL	\$25,236	\$24,319	\$25,780	-3.6%	6.0%
FOUNDATION	\$188	\$710	\$768	277.7%	8.2%
TOTAL	\$25,424	\$25,029	\$26,548	-1.6%	6.1%
TOTAL NET ASSETS	\$25,808	\$25,688	\$27,652	-0.5%	7.6%
TOTAL LIABILITIES AND NET ASSETS	\$29,854	\$29,286	\$31,306	-1.9%	6.9%

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

FISCAL YEAR ENDS month & day: (06 / 30)	3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
OPERATING REVENUES					
TUITION & FEES	\$3,619	\$3,963	\$4,323	\$0	
ROOM AND BOARD	\$0	\$0	\$0	\$0	
LESS: FINANCIAL AID	(\$1,191)	(\$1,508)	(\$1,835)	\$0	
NET STUDENT FEES	\$2,428	\$2,455	\$2,488	\$0	\$0
GOVERNMENT GRANTS & CONTRACTS	\$1,822	\$2,475	\$3,080	\$0	
PRIVATE GIFTS, GRANTS & CONTRACTS	\$25	\$47	\$102	\$0	
OTHER AUXILIARY ENTERPRISES	\$0	\$0	\$0	\$0	
ENDOWMENT INCOME USED IN OPERATIONS	\$0	\$0	\$0	\$0	
OTHER REVENUE (specify):	\$128	\$115	\$115	\$0	
OTHER REVENUE (specify):	\$0	\$0	\$0	\$0	
NET ASSETS RELEASED FROM RESTRICTIONS	\$0	\$0	\$0	\$0	
TOTAL OPERATING REVENUES	\$4,403	\$5,092	\$5,785	\$0	\$0
OPERATING EXPENSES					
INSTRUCTION	\$6,359	\$4,789	\$5,588	\$0	
RESEARCH	\$0	\$0	\$0	\$0	
PUBLIC SERVICE	\$160	\$162	\$172	\$0	
ACADEMIC SUPPORT	\$3,595	\$3,514	\$3,800	\$0	
STUDENT SERVICES	\$1,722	\$1,699	\$1,696	\$0	
INSTITUTIONAL SUPPORT	\$2,388	\$2,391	\$2,382	\$0	
FUNDRAISING AND ALUMNI RELATIONS	\$0	\$0	\$0	\$0	
OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$1,866	\$1,781	\$1,870	\$0	
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$514	\$876	\$930	\$0	
AUXILIARY ENTERPRISES	\$0	\$0	\$0	\$0	
DEPRECIATION (if not allocated)	\$995	\$1,037	\$1,008	\$0	
OTHER EXPENSES (specify): LIBRARY	\$0	\$0	\$0	\$0	
OTHER EXPENSES (specify):	\$0	\$0	\$0	\$0	
TOTAL OPERATING EXPENDITURES	\$17,599	\$16,249	\$17,446	\$0	\$0
CHANGE IN NET ASSETS FROM OPERATIONS	(\$13,196)	(\$11,157)	(\$11,661)	\$0	\$0
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET)	\$11,544	\$10,094	\$10,631	\$0	
INVESTMENT RETURN	\$31	\$7	\$6	\$0	
INTEREST EXPENSE (public institutions)	\$0	\$0	\$0	\$0	
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$28	\$49	\$152	\$0	
OTHER (specify):	\$1	\$1	\$0	\$0	
OTHER (specify):	\$0	\$0	\$0	\$0	
OTHER (specify):	\$0	\$0	\$0	\$0	
NET NON OPERATING REVENUES	\$11,604	\$10,151	\$10,789	\$0	\$0
INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	(\$1,592)	(\$1,006)	(\$872)	\$0	\$0
CAPITAL APPROPRIATIONS (public institutions)	\$409	\$100	\$2,237	\$0	
OTHER	\$273	\$324	\$440	\$0	
TOTAL INCREASE/DECREASE IN NET ASSETS	(\$910)	(\$582)	\$1,805	\$0	\$0

STANDARD TEN:
PUBLIC DISCLOSURE

STANDARD TEN: PUBLIC DISCLOSURE

Description:

Northwestern Connecticut Community College utilizes various media to present itself to students, prospective students and the public at large to communicate that it provides a high quality education to the community at large. The information provided highlights the college's affordability, programs of study, student support services, unique programs, and flexible scheduling. As a public institution, NCCC must be open and welcoming to the community; to this end, the institution fosters an environment of reciprocal communication with the public and the press. In addition, the college is a resource for, and an active participant in, numerous activities involving social, cultural, economic, and civic organizations in western Hartford County and Litchfield County, the region in which the college is located.

The College website is the most vital source for providing information about the programs, events and resources offered to the residents in the Northwestern corner of Connecticut. It also offers links to local, regional and national sources of academic, pedagogic, educational and financial aid information. Additionally, the site provides access to library resources, alumni information, the College Foundation, and vital statistics related to the success of students in achieving institutional goals such as rates of retention and graduation. Other measures of student success appropriate to the institutional mission are supplied by the Office of Institutional Research.

The NCCC catalog is available both in print and on the website. The printed version is available to the public at the college and through the mail upon request. The catalog clearly and prominently presents the institution's mission, institutional objectives, and accreditation status. It provides information on how and to whom inquiries about the College can be made, as well as information about admissions, attendance procedures, and expected educational outcomes. Tuition costs, academic programs and courses, financial aid, and academic policies and procedures are also included. Additionally, the catalog provides a complete listing of board members, administrators, and full-time faculty and staff, along with their credentials. Recently, the State of Connecticut reorganized its 17 colleges and universities into one entity: Connecticut State Colleges & Universities (ConnSCU), under the aegis of the Board of Regents for Higher Education. The expectation is that there will be changes in policies from the previous governing and now disbanded Board of Trustees of Connecticut Community-Technical Colleges. In response to these changes in governing structure, NCCC will publish the next two catalogs annually, as compared to the previous publication schedule of every two years. The flexibility provided by yearly publication should reduce the possibility of including outdated information, and ensure that the catalog remains current regarding revisions in guidelines and procedures.

The Schedules of Credit & Non-Credit Courses are mailed each semester to residences in the most highly populated postal zip codes located within the College's service region. They are also available on campus and on the web. The summer Schedules of Credit & Non-Credit Courses are not mailed but are available on campus only and can also be accessed on Northwestern's website.

To further enhance public outreach and disclosure, NCCC purchases advertising space in various local print media, cable television networks, online advertising outlets, and commercial and public radio stations to publicize events, promote registration initiatives, and advertise academic programs and specific courses. Bi-annually, postcards are mailed to promote the College's spring and fall Open House events. The Admissions Department conducts face-to-face presentations at local high schools to inform students and their advisors about the college and its offerings, and provides potential students with applications, immunization forms, catalogs, curriculum sheets, and program brochures. During the academic year, the Student Activities Office prepares and publishes The Jabberwocky, a newsletter that serves as a source of information for students, faculty and staff. The Jabberwocky is only available in print on campus but may also be read online.

The NCCC Student Handbook is designed to familiarize students with procedures that the faculty, staff and students have found helpful in promoting an environment conducive to learning at the College, as well as tips on health, safety and comfort. This publication provides detailed information about campus and student policies, grievance procedures, student participation in clubs and organizations, student representation on College committees, community service opportunities, and more. It is also available in limited numbers in hard copy.

Northwestern Connecticut Community College continues to reach out and provide service to the community by participating with local organizations such as Northwest Connecticut's Chamber, the Winsted Rotary Club, Friends of Main Street, the Winsted Youth Board, and the Litchfield County Autism Spectrum Association (LACASA), and the Parent Support Group at Northwestern Connecticut Community College in their respective initiatives. The college also sponsors an annual Legislative Breakfast at which local elected officials and business leaders are informed about the endeavors, accomplishments, and needs of the college.

The Marketing and Public Relations Office is responsible for the overall coordination of marketing, communications, press and public relations, cable television, and print and radio promotions. It is also responsible for the oversight and implementation of website design, management, and traffic statistics monitoring, as well as supervision of the production and printing of the college catalog, the schedules of credit courses and all other marketing materials.

Over the last decade, the Marketing and Public Relations Director has strived to establish and strengthen the NCCC brand and burnish the college's image, especially in the eyes of the local community. These efforts are ongoing through the continued execution of marketing and promotional campaigns to attract students and prospective students from as wide a geographic and demographic landscape as possible. The college's rotunda logo and slogan, NCCC – The small college that does great things - which were both introduced in the previous accreditation report, are still being effectively used in advertising campaigns and press releases.

Approximately 32,000 Schedules of Credit & Non-Credit Courses are mailed each semester to residents in the NCCC service area. Targeted postcard mailings are utilized to provide information about specific events such as Open Houses. Ten radio stations are regularly employed to transmit NCCC messages over the airwaves; two cable television companies, serving three separate regions of the state run roughly 1,500 NCCC commercials on 30 or so networks each semester. There are two NCCC commercials ("Get the Facts" and "Job Market") that are run in rotation during each cable television campaign. Online advertising is utilized during fall and spring registration campaigns on broadcast television and radio station websites. Although there has been a drop in the placement of print advertising in local newspapers, there are still occasions when print ads are warranted. Through the regular submission of press releases to local newspapers and other media outlets, the college receives ongoing coverage; those releases are also shared with the on-campus community as online e-mail messages, and then placed in the News and Events section of the NCCC website.

With the advent of the new organization, Connecticut State Colleges & Universities (ConnSCU) and Board of Regents for Higher Education (BOR), new centralized communications pathways have been developed. List-servs have been developed for communications staff at the universities, colleges, and Charter Oak State College (COSC) to help facilitate the flow of information among the institutions.

In addition, the following email address OTG-PIOs@list.state.ct.us has been created. This list-serve, which goes to state agency communications staffs, includes all the Public Information Officers (PIO) for state agen-

STANDARD TEN: PUBLIC DISCLOSURE

cies, BOR, CSU, CC and COSC, as maintained by the Governor's Office. The rationale is that in many cases the things that are happening on the campuses may be of interest to them, and vice versa. The communications staffs on the campuses now also receive state agencies' press releases. This system offers access to an entirely new, untapped audience of state agency and college and university communications personnel who receive information about activities and programs at NCCC.

Appraisal:

Due to budgetary constraints in the State of Connecticut, Northwestern Connecticut Community College has had to reduce the amount of advertising it does. Because the population of the College's service area is dispersed across a vast geographical region, broad range advertising is a necessity. If we are unable to reach out to the general public through advertising, fewer people will have the opportunity to learn about Northwestern Connecticut Community College and the high quality education it offers its students. Nonetheless, creative means will be employed to maintain the visibility of the college.

To address concerns regarding the "user-friendliness" of the College's website, the Office of the President queried the Extended Cabinet (directors and deans) to pin-point concerns. Four responses were received with suggestions such as each department should be able to maintain its own page (probably necessitating a change in software); there is a need for a virtual advising center; website should be able to support videos of programs; grouping information by topic rather than by department; the need for active hyper-links. Currently, the flow of updates from departments and individuals to the webmaster needs to be timelier.

Social media, such as Facebook, is utilized to some extent by Admissions and the Academic Skills Center.

Projection:

In today's climate of ever changing technological upgrades, the college is striving to remain current; a few programs or organizations are utilizing Facebook networking, but the NCCC website as a whole is not connected to Facebook, Twitter or any other social network. The website, though functional, will soon need to be redesigned to include up-to-date features it currently lacks. A complete overhaul of the website, although desirable, is cost prohibitive. Recently, a sister college of similar size completed such an overhaul costing \$30,000.

Although the rules and regulations for student conduct can be found on the website, in the catalog, and in the Student Handbook, it is not linked to the "STUDENTS AT NCCC" button on the website's homepage.

Notice of availability of publications and of audited financial statement or fair summary is not currently published. However, this new information will be added to the website and the catalog. In addition, the College's audited financial statement has been placed in the library, and this fact will be included in the notice of availability information when it is posted.

Institutional Effectiveness:

In order to ensure that print and electronic information about the college is precise, accessible, complete and current, the Marketing Department encourages all other departments to monitor and review their particular sections of the website and /or other publications on a regular basis and request when changes need to be made in order to ensure that the product we present to the public is of consistently high quality.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.nwcc.comnet.edu	NCCC Catalog
Notice of availability of publications and of audited financial statement or fair summary	http://www.nwcc.comnet.edu/publications.htm	College Library
Institutional catalog	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
Obligations and responsibilities of students and the institution	http://www.nwcc.comnet.edu/pdfs/ncccpcpolicymanual.pdf	NCCC Catalog, Student Handbook, College Policy Manual
--Nondiscrimination policy	http://www.nwcc.comnet.edu/pdfs/non_discrimination_policy.pdf	College Policy Manual
--Standards of Conduct	http://www.nwcc.comnet.edu/pdfs/standards_of_conduct.pdf	Emergency Response Plan
--Emergency Action Plan	http://www.nwcc.comnet.edu/pdfs/emergencyactionplan.pdf	NCCC Catalog, Student Handbook
--Academic Probation/Suspension	http://www.nwcc.comnet.edu/pdfs/AcademicProbation-Suspension.pdf	
--Student Right to Know	http://www.comnet.edu/planning/SRK.asp	
--Policy on Student Rights	http://www.nwcc.comnet.edu/pdfs/policy_on_student_rights.pdf	
--Student Financial Aid Applicant Rights	http://www.nwcc.comnet.edu/faservices.htm#students_fa_rights_responsibilities	
--Accommodations for Students with Disabilities	http://www.nwcc.comnet.edu/CEDHH/Dis_pdfs/FAQs-ACCOMMODATING_STUDENTS_WITH_DISABILITIES.pdf	
--Suicide Prevention Basics	http://www.nwcc.comnet.edu/pdfs/Suicide_Prevention_Basics_2010.pdf	
--OSHA Safety Policies	http://www.nwcc.comnet.edu/humanresources/osha.htm	
--Family and Medical Leave	http://www.nwcc.comnet.edu/humanresources/fmla.htm	
--Workers Compensation	http://www.nwcc.comnet.edu/humanresources/workers_comp.htm	
Information on admission and attendance	http://www.nwcc.comnet.edu/admissions.htm	NCCC Catalog, Student Handbook
Institutional mission and objectives	http://www.nwcc.comnet.edu/mission.htm	NCCC Catalog
Expected educational outcomes	http://www.nwcc.comnet.edu/courses/programlist.htm	NCCC Catalog
	http://www.nwcc.comnet.edu/syllabi.htm	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
Requirements, procedures and policies re: admissions	http://www.nwcc.comnet.edu/pdfs/studenthandbook.pdf http://www.nwcc.comnet.edu/admissions.htm http://www.nwcc.comnet.edu/pdfs/schedule-spring-13.pdf	Student Handbook, NCCC Catalog
Requirements, procedures and policies re: transfer credit	http://www.nwcc.comnet.edu/mission.htm http://www.nwcc.comnet.edu/transfer.htm http://www.nwcc.comnet.edu/pdfs/studenthandbook.pdf	Student Handbook, NCCC Catalog
A list of institutions with which the institution has an articulation agreement	http://www.nwcc.comnet.edu/mission.htm http://www.nwcc.comnet.edu/transfer.htm http://www.nwcc.comnet.edu/pdfs/studenthandbook.pdf	Student Handbook, NCCC Catalog
Student fees, charges and refund policies	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf http://www.nwcc.comnet.edu/admissions.htm http://www.nwcc.comnet.edu/payments.htm http://www.nwcc.comnet.edu/faservices.htm#Tuition_Fee_Charges http://www.nwcc.comnet.edu/pdfs/studenthandbook.pdf	NCCC Catalog, Course Schedule, Student Handbook
Procedures for student appeals and complaints	http://www.nwcc.comnet.edu/pdfs/studenthandbook.pdf http://www.nwcc.comnet.edu/pdfs/policy_on_student_rights.pdf http://www.nwcc.comnet.edu/pdfs/AcademicProbation-Suspension.pdf	Student Handbook, NCCC Catalog
Other information re: attending or withdrawing from the institution	http://www.nwcc.comnet.edu/admissions.htm http://www.nwcc.comnet.edu/registration.htm	NCCC Catalog, Course Schedule
Academic programs	http://www.nwcc.comnet.edu/courses/programlist.htm http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog, Curriculum Sheets
Courses currently offered	https://www.online.comnet.edu/pls/x/bzskfcls.P_CrseSearch	Course Schedule
Other available educational opportunities	http://www.nwcc.comnet.edu/centerstudentsupport/center_student.htm	NCCC Catalog, Course Schedule
Other academic policies and procedures	(See links above under Obligations and responsibilities of students and the institution)	
Requirements for degrees and other forms of academic recognition	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf http://www.nwcc.comnet.edu/faculty/	NCCC Catalog
Names and positions of administrative officers	http://www.nwcc.comnet.edu/officers.htm http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
Names, principal affiliations of governing board members	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A	
Programs, courses, services, and personnel not available in any given academic year.	N/A	
Size and characteristics of the student body	http://www.nwcc.comnet.edu/research/main.html	Student Handbook, NCCC Catalog
Description of the campus setting	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
Availability of academic and other support services	http://www.nwcc.comnet.edu/academic_support.htm http://www.nwcc.comnet.edu/centerstudentsupport/center_student.htm	NCCC Catalog
Range of co-curricular and non-academic opportunities available to students	http://www.nwcc.comnet.edu/student_activities.htm http://www.nwcc.comnet.edu/nccc_news/pdfs/jabberwocky.pdf	NCCC Catalog Jabberwocky
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
Institutional goals for students' education	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.comnet.edu/planning/SRK.asp	
Total cost of education, including availability of financial aid and typical length of study	http://www.nwcc.comnet.edu/faservices.htm#fa_services	NCCC Catalog
Expected amount of student debt upon graduation	http://www.comnet.edu/finaid/netprice/npcalc.htm?coll=C	none available yet
Statement about accreditation	http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf	NCCC Catalog

STANDARD ELEVEN:
INTEGRITY

STANDARD ELEVEN: INTEGRITY

Description:

Northwestern Connecticut Community College imbues integrity into every aspect of its institutional life. The college insists on high ethical standards from faculty, staff, and management. To this end, all its interactions within the on-campus community and with its governing bodies, peers, and the general public are based on adherence to a strong understanding of what it means to act with respect for others and to do the right thing.

Until January 1, 2012 the College worked within the framework of a twelve-college system of community colleges operating under the jurisdictions of a Board of Trustees (BOT) for the Connecticut Community-Technical College System and the Board of Governors for Higher Education. Northwestern adhered to BOT policies and procedures. Beginning in 2012, the College operates under the aegis of the Board of Regents for Higher Education for the newly constituted 17 member college and university merged system composed of the twelve community colleges, the four State universities, and Charter Oak State College. This new system is currently adapting to leadership and structural changes.

NCCC has set non-discriminatory goals in recruitment, admissions, employment, evaluation, and promotion. It files an annual Affirmative Action Plan for review by the Commission on Human Rights and Opportunities. The documents that contain non-discriminatory policies and practices can be found in the College Policy Manual, Policy on Student Rights, and the Faculty Handbook. Each of these manuals can be found digitally on our website, in paper form in our Human Resources department, in our Academic & Student Affairs department, and with the faculty secretary. The documents can also be listened to in auditory form using Kurzweil Reader in the Academic Skills Center.

The philosophy of the institution in perpetuating honesty and integrity is embedded in the Catalog; and especially in sections entitled, Academic Honesty and Plagiarism on page 27, and 5.2.1 Policy on Student Conduct on page 49. Also, in the College Policy Manual, page 10, the Acceptable Use Policies for Information Technology is identified, and a poster titled “BOT Information Technology Resources Policy” is posted prominently outside all NCCC open computer labs.

Honesty, academic integrity, and respect are also emphasized in the Catalog under Expectations for Student Conduct. Each syllabus contains the College policy forbidding plagiarism and all instructors and staff have access to, and are invited to participate in, Center for Teaching or System Professional Day workshops or brown bag luncheons focused on recognizing and dealing with academic dishonesty. The most recent training available targets the online capability in Black Board Safe Assign module. All instructors, full and part-time, have access to the module since all courses have online shells; special training is needed to avoid unintended FERPA violations.

Students are also informed specifically about plagiarism and the consequences in their classes; new instructors are made aware of it during the hiring process. Each syllabus also contains the College-approved set of learning outcomes for that course so that all sections will be comparable. Instructors, full or part-time, have the academic freedom to teach as each believes is appropriate to reach the stated learning outcomes. There is a regular schedule of instructor and student evaluations and program assessments to assist in assuring students of high quality instruction in keeping with the College’s mission and educational philosophy.

Additional policies ensuring institutional integrity can be found in the College Policy Manual (for faculty/staff grievance), the Faculty Handbook (for faculty grievance), the College Catalog (for student grievance), and the Student Handbook (for student grievance). All documents can be found digitally on the college website, and in auditory form in the Academic Skills Center. Paper forms of the above documents can be

found in the Human Resources department, in the Faculty Secretary's Office, and with the Academic and Student Affairs office.

Northwestern manages academic programs, administrative operations, and interactions with students, current and prospective, with honesty and integrity. To manage academic programs, Northwestern's governance structure includes committees often with both administration and faculty membership that are involved in the development, review, approval, and monitoring of academic programs. To manage the College's comprehensive data, NCCC uses SCT Banner to maintain admissions, registration, Financial Aid, finance, advising, placement testing and course scheduling modules. Network access is provided to staff, faculty and students through the establishment of a unique identification number and password and the use of Banner adheres to FERPA guidelines to protect students' information. myCommnet and courses taught online also require a unique password and student identification number to assure appropriate access into the data or course for only those directly needing to do so. Articulation agreements with other institutions and the alignment of NCCC programs with these institutions facilitate transfer, such as NCCC's guaranteed Admissions Program (GAP) with the University of Connecticut. The College makes every effort to maintain integrity in the commitment to academic excellence and accessibility.

Appraisal:

Northwestern's mission, policies, procedures and practices clearly outline the expectations of integrity, transparency, and responsibility. These standards apply to administrators, faculty, staff, students and visitors. They guide the College's activities, services, publications, curricula, day-to-day functions, and the long-range plan.

The documents that contain the college policies and practices can be found on the college's website and in various publications; such as the course schedule, the catalog, the HR Procedures & Policies manual, and the student, faculty and staff handbooks. The library website and all syllabi contain statements regarding plagiarism.

Some examples of policies and practices relating to integrity for faculty, staff and visitors include the Clery Act (previously the Crime Awareness and Campus Security Act), policies that regulate the use of computers, networks, and email, and student privacy rights under FERPA. In addition, integrity and responsibility are also defined for faculty and staff through collective bargaining agreements, grievance procedures, academic integrity guidelines, and support policies against harassment and workplace violence. There are also policies in support of Affirmative Action and Equal Employment Opportunities, Title IX, ADA compliance, and FERPA.

Documents are available in many places on campus or online. They also can be accessed in different modalities, such as ZoomText and JAWS, for those needing accommodations. However, locating information can sometimes be difficult, especially on the website, and dissemination of current information to the entire College community sometimes is incomplete. One primary way the campus shares information and announcements is through NW-All College emails – email that go to all NCCC faculty and staff. However, some members of the College community do not have regular access to email due to the nature of their job, such as custodial and maintenance staff. For this reason, paper copies are also made available.

One area needing improvement is the website. While the policies are located in many places, there is no clear folder containing all of policies and procedures for employees; the links on the website are not always easily negotiated; and the public folders can be confusing and difficult to navigate. It is also unclear whose

STANDARD ELEVEN: INTEGRITY

responsibility it is to make certain policies available. Information needs to be better organized and displayed. Having a dedicated and trained webmaster would enable NCCC to store and disseminate information on its website more effectively. It would also enhance the ability to recruit both students and employees and then inform them of policies appropriately once they become part of the Northwestern community.

NCCC is dedicated to the free pursuit of knowledge and information in its classrooms and on its campus. Faculty members enjoy academic freedom in their teaching and research. A survey was sent out to the faculty to determine how they disseminate knowledge in their classrooms. The questions on this survey include delivery methods, assessment methods, and activities.

Students' freedom to study a given field is assured through academic advising. All counselors conduct a verbal interpersonal session with students to discuss their options and what classes would be involved. The counselors also use an assortment of assessment tools to help determine a student's academic readiness, learning style, and preferences. These include the Myers-Briggs and the Strong Inventory. After testing students are then directed to websites that may provide information about a chosen career. They are:

- The Occupational Outlook Handbook
- What can I do with my Major?
- Career InfoNet

The intellectual property rights of the faculty are outlined in sections of the Student Handbook and Behavioral Codes of Conduct. In addition, the Computer Center, Library and Audio-Visual Services Departments have copyright laws printed for student review. Members of the staff seek to prevent copyright violations through broadcasting property rights information in a variety of ways and are vigilant in enforcement of the laws as well as policies.

Professional development programming or activities occur several times per academic year. Examples of the appropriateness and integrity of these enrichment activities are evidenced in the Faculty Handbook, Professional Development Request Form, and the Sabbatical Leave Request Form. They are found in digital format on our website and in paper form in the Faculty Secretary's Office, and the Human Resources department respectively. Each can be accessed in auditory form in the Academic Skills Center. Enrichment is also offered, and well publicized, through the Center for Teaching activities sponsored on the campus as well as the designated Professional Days for both ACL's and Faculty through the System. Unfortunately, since the creation of ConnSCU, there have been no systemwide professional activities offered.

Finally, Northwestern has a designated liaison to the Commission on Institutions of Higher Education (CIHE) who attends the annual meetings as well as other meeting or workshops offered by the Commission. This practice allows for updated information to be disseminated and applied as necessary. NCCC is mindful of and complies with the CIHE Standards for Accreditation in order to offer the best college experience possible to all its constituencies. Also, the President or designee submits accurate and prompt reports and responses to requests from the Commission as needed and appropriate for an accredited institution of higher education. In addition, members of the college community are encouraged to contribute to the accreditation process through membership on visiting NEASC teams. Overall there is a respectful and solid relationship with the CIHE.

Projection:

The College will continue to be as transparent as possible in communicating both formally and informally its activities and goals to its constituencies. If NCCC is able to dedicate personnel to the revision and maintenance of its website beyond what is currently in place, this would permit growth in program or discipline webpages plus a more robust projection of the College image and programming.

Faculty and staff will continue to participate in professional activities on and off campus to stay as current as possible with the trends, pedagogies, and technological developments necessary in honestly offering and delivering programming relevant to its mission and educational philosophy. Evaluations of professional performance and programs of study will continue to be rigorous and in line with the high expectations outlined in the various documents and policies noted above. Identifying the nature of academic integrity and its possible attendant issues will continue to be addressed regularly with students, faculty, and staff in the offices and classrooms each term.

The College also will continue to participate in CIHE workshops and meetings and on accreditation teams. This will enable it to remain current in its understanding of the accreditation practices and standards, NEASC requirements, and CIHE in general.

Institutional Effectiveness:

NCCC regularly strengthens its level of integrity through its insistence, when funding permits, on applying recommendations or conclusions generated through self-studies or other assessments in order to improve its processes, outcomes, and impact on its communities.

Standard 11: Integrity

Policies

- Academy honesty
- Intellectual property rights
- Conflict of interest
- Privacy rights
- Fairness for students
- Fairness for faculty
- Fairness for staff
- Academic freedom
- Other _____
- Other _____

Last Updated	URL Where Policy is Posted	Responsible Office or Committee
2010	http://www.nwctc.commnet.edu/pdfs/nccccatalog10-12.pdf	
2010	http://www.commnet.edu/Board-	
Nov-11	http://www.commnet.edu/Board-	Human Resources
Nov-11	http://www.commnet.edu/Board-	Human Resources
2010	http://www.nwcc.commnet.edu/p	Dean of Students
Nov-11	http://www.commnet.edu/Board-	Human Resources
Nov-11	http://www.commnet.edu/Board-	Human Resources
Nov-11	http://www.commnet.edu/Board-	

Non-discrimination policies

- Recruitment and admissions
- Employment
- Evaluation
- Disciplinary action
- Advancement
- Other _____

	http://www.commnet.edu/emprel	Human Resources
	http://www.commnet.edu/emprel	

Resolution of grievances

- Students
- Faculty
- Staff
- Other _____

2010	http://www.nwcc.commnet.edu/p	Dean of Students
2010	http://www.commnet.edu/emprel	Human Resources
	http://www.commnet.edu/emprel	Human Resources

Other

Last Updated	Relevant URL or Publication	Responsible Office or Committee

APPENDICES

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S-Series Form	A13
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Audited Financial Statements	A23
Auditor’s Maintenance Letter	A25

***NOTE:** *Additional appendix documents, organized by standard, are available electronically.*

APPENDICES: AFFIRMATION OF COMPLIANCE



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.nwcc.commnet.edu/pdfs/ncccatalog12-13.pdf
Print Publications	College Catalog, p. 25
Self-study Page Reference	P. 22

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.nwcc.commnet.edu/transfer.htm
Print Publications	College Catalog, pgs. 41-43
Self-study Page Reference	P. 24

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.nwcc.commnet.edu/pdfs/ncccatalog10-12.pdf
Print Publications	College Catalog, pgs. 49-53
Self-study Page Reference	P. 59

APPENDICES: AFFIRMATION OF COMPLIANCE

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	The Connecticut Community College system uses a SunGard Higher Education product (Luminis) as a portal to access Blackboard. NCCC students each must enter a unique, secure login and pass code, known as a NetID.
Self-study Page Reference	p. 23

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://www.nwcc.edu/
Print Publications	Press releases to Torrington Register Citizen, Waterbury Republican American, Winsted Journal, Hartford Count
Self-study Page Reference	Standard 10

The undersigned affirms that Northwestern Connecticut Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:  Date: 1-22-13

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	At this time, in the syllabi and in the NEASC e-portfolio document	Varies by degree See Below	Interpreted by the Academic Planning & Assessment Committee [new], Curriculum Committee [Timeline to be determined]	Syllabi have been reviewed & revised	See Below
For general education if an undergraduate institution:	Yes	Catalog	Varies by degree See Below	Interpreted by the Academic Planning & Assessment Committee [new], Curriculum Committee [Timeline to be determined]		See Below
Business and Management Administration	Yes	Outcomes are published in the course syllabi (available in hardcopy and online on the NCCC website http://www.nwcc.comnet.edu/syllabi.htm), college catalog (http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf), and on the program curriculum sheet (available in hardcopy and online on the NCCC website http://www.nwcc.comnet.edu/courses/POS_pdfs/BMG_A_FINAL_08302012.pdf)	Capstone courses exist as well as opportunities for coops and internships; also, exams, team projects, case studies, major academic research papers, oral presentations, job search projects (resume and cover letter preparation, and mock interviews), preparation of various	Review by advisory board (external body).	Increased on-line course offerings; developed a pool of working business professionals available for adjunct teaching opportunities, in response to the small number of full time business faculty; terminated the degree options in Banking, Hospitality, and	Fall of 2010

APPENDICES: E-SERIES FORM

			forms of business communication, Interpretation of financial statements				Office Operations Manager; replaced the "Laboratory OR Natural Science Elective" with "Liberal Arts Elective." (In doing so, there still remains one lab science requirement); replaced "Elective" with "Business Internship OR Elective.", thus highlighting the internship offering, while at the same time not making it a formal graduation requirement.	2007	
Computer Science	Yes	Outcomes are published in the course syllabi (available in hardcopy and online on the NCCC website http://www.nwcc.comnet.edu/syllabi.htm), college catalog (http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf), and on the program curriculum sheet	Capstone courses exist as well as opportunities for coops and internships.	Review by advisory board (external body).			Review by advisory board (external body).		2007
The College of Technology	Yes	Outcomes are published in the course syllabi (available in hardcopy and online on the NCCC website http://www.nwcc.comnet.edu/syllabi.htm), college catalog (http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf), the Connecticut State Colleges & Universities (ConnSCU)	Students must take several sequences of courses where their learning is scaffolded on the outcomes of the degree (e.g. calculus, chemistry, and physics). They	The program advisors regularly meet with the students and are in contact with the 4-year transfer schools at monthly College of			The program advisors regularly meet with the students and are in contact with the 4-year transfer schools at monthly College of		Unknown

		<p>website http://www.ct.edu/academics/col, and on the program curriculum sheet (available in hardcopy and online on the NCCC website http://www.nwcc.commnet.edu/pdfs/Syllabi/COT_Engineering_Tech_Option_F11.pdf)</p>	<p>will not pass the laboratory or lecture courses without having fulfilled those program outcomes.</p>	<p>Technology meetings. In addition, the faculty and administration of the nineteen schools involved in the College of Technology discusses outcomes and their relevancy on a yearly basis. Finally, individuals in the program-specific courses are in regular contact with individuals working in the field of environmental science and attend conferences on the topics within the program and so are able to keep up with the latest skills and content knowledge required for students in the program.</p>	<p>agreed upon by all nineteen participating institutions. The College of Technology is a unique entity within the Connecticut Higher Education System in that it is an umbrella entity for the community colleges. The programs are the same throughout all twelve Connecticut Community Colleges and leads directly into the junior year of a participating four- year engineering program within the state (there are currently seven colleges and universities participating: Central Connecticut State University, University of Connecticut, Fairfield</p>	
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APPENDICES: E-SERIES FORM

<p>Environmental Sci.</p>	<p>Yes</p>	<p>Outcomes are published in the course syllabi (available in hardcopy and online on the NCCC website http://www.nwcc.commmnet.edu/syllabi.htm), college catalog (http://www.nwcc.commmnet.edu/pdfs/ncccatalog12-13.pdf), on the program curriculum sheet (available in hardcopy and</p>	<p>Students must take several sequences of courses where their learning is scaffolded on the outcomes of the degree. They will not pass the laboratory or lecture</p>	<p>The program advisor regularly meets with the students and has them in several courses throughout the program. In</p>	<p>The Environmental Science program was completely overhauled in 2005 and the changes were approved by the Board of Trustees to</p>	<p>Fall of 2011.</p>	<p>University, University of Hartford, University of New Haven, Charter Oak State College, and Eastern Connecticut State University). Students must complete their AS degree with a 3.0 average and no grade less than a 'C' in any one course. The Electric Power Technology Pathway is a brand new degree within the Engineering Technology degree and is only offered by NCCC at this time.</p>
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	<p>incorporate more laboratory and experiential courses for the program.</p>	<p>addition, the science department regularly meets and discusses outcomes and their relevancy. Finally, the program advisor is in regular contact with individuals working in the field of environmental science and attends conferences on the topics within the program and so is able to keep up with the latest skills and content knowledge required for students in the program.</p>	<p>courses without having fulfilled those program outcomes.</p>	<p>online on the NCCC website http://www.nwcc.comnet.edu/pdfs/Syllabi/EVS_Natural_Resources_final.pdf and in an electronic portfolio (https://nwcc.digication.com/home/cc_evs_program_review/Home/)</p>	<p>Yes</p>	<p>Therapeutic Recreation</p>
<p>Spring 2009</p>	<p>The AS program was modified the program from Recreation Leadership to Therapeutic Recreation,</p>	<p>The portfolio is evaluated by the Academic Division Director and the RLS faculty.</p>	<p>Students are required to submit a portfolio that includes both academic and field work experiences theory and practice.</p>	<p>Outcomes are published in the course syllabi (available in hardcopy and online on the NCCC website http://www.nwcc.comnet.edu/syllabi.htm), college catalog (http://www.nwcc.comnet.edu/pdfs/ncccatalog12-13.pdf), and on the program curriculum</p>		

APPENDICES: E-SERIES FORM

			sheet (available in hardcopy and online on the NCCC website http://www.nwctc.commnet.edu/courses/therapeutic_recreation_as.htm)				This proposal will modify the parent degree program was consolidated with its options under the new name of Therapeutic Recreation.	
Criminal Justice	Yes	Catalog; each CJS course syllabus has its own set of outcomes directly related to specific program outcomes.	Successful completion of fieldwork; capstone work in CJS 220 (Criminal Investigation) by formally processing mock crime scene.	Program Coordinator and division director	Two courses have been put online due to student need. Others are in progress. PC will train in summer 2013 to put additional courses online.	2006		
Early Childhood Education	yes	Catalog	Successful completion of student teaching 1 & 2	Program Coordinator, division director, faculty & Advisory Board	Curriculum, syllabi, outcomes, goals have all been rewritten; reworked the ECE schedule of classes and the format of which classes are offered with others	2011-12 NAEYC app. for accreditation in progress		
Fine Arts	yes	Catalog & e-portfolio on college website www.nwcc.commnet.edu	Portfolio review	Art faculty, division director, dean	New digital media option developed, new courses, some course deletions	2008		
General Studies	no	TBD	TBD	This will be the responsibility of the Academic Planning & Assessment Committee	TBD	TBD		
Human Services	Yes	Catalog	Successful completion of	Faculty, dean, and division director	Some pre-requisite changes were made	2011-12		

	no	TBD	fieldwork	This will be the responsibility of the Academic Planning & Assessment Committee	for fieldwork based on student need.	TBD
Liberal Arts & Sciences	no	TBD	TBD	The certified supervising interpreters use a skills assessment form (see attachment) to assess the students' skill level. The instructor then uses the evidence of these to assess the students' grade for the course	The program was originally a certificate program and is now an Associate program. The curriculum includes general education courses as well as courses (see 2012-2013 catalog page 73) that model the Registry of Interpreters for the Deaf training to be prepared for the National Interpreter Certification Exam. See www.rid.org for more information.	TBD
Interpreter Preparation ASL/English	Yes.	The learning outcomes for each of the courses required for the program are listed on the syllabus for each course. Information on each course is included in the 2012-2013 college catalog on page 78	ITP students have a 100 hour practicum class.			2010
Deaf Studies	Yes	Catalog; page 70. Each course syllabus has its own set of outcomes directly related to specific program outcomes.	Successful completion of fieldwork; Deaf Studies Majors are required to complete 100 hours of Field Work Experience under the Direction and Supervision of the Advisor of the Program. There is also an assessment	The Program Advisor reviews the Field Work Experience and also assesses the students skills sets within the Deaf Studies Major by communication with Deaf Professionals, and site visits made by the Program Advisor.	Significant changes have been made in that as students complete ASL III, and prior to getting into ASL IV, students must take the "Cross Roads Evaluation" as part of the Final Examination. This will assess and	2010 Preliminary meeting with faculty to discuss program review of courses and the sequences of coursework.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation in action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). * etc.). *	(6) Date and nature of next scheduled review.
Vet Tech AVMA-CVTEA(American Veterinary Medical Association Committee on Veterinary Technician Education and Activities)	April 30, 2012	The program is in compliance with the Standards of Accreditation of the AVMA Committee on Veterinary Technician Education and Activities was fully reaccredited.	Veterinary Technician National Examination pass rates, employer survey data, graduate survey data, resources for clinical instruction, physical facilities and equipment, faculty and staff salaries	Biennial Report due Fall 2013
Nursing Connecticut State Board of Examiners for Nursing	Removal of Conditional Approval Status	Full Approval granted November 7, 2012	-The Connecticut Community College Nursing Program has met all regulatory requirements outlined in Criteria 1 through 17 of the Nursing Education Program Review for Registered Nurses Preparatory Programs. -achieve a minimal 80% NCLEX pass rate NCCC achieved a 100% pass rate for its first graduating class in 2012	November 2015
Nursing National League for Nursing Accrediting Commission, Inc.(NLNAC)	Granted Candidacy Status 12/30/11	The program must be in compliance with all six standards in order to achieve initial accreditation.	Meet all six NLNAC standards and criteria for an Associate degree nursing program.	Site visit conducted by the NLNAC October 10-12, 2012. Awaiting official decision for accreditation by the NLNAC review board in April of 2012.
Medical Assisting CAAHEP = Commission on	4/28/04		160 hour practicum 78 documented measurements National exam pass rate	May 2, 2013

APPENDICES: E-SERIES FORM

Accreditation of Allied Health Programs and they are the actual accrediting body.				Employment rate Graduate and employer surveys	
Medical Assisting MAERB = Medical Assisting Review Board and they are the overseeing body for the program for CAAHEP		2011 issues noted in review of annual report <ul style="list-style-type: none"> Graduate and employer survey return rates 		Program must conduct graduate and employer surveys	May 2, 2013—see above
Medical Assisting AAMA = American Association of Medical Assistants AAMA Administers the national certification exam for students graduating with an Associates Degree in Medical Assisting, giving them the credential of CMA = Certified Medical Assistant				Program must maintain CAAHEP accreditation	
Physical Therapist Asst Commission on Accreditation of Physical Therapy Education	2003	Retention of students Graduation Rates Qualifications of Program Director		60% graduation rate	January 2014

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

APPENDICES: S-SERIES FORM

Form S1. RETENTION AND GRADUATION RATES					
Student Success Measures/ Prior Performance and Goals	3 Years Prior-2009	2 Years Prior-2010	1 Year Prior- 20121	Most Recent Year-2012	Goal for 2013
IPEDS Retention Data					
Associate degree students—FT	63%	53%	60%	54%	54%
Associate degree students—PT	39%	46%	45%	36%	36%
IPEDS Graduation Data					
Associate degree students	13%	15%	10%	13%	13%
Other Undergraduate Retention Rates (1)					
a					
b					
c					
Other Undergraduate Graduation Rates (2)					
a					
b					
c					
Graduate programs *					
Retention rates first-to-second year (3)					
Graduation rates @ 150% time (4)					
Distance Education					
Course completion rates (5)	75%	74%	72%	72%	72%
Retention rates (6)					
Graduation rates (7)					
Branch Campus and Instructional Locations					
Course completion rate (8)					
Retention rates (9)					
Graduation rates (10)					
Definition and Methodology Explanations					
1					
2					
3					
4					
5	Percent of distance education seats completed annually with a grade of C or better (includes summer term)				
6					
7					
8					
9					
10					

APPENDICES: S-SERIES FORM

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal for Next Year
Success of Students Pursuing Higher Degree						
1	FT, FT students transferring within three years (SRK definition)	24%	27%	25%	22%	22%
2						
3						
4						
Definition and Methodology Explanations						
Data source: National Student Clearinghouse						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
3						
4						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior (2009)	2 Years Prior (2010)	1 Year Prior (2011)	Most Recent Year (2012)	Goal for 2013
State Licensure Passage Rates *						
1						
2						
3						
4						
5						
National Licensure Passage Rates *						
1	Medical Assisting	95%	95%	95%	75%	100%
2	Vet Tech	92%	44%	88%	95%	100%
3	Nursing	NA	NA	NA	100%	100%
4						
5						
Placement Rates **						
At this time, accurate job placement data are not available. We are hopeful that collaboration between the Board of Regents and the CT Department of Labor will result in access to this information in the future.						
1						
2						
3						
4						
5						
6						
7						
8						
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
Institutional Notes of Explanation						
a						
b						
c						
d						
e						
f						

APPENDICES: S-SERIES FORM

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID						
		3 Years Prior 08-09	2 Years Prior 09-10	1 Year Prior 10-11	Most Recent Year 11-12	Goal for 2012-13
Completion Rates *						
(Over the last three years, Northwestern has enrolled fewer than 60 students in certificate programs. Since calculating program-level completion rates for such a small number of students would not produce meaningful information, we are reporting annual completions instead of completion rates.						
1	ADVENTURE EDUCATION CERT	2	8			
2	ALLIED HEALTH SCIENCE CERT	2	11	2	6	
3	COMPUTER BUSINESS APPLICATIONS	2	1	2	1	
4	COMPUTER PROGRAMMING			1		
5	Computer Servicing Tech Cert			1		
6	DEAF STUDIES	1				
7	Digital Publishing Certificate		1	1		
8	Fine Arts Certificate		2	2	1	
9	GRAPHIC DESIGN		3		1	
10	Health Career Pathways Cert		2			
11	HOME CHILD CARE		4	5	4	
12	Hospital Patient Care Tech	1				
13	HUMAN SERVICES		1	2	1	
14	Marketing & Sales Certificate				1	
15	MEDICAL ASSISTING CERT	3	2	7	9	
16	Medical Billing & Coding Cert				3	
17	Photography Certificate		3	6	1	
18	THERAPEUTIC RECREATION CERT	2	1	6	4	
19	WEB MASTER/INTERNET DESIGN CT	1	10	10		
Placement Rates **						
At this time, accurate job placement data are not available. We are hopeful that collaboration between the Board of Regents and the CT Department of Labor will result in access to this information in the future.						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

**BYLAWS OF THE CONNECTICUT BOARD OF REGENTS
FOR HIGHER EDUCATION
as amended to November 15, 2012
ARTICLE I
THE BOARD OF REGENTS FOR HIGHER EDUCATION**

SECTION 1 - AUTHORITY OF THE BOARD OF REGENTS

The Board of Regents for Higher Education serves as the governing body for the regional community-technical college system, the Connecticut State University System and Charter Oak State College pursuant to Subsection (a) of Section 211 of PA 11-48, On January 1, 2012, the Board of Regents is also authorized to act, as necessary, as the Board of Trustees for the Community-Technical Colleges, the Board of Trustees for the Connecticut State University System and the Board for State Academic Awards (which is the Board for Charter Oak State College) pursuant to sections 10a-71, 10a-88 and 10a-143 of the Connecticut General Statutes, as amended. The specific powers and duties of the Board are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the Board from time to time.

SECTION 2 - BOARD MEMBERSHIP

Membership on the Board is defined in Subsection (a) of Section 211 of PA 11-61 as follows:

The board shall consist of nineteen members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 of the general statutes, as amended by this act, shall serve as members of the board. The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.

It shall be the duty of each Regent to attend all Board meetings, as well as meetings of committees to which he or she has been appointed.

SECTION 3 - CODE OF ETHICS

Members of the Board of Regents shall serve for the public good and not for personal interest or gain. They shall comply with the provisions of the Code of Ethics for Public Officials set forth in Sections 1-79 through 1-90 of the Connecticut General Statutes. A Regent may not directly enter into a contract for a fee or be employed by the Board of Regents or any of its colleges or universities. A Regent shall not engage in any activity that violates the intent of this section and shall avoid any appearance of impropriety.

**ARTICLE II
ORGANIZATION OF THE BOARD*****SECTION 1 - MEETINGS OF THE BOARD OF REGENTS*****A. REGULAR MEETINGS**

Regular meetings of the Board shall be held in accordance with a schedule established and approved yearly by the Board. The decision to cancel a meeting for lack of business shall be made by the Chair in consultation with the President.

B. SPECIAL MEETINGS

Special meetings shall be at the call of the Chair or whenever requested by nine or more voting members of the Board. Notice of a special meeting shall be given in accordance with the Connecticut Freedom of Information Act and shall specify the time and place of the meeting, and the business to be transacted.

C. QUORUM

A majority of the current voting membership of the Board shall constitute a quorum. Meetings may be conducted in the absence of a quorum provided that all actions taken are confirmed at a subsequent meeting where a quorum is present. Participation and interaction, through the use of available technologies (i.e., speakerphone, video or web conference), will constitute a member's being present, provided that all members participating in the meeting are able to communicate with one another.

D. VOTING

For the purposes of these Bylaws, a "majority vote" shall be defined as a vote of more than half of the votes cast by members present, excluding abstentions, at a regular or properly-called meeting at which a quorum is present. A "two-thirds vote" shall be defined as a vote of at least two-thirds of the votes cast by members present, excluding abstentions, at a regular or properly-called meeting at which a quorum is present.

E. PARLIAMENTARY RULES

Parliamentary rules as set forth in Robert's Rules of Order (latest revised edition) shall govern the conduct of the meetings of the Board.

F. CONSENT CALENDAR

Resolutions and other proposed actions of a routine nature may be adopted on motion without discussion provided information regarding such items has been provided to Board members for review prior to the date of the meeting. At any time before a motion for adoption of such consent calendar is made, a member of the Board may request removal of the item from the consent items in which case the item shall be so removed and assigned by the Chair of the Board to a place on the regular agenda. If possible, members should advise the President at least 24 hours before a meeting if they intend to request removal of an item from the consent calendar so that interested parties can be informed that the Board may discuss the item.

G. ADDING ITEMS TO THE AGENDA

Any motion made to add an item to the agenda shall require an affirmative two-thirds vote.

SECTION 2 - OFFICERS OF THE BOARD

- A. The officers of the Board shall be the Chair, Vice-Chair, President and Secretary.
- B. The Chair shall be appointed by the Governor pursuant to Subsection (c) of Section 211 of PA 11-48.
- C. The vice chair shall be elected by majority vote of the Board for a term of three years.
- D. The President shall be appointed by the Governor pursuant to Subsection (a) of Section 212 of PA 11-48.
- E. A member of the President’s staff shall be appointed by the Board as the Secretary of the Board and shall serve at the pleasure of the Board.
- F. In the event any officer except the Chair or the President shall be unable to complete his or her term, a new officer shall be elected to fill the unexpired term.

SECTION 3 - DUTIES OF THE OFFICERS

A. CHAIR

The Chair shall preside over meetings of the Board in accordance with the general principles stated in Robert's Rules of Order, shall appoint members to committees established by the Board, and shall serve as ex-officio member of all committees. The Chair shall have the same right to vote and to participate in discussion as any other member.

B. VICE CHAIR

In the absence of the Chair, the Vice Chair shall preside over meetings of the Board and shall perform all the duties of the Chair.

C. PRESIDENT

Pursuant to Section 212 of PA 11-48:

The president shall be the chief executive officer of the Board of Regents for Higher Education and shall administer, coordinate and supervise the activities of the board in accordance with the policies established by the board. The President shall (1) have the responsibility for implementing the policies and directives of the board and any additional responsibilities as the board may prescribe, (2) implement the goals identified and recommendations made pursuant to section 10a-11b of the general statutes, (3) build interdependent support among the Connecticut State University System, the regional community-technical college system and Charter Oak State College, (4) balance central authority with institutional differentiation, autonomy and creativity, and (5) facilitate cooperation and synergy among Connecticut State University System, the regional community technical college system and Charter Oak State College.

D. SECRETARY

The Secretary shall be responsible for providing notice of meetings, maintaining the minutes and other records of the proceedings of the Board. The Secretary shall sign the minutes of each meeting of the Board following approval thereof by the Board. In the absence of the Secretary, any other Officer of the Board may sign the approved minutes.

E. CHAIR PRO TEM

In the absence of the Chair and Vice Chair, the Secretary shall call the meeting of the Board to order and a Chair Pro Tem shall be elected by an affirmative vote of two-thirds of the Board members present and voting to perform the duties of the Chair.

F. STAFF

Pursuant to Section 212 of PA 11-48 as amended by PA 11-61:

There shall be an executive staff responsible for the operation of the Board of Regents for Higher Education. The executive staff shall be under the direction of the president of the Board of Regents for Higher Education, who may employ staff as is deemed necessary, including, but not limited to, temporary assistants and consultants. The board shall establish terms and conditions of employment of its staff, prescribe their duties and fix the compensation of its professional and technical personnel. Upon recommendation of the president, the Board of Regents shall appoint a vice-president for each constituent unit with such duties and responsibilities as the board and president shall prescribe, so that each constituent unit fulfills its mission. Such duties shall include, but not be limited to, oversight of academic programs, student support services and institutional support.

**ARTICLE III
COMMITTEES AND REPRESENTATIVES OF THE BOARD**

SECTION 1 - EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Board Chair, Vice Chair, the chairs of all the Board's standing committees, and such additional members as the Board may appoint. The BOR President shall serve as an ex officio nonvoting member. The Chair of the Board shall chair this committee. Fifty percent of the members of the Committee shall constitute a quorum. It shall meet at such times as deemed necessary by the Chair.

SECTION 2 - STANDING COMMITTEES

Standing Committees of the Board shall be the Academic & Student Affairs Committee, Audit Committee, Finance Committee and Administration Committee, and such additional committees as may be authorized by the Board Chair from time to time for purposes of efficient operation.

- **Academic & Student Affairs** is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy.
- **Audit Committee** is charged with oversight of external audits of all system functions including individual campus audits.
- **Finance Committee** is charged with oversight of all systemwide fiscal and facility matters including, but not limited to, budget development, tuition, allocation of state general funds and capital budget.
- **Administration Committee** is charged with oversight of all systemwide administrative and personnel policy matters.

SECTION 3 - COMMITTEE MEMBERSHIP

- A. The Chair of the Board shall appoint the Chair of each Standing Committee.
- B. To provide a quorum for a committee meeting, the Chair or acting Chair of a committee may appoint any Board member to act in the absence of a regular committee member.
- C. When the Chair of a Standing Committee is unable to be present for a committee meeting, he or she may appoint any regular member of the committee as acting Chair.

SECTION 4 - SPECIAL COMMITTEES

The Chair of the Board may appoint committees from time to time to address other subjects or issues as appropriate.

SECTION 5 - COMMITTEE QUORUM

Fifty percent or a majority of the members of a standing or special committee shall constitute a quorum.

SECTION 6 - ADVISORY BODIES

A. The Board is advised by two bodies created by statute:

1. The Student Advisory Council created pursuant to section 10a-3, as amended by section 213 of PA 11-48, of the Connecticut General Statutes.
2. The Faculty Advisory Committee created by section 214 of PA 11-48.

B. The Board may authorize the creation of additional advisory bodies on a permanent or temporary basis from time to time.

SECTION 7 - BOARD REPRESENTATIVES TO OTHER COMMITTEES, BOARDS OR OTHER ORGANIZATIONS

The Chair of the Board of Regents shall appoint a member or members to represent the Board on other committees, boards, or organizations, where required by statute or otherwise appropriate.

**ARTICLE IV
MAINTENANCE OF BYLAWS**

SECTION 1 - AMENDING THE BYLAWS

The Bylaws may be adopted, repealed or amended by:

- A. The introduction of a proposed amendment at the time of a regularly scheduled meeting, and
- B. An affirmative vote of two-thirds of the members of the Board at the time of the next regularly scheduled meeting.

APPROVED 12/20/11; AMENDMENTS 06/21/12; 10/18/12; 11/15/12

/ef

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APPENDICES: AUDITED FINANCIAL STATEMENTS

Connecticut Community Colleges - Statement of Net Assets - Year Ending June 30, 2012 NORTHWESTERN

Fund attribute value description	UNRESTRICTED		RESTRICTED - "AGENCY FUNDS"		RESTRICTED - "AGENCY FUNDS"		RESTRICTED - "AGENCY FUNDS"		RESTRICTED - "AGENCY FUNDS"		RESTRICTED - "AGENCY FUNDS"		RESTRICTED - "AGENCY FUNDS"		RESTRICTED - "AGENCY FUNDS"		RESTRICTED - "AGENCY FUNDS"				
	Op Fund		Op Fund		Op Fund		Op Fund		Op Fund		Op Fund		Op Fund		Op Fund		Op Fund				
	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	Genl Fund	Consol Fund	
Account Attribute type description	A1	A2	B2	Group2	D2	H2	I2	J9	J9	W9	W9	W9	W9	W9	W9	W9	W9	W9	W9	W9	
Sum of GASB report amount																					
Account Attribute type description																					
Current assets																					
Cash		2,574,114.08	255,134.16	-871.00	42,773.18	8,534.58															
Accounts receivable net	922,859.46	25,852.79	108,651.03		35.13	2.68		598,332.57		2,108,629.86											
Prepaid Exp/Def Charges		980.03																			
Current assets Total	922,859.46	2,600,946.90	363,785.19	-871.00	42,808.31	8,537.26		598,332.57		2,169,629.86											
Current liabilities																					
Salary & Fringe Payable	850,252.50	114,650.99	46,118.02		5.59																
Accounts Payable		76,126.01	17,301.95																		
Deferred Revenue		0.00	107,614.87																		
Other Liabilities - Other		3,624.49			42,802.72	8,537.26															
Other Liabilities - Unapplied Pmts		334,472.77	4,382.18																		
Long-term Liabilities - Current portion	141,199.86	13,386.25																			
Current liabilities Total	991,452.36	542,260.51	175,417.02	871.00	42,808.31	8,537.26															
Noncurrent assets																					
A/R-Student Loans																					
Capital assets net																					
Noncurrent assets Total																					
Noncurrent liabilities Total																					
Long term liabilities	1,464,613.95	254,338.70																			
Noncurrent liabilities Total	1,464,613.95	254,338.70																			
Invested in Capital Assets																					
Restricted - Expendable																					
Unrestricted	(1,533,206.85)	1,804,347.69	188,368.17																		
Net Assets																					
Net Assets s/b Zero																					
Net Assets Total	-1,533,206.85	1,804,347.69	188,368.17	871.00	42,808.31	8,537.26		598,332.57		2,169,629.86											
Unrestricted Net Assets (GF+OF)		271,140.84																			
Unr + Restricted Net Assets (GF+OF)		459,509.01																			
Restricted "Agency Funds"																					
Restricted Bond Funds																					
Invested in Capital Assets																					
Genl Fund																					
Op Fund																					
CURRENT ASSETS	922,859.46	2,600,946.90	3,523,806.36																		
CURRENT LIABILITIES	991,452.36	542,260.51	1,533,712.87																		
Curr Assets > Curr Liabilities	(68,592.90)	2,058,686.39	1,990,093.49																		

0.00

2766962.43

23,207,456.08

Unrestricted
Current Ratio
2.3

Unrestricted
Genl Fund
Op Fund
Total Unr
3,523,806.36

1,533,712.87

1,990,093.49



Report of Independent Auditors

To the Board of Regents
of the Connecticut Community Colleges:

In our opinion, based on our audit and the reports of other auditors, the accompanying statements of net assets, and statements of net assets-component units, and the related statements of revenues, expenses and changes in net assets, statements of revenues, expenses and changes in net assets-component units, and of cash flows where applicable present fairly, in all material respects, the financial position of the Connecticut Community Colleges ("CCC"), its component units Great Path Academy ("GPA") and Quinebaug Valley Middle College High School ("QVMCHS") and its aggregate discretely presented component units (affiliated college foundations (the "Foundations")) at June 30, 2012 and 2011, and the changes in their revenues, expenses, and changes in net assets and cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the CCC's management. Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Foundations, which statements reflect total assets of \$45.8 million and \$49.0 million and total net assets of \$43.4 million and \$46.8 million as of June 30, 2012 and 2011, respectively, and total revenues, capital gains and losses and other support of \$5.3 million and \$9.6 million for the years then ended. Those statements were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based on the report of the other auditors. We conducted our audit of these statements in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audit and the report of other auditors provide a reasonable basis for our opinions.

The accompanying Management's Discussion and Analysis on pages 1 through 16 are required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in the appropriate operational, economic, or historical context. We and the other auditors have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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APPENDICES: AUDITOR'S MANAGEMENT LETTER

Our audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise the CCC's basic financial statements. The supplemental information included on pages 37 through 47 is presented for purposes of additional analysis and are not a required part of the basic financial statements. The information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves and other additional procedures in accordance with auditing standards generally accepted in the United States of America by us. In our opinion, the supplementary information, based on our audit, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

PricewaterhouseCoopers LLP

December 17, 2012



Northwestern Connecticut
Community College
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www.nwcc.commnet.edu