QUINEBAUG VALLEY COMMUNITY COLLEGE

2011 SELF-STUDY REPORT

Prepared for the

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

Main Campus:

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Quinebaug Valley Community College
Accreditation Self-Study, October 2011

Additions and Corrections

The following represent additions and corrections to the College's self study since it was published in August 2011. These will reflect factual corrections of a small number of items, additions of newly provided documentation (links), changes in documentation URL's , and explanations of changes still in the works but not yet settled or documented.

Factual corrections:

- p. ix Chair of Board of Trustees, Naomi Cohen Chair, Replacing Louise Berry for Remainder of Fall
- p. ix Chief Information Officer, Kevin Anderson Director of Information Technology 4/30/93
- p. ix Registrar, Antonio Veloso Year of Appointment 4/30/93
- p. ix Chief Financial Officer, David Bull Retired as of Fall 2011; search under way for replacement
- p. 24 a. (following Standard 3), Organizational chart should indicate Director of Willimantic Center, Robert Sheftel (Newly appointed)
- p. 24 b. (second page following Standard 3), Organizational chart should now include Assistant to the Dean, Joanne Black (filling "Vacant," newly appointed).
- P. 84 of the self study: Second full paragraph should read, "Since 2001" rather than "Since 2011."

Additions:

- Vision, Mission, and Guiding Principles of the College: Newly Adopted, Spring-Fall 2011
http://www.qvcc.commnet.edu/static_groups/docuroom/general/QVMissionVisionGuiding.pdf
  - Mission Statement: College Website http://www.qvcc.commnet.edu/about/mission.asp
  - Strategic Plan, still in process (Fall 2011), to be completed by end of 2011.

- Medical Assisting Program, current self-study for CAAHEP accreditation review, Oct. 2011
http://www.qvcc.commnet.edu/static_groups/docuroom/programs/reviews/CAAHEPSelfStudy.xls

Appendix A

• *Affirmation of Compliance with Federal Regulations Relating to Title IV*, First page, *Question 2*. Public notification of an Evaluation and Opportunity for Public Comment provided:

- On the web at the College website, as of Sept. 2011
  http://www.qvcc.commnet.edu/news/publiccomment.asp
  (provided as a link from the opening College home page)

- Published in the Willimantic Chronicle (for the western region of our service area) and the Turnpike Buyer (a main news source for the communities of the northeast corner of Connecticut) as of Sept. 21, 2011. See details at:

http://www.qvcc.commnet.edu/static_groups/docuroom/general/NEASCPublicCommentAds.pdf

Changes in Document URL's:

• ***Collective Bargaining Agreements***, change in collective bargaining unit's website:
http://www.the4cs.org/files/2011/04/4Cs-contract.pdf Referenced in Self Study p. 56, p. 117, p. 120

• **Academic Freedom** statement in Collective Bargaining Agreement, p. 8, Referenced on p. 119 of Self-Study. http://www.the4cs.org/files/2011/04/4Cs-contract.pdf#page=17

Changes Still Under Way:

• **QVCC Strategic Plan**
Development of the College's strategic plan continues under the guidance of consultant Deanne Shapiro, LIFE SKILLS ASSOCIATES LLC. As of October 2011 a new vision and mission statement have been developed and approved by the college along with a new guiding principle. Work is under way for the further development of strategic goals, with a completion date for the full plan as of December 2011.

• **Community College System Reorganization**
As of the fall, 2011, the Connecticut Community College System has seen the replacement of its Board of Trustees (completed by December) with a Board of Regents that will now oversee both the two and four-year institutions of higher education in the State of Connecticut. Some of these details are reflected in the organizational charts provided in the self-study; changes in the makeup and functions of the System Office are still in process as of mid-fall 2011. This will be discussed with the visiting team including a scheduled meeting during their visit to include representatives from the new Board of Regents.

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President's Message

The timing of our 10-year self study process occurring at the same time new leadership and a new governance structure is put into place has been both a challenging and synergistic experience. There has been more change at QVCC in the past year and a half than in the past dozen years combined. One thing that made doing the self study this year so challenging is that many of the changes were in the planning phase this year and not yet implemented, so much of the language in the self study had to focus on what we plan to do in the near future but are not currently doing. While it is exciting to see all the changes taking form, it will be more comforting to be able to actually implement the many changes and start to evaluate their effectiveness. By the time the visiting team arrives at QVCC in late October, the new governance system will be in operation, the five year strategic plan will be almost complete, and there will be a new mission and vision statement for the college. It is an exciting time to be at QVCC.

Virtually every single permanent staff and many temporary staff were involved in the self study process and worked on one or more standard committees. The staff showed their high character by pulling together and developing a strong self study in the face of so many disrupting changes as well as a budget crisis at a level not seen in Connecticut in decades and a loss of our Community College Chancellor and Board of Trustees in a total consolidation of the higher education units in the state. Any one of these challenges would be enough to prevent most organizations from accomplishing a great deal. Instead, this staff not only produced a wonderful self study articulating the accomplishments and plans for QVCC, but also completely revised and created a new governance system, started developing a five year strategic plan, and went through a reorganization of many college divisions. They are all to be greatly commended for this self study and for making QVCC a wonderful place to work and serve students.

In acknowledging the great work of the staff on this self study, special thanks has to go to the two co-chairs of the NEASC Steering Committee, Dr. Brian Donohue-Lynch and Dr. Donna Sohan. They both worked tirelessly over the past year and a half to ensure the quality of the final self study mirrors the quality of the effort that was put into its development. That was certainly accomplished, working closely with the standard co-chairs, editing drafts, pulling together all the data forms and documents to support the narrative, and keeping everyone on track in a positive way by emphasizing the importance of the process more than anything. They are amazing professionals to be able to accomplish all this and do their full-time job as well. They have the thanks and sincere gratitude of the college.

Also, thanks must be given to Dr. Scott DeShong who again edited the standard chapters into one cohesive voice. He did this for the 2001 self study and again produced a very strong document that allows the reader to clearly understand the intent and focus of the entire report. He did this after the school year ended and he should have been on summer vacation. His dedication to the college and this report is to be commended.

The individual standard chapter co-chairs also deserve kudos for managing their teams to produce the critical information required in each chapter. They kept the momentum going all year, somehow finding the time to get the work done through their teams, and handling edit comments very professionally.

We are looking forward to the visit by the NEASC team in October. It will be an opportunity to show off our wonderful campus and talk about all the positive things we are doing and plan to do over the next few years. It will also be an opportunity to identify areas for improvement which is not always easy when done internally. We welcome the dialogue and discussion that will occur that week of the visit, and will come away from the process a stronger and more confident campus, able to even better serve students and work with companies and communities throughout northeastern Connecticut.

President Ross Tomlin

Institutional Characteristics

Date _____August 4, 2011_____

1. Corporate name of institution: Quinebaug Valley Community College
2. Date institution was chartered or authorized: 1971
3. Date institution enrolled first students in degree programs:1971
4. Date institution awarded first degrees: 1973
5. Type of control:

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)_____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

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

Legal authorization is found in the General Statutes of Connecticut. QVCC is authorized by the Board of Governors for Higher Education to grant the following degrees: Associate in Arts, Associate in Science, and Associate in Applied Science. Beginning in July 2011 this authorization comes under the newly formed Connecticut Board of Regents for Higher Education.

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

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

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

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

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate _____12__ credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students: (FY 2011; Number to be updated in Fall, 2011)

	Undergraduate	Graduate	Total
Full-time student headcount	783		783
Part-time student headcount	1505		1505
FTE	1260.2		1260.2

b) Number of students (headcount) in non-credit, short-term courses: _____871_____

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Allied Health	(CAAHEP) Commission on Accreditation of Allied Health Education Programs	2002	2002	Oct. 2011
(ECE) Early Childhood Education	(NAEYC) National Association for the Education of Young Children		To be reviewed for accreditation in 2012	2012

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			
Willimantic Center, Willimantic CT	None	Approved by DHE for 3 programs: Arts and Sciences; General Studies; Business Office Technology	**321.8 (FA 2010)**
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
NA	NA	NA

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
Health Info. Mgment Certificate	Certificate	100%	0
(Certificate no longer actively offered)			

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
NA	NA	NA	NA	NA

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;

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:

- **1971** The College was authorized and funded (January)Dr. Robert E. Miller was selected as president (July) The College opened in classrooms leased from secondary schools and with some offices housed in trailers. About 200 students enrolled (September).
- **1973** College held its first commencement. Nineteen graduates received degrees.
- **1976** The associate degree program in Aviation Maintenance was approved. QVCC became the first community college in Connecticut authorized to confer the Associate in Applied Science degree.
- **1979** The College received initial accreditation from the New England Association of Schools and Colleges
- **1980** The College began offering English as a Second Language classes in Willimantic. A classroom was rented from the YMCA.
- **1981** Property was acquired for the development of a campus
- **1982** Reaccredited by the New England Association of Schools and Colleges, QVCC became the first community college in Connecticut to receive accreditation for a ten-year period. Fall semester enrollment exceeded 1,000 for the first time
- **1983** The College moved to the new building
- **1986** Willimantic Center moved into a leased facility on Valley Street
- **1989** On the Danielson campus, the Rogers Amphitheater was dedicated
- **1992** Reaccredidation by the New England Association of Schools and Colleges for ten years
- **1992** Retirement of Dr. Robert E. Miller as president and appointment of Dianne E. Williams as the College's second president
- **1993** Willimantic Center moved to a leased facility in a new shopping plaza
- **1994** The philosophy of Total Quality was adopted and the total Quality Council formed
- **1994** A plastics laboratory was secured and set up on the campus
- **1997** The College changed its organizational architecture, including the combining of two divisions into the Learning and Student Development Division with one dean
- **1997** The College received the Connecticut Award for Excellence at the Nutmeg Level
- **1999** Willimantic Center moved to its present leased facility on Main Street with double the space of previous facility

- **1999** Willimantic Center was approved by the New England Association of Schools and Colleges to be included in the College's accreditation.
- **2000** The College was designated a Learning Champion by the League for Innovation in the Community College
- **2000** The Board of Governors for Higher Education approved the offering of more than 50% of four degrees at the Willimantic Center
- **2001** The College was reaccredited for 10 years
- **2006** The College opens its new wing, which provides expanded classroom and office space for its growing student population
- **2008** After several years of planning, a middle college high school is opened at Quinebaug, and plans begin for a new building expansion project to accommodate the new student population.
- **2010** President Dianne Williams retires after 18 years of leadership at the College. Dr. Ross Tomlin is appointed the third President of QVCC in January 2010.
- **2010-2011** The College undergoes an organizational restructuring, splitting the position of Dean of Learning and Student Development into two new positions: Dean of Academic Affairs and Dean of Student Services. The new organizational divisions under these Deans are developed out of existing institutional functions and newly understood needs. This reorganization is accomplished along with a newly defined governance system at the college under a new College Charter.
- **2010** Dr. Susan Huard retires as Dean of Learning and Student Development after more than 10 years of service at the College. An interim Dean of Academic Affairs is appointed until a permanent replacement is found.
- **2010-2011** After nearly 16 years of a Total Quality Management model in practice at the College, the institution under the direction of the new president undertakes a new strategic planning process, to guide the college forward in its growth and development.
- **2011** Dr. Amy DeSonia is appointed Dean of Academic Affairs, July 2011.
- **2012** 50,000 sq ft wing construction to begin, (College, east wing) to be completed by 2013.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Louise Berry (2010-11)	Chair	2004
President/CEO	Dr. Ross Tomlin	President	2010
Executive Vice President	None		NA
Chief Academic Officer	Dr. Amy DeSonia	Dean of Academic Affairs	2011
Deans of Schools and Colleges	NA	NA	NA
Chief Financial Officer	David Bull	Dean of Admin. Affairs	2002
Chief Student Services Officer	David Baty	Dean of Student Services	2010
Planning	Donna Sohan	Chair, Institutional Planning Committee	2010
Institutional Research	Donna Sohan	Director of Institutional Research	2004
Assessment	Brian Donohue-Lynch	Coordinator . Academic. Assessment	2000
Development	Monique Wolanin	Director of College Development	2007
Library	Sharon Moore	Director of Library Srvcs	2007
Chief Information Officer	Susan Breault	Dir. Of Mkting and Com.	2010
Continuing Education	Jill O'Hagan	Dir. Of Community and Professional Learning	2010
Grants/Research	Cheryl Poirier	Grant Dev. Specialist	2010
Admissions	Alfred Williams	Director Of Enrollment Management	2010
Registrar	Antonio Veloso	Registrar	2010
Financial Aid	Alfred Williams	Director Of Enrollment Management	2010
Public Relations	Susan Breault	Director of Marketing and Communications	2010
Alumni Association	Monique Wolanin	Dir., College Development	2007
Human Resources	Dennis Sidoti	Dir. Of Human Resources	2010
Affirmative Action	Dennis Sidoti	Affirm. Act. Officer	2010

SELF-STUDY PROCESS

The 2010-2011 Self Study process actually began at QVCC in December 2009 when President Dianne Williams selected co-chairs for the overall process, and had them introduce the process and timeline to the full-staff at the closing of that academic semester. Early in the spring 2010 semester 12 committees were formed (11 Standards committees and an overall steering committee) and were given their initial charge to formulate working timelines for data-gathering and draft-writing for the months ahead. The new in-coming president, Dr. Ross Tomlin, assumed the role at this point to finalize the makeup of Standards committees based on staff and faculty's stated preferences, their current responsibilities, and with an eye on shaping workgroups that would balance between 'seasoned' participants and those who might bring fresh eyes to their research and writing. Chairs from each of these committees then formed the Steering Committee that was meant to review drafts of each standard as they were completed. Dr. Scott DeShong (English) was then designated as the general editor of the final document, who toward the end of the writing process would give, as much as possible, a single voice to the 11 chapter narrative.

After an important orientation visit from Dr. Patricia O'Brien from NEASC in March of 2010, the Standards committees began to meet regularly to plan their approaches to research and writing for the coming year, and to begin gathering relevant data and evidence on which to base their respective narratives. The self-study co-chairs (Dr. Donna Sohan, Director of Institutional Research, and Dr. Brian Donohue-Lynch, a qualitatively oriented cultural anthropologist) helped guide the diverse committees in learning what evidence/data to gather and where it might be relevant in this process.

Standards workgroups began to meet with regularity in the fall of 2010, and these teams initially included nearly every member of the college staff and faculty. The co-chairs of the overall study met with each team for at least the first meeting in the fall, and were available to attend subsequent meetings on request in order to answer questions as well as to gauge how the larger process was progressing. Later in the fall, Standards teams were scheduled in a cycle to present first drafts of their work to the Steering Committee for review. As the drafts were eventually revised, the meeting and review process was streamlined, and Standards committee chairs would meet with President Tomlin and the self-study co-chairs for further revisions. Committees continued to meet through the spring 2011 semester until their drafts were complete and turned over to the final editor.

The self-study steering committee reflected the diversity of participants that were engaged in the larger research and writing process. This group was made up of two chairs from each of the Standards teams, the President, and the overall co-chairs of the whole process. This committee included:

- President Ross Tomlin
- Dean of Academic Affairs, (Pattie Owen, Interim Dean, 2010-2011)
- Dean of Student Services, David Baty
- Dean of Administrative Services, David Bull
- Division Director of Liberal Arts and Sciences, Dr. Brian Donohue-Lynch (Co-chair)
- Director of Institutional Research, Dr. Donna Sohan (Co-chair)
- Director Information Technology, Kevin Anderson
- Director of Career Services, Lisa Loveday (retired, 2011)

- Coordinator of Marketing Services, Margie Huoppi
- Director of the Willimantic Center, Delia Berlin (retired, 2011)
- Director of Library Services, Sharon Moore
- Director of Finance and Administrative Services, Michelle Weiss
- Director of Enrollment Management, Alfred Williams
- Director of Advising and Retention, Robert Kozlowski
- Reference and Instruction Librarian, Amy Barlow
- Assoc. Professor, Developmental English, Beth Alves
- Assistant Professor, English, Jon Andersen
- Associate Professor, Political Science, Jayne Battye
- Assistant Professor, Computer Science, Janet Hall
- Assistant Professor, Chemistry, John Lewis
- Professor of Business and Accounting, Jennifer Oliver
- Associate Professor, Business, Erin Pagano
- Associate Professor, Biology, Dr. Melissa Philion
- Associate Professor of Engineering Science/Technology Studies, Mark Vesligaj

General editing of the final document was done in June of 2011, and it was sent to NEASC for feedback. Last revisions were done in late July. As will be obvious to readers of this document and to the 2011 visiting team, the College has undergone many changes even as this self-study was being completed. Updated documentation and any significant developments brought about by Connecticut State Budget decisions in the months leading up to our October visit will be provided to the visiting team when such information becomes available.

The process of developing the QVCC self study at a time of great change and transition at the college has been both difficult and rewarding. It has provided the college staff the opportunity to reflect on what has been done and accomplished over the past five years as well as how the changes in leadership and governance will impact the college over the next several years. The goal of using the self study process as a means for evaluating what has been accomplished over the past few years and articulating what needs to be done in the near future has been accomplished. Colleges, like all organizations, need to self reflect and analyze what they are doing on a regular basis. Whereas the college strategic plan focuses on the future, the self study is one of the few tools that offers the opportunity for an organization to pause long enough to clarify they are going in the direction they need and intend to go.

Please note, each standard contains references in bold type that are then listed at the end of each chapter. These are references to supporting documents that will be found as indicated, either in our electronic document room, or on paper in our physical workroom. A complete list of these references is also compiled as a works-cited list at the end of the whole document, and in the electronic version of this list these references are linked to online sources to which they refer. Finally these and many other supporting documents are listed in a web-page based electronic document room for use both by the NEASC visiting team as well as by members of the college itself for future reference. A small number of electronic documents will also be available through an intra-net connection available to team members while on campus, as well as a small number of paper documents that will reside only in the physical workroom on campus.

Self Study Standards Committees
Co-chairs of the Self-study Process
Brian Donohue-Lynch, Professor of Anthropology/Sociology
Donna Sohan, Director of Institutional Research

STD 1: MISSION & PURPOSE	
Dave Baty, Co-chair	*Dean of Student Services*
Jen Oliver, Co-chair	*Professor, Business and Accounting*
David Emigh	Professor, Mathematics and Physics
Cheryl Brown	Coordinator of Advising Services
Irina Komarova	Faculty Secretary
Joy Mark	Associate Professor, Mathematics

STD 2: PLANNING & EVALUATION	
Erin Pagano, Co-chair	*Associate Professor, Business*
Mark Vesligaj, Co-chair	*Associate Professor, Engineering Science*
John Lewis	Assistant Professor, Chemistry
Neil Wippert	Skilled Maintainer
Brian Kaufman	Assistant Professor, English
Bob Fernandez	Associate Director, Willimantic Center
Sara Van Orden	Academic Associate
Helen Downs	Learning Services Associate (Retired 2011)
Jill O'Hagan	Director of Non-credit Programs

STD 3: ORG & GOVERNANCE	
Delia Berlin, Co-chair	*Director, Willimantic Center (Retired, 2011)*
Sharon Moore, Co-chair	*Director, Library Services*
Bill Army	Educational Technology Specialist
Jane Brown	Secretary II, Student Services
Denise Walsh	Assistant Professor, Mathematics
Beth Alves	Associate Professor, Developmental English
Jill O'Hagan	Director of Non-credit Programs
Pam Brown	Director of Transition Services

STD 4: ACADEMIC PROGRAM	
Jayne Battye, Co-chair	*Associate Professor, Political Science*
Cheri Goretti, Co-chair	*Professor, Medical Assisting*
Anita Sherman	Professor, Business Office Technology
Elkin Spitia	Assistant Professor, Spanish
Joachim Bullacher	Instructor of Mathematics
Kim Rich	Associate Director, Financial Aid; Associate Registrar
Sandy Pliskin	Instructor, Early Childhood Ed.
Alfred Williams	Director of Enrollment Management
Joe Couillard	Non-credit Programming
Delia Berlin	Director, Willimantic Center (Retired, 2011)
Bill Weiss	Network Manager
Pattie Owen	Interim Dean of Academics (2011)
Nora Butts	Program Coordinator, College Career Pathways
Cheryl White	Library Associate II

STD 5: FACULTY	
John Lewis, Co-chair	*Assistant Professor, Chemistry*
Melissa Philion, Co-chair	Associate Professor, Biology
Mark Szantyr	Professor, Fine Arts
Brian Kaufman	Assistant Professor, English
Nan Hirst	Professor of Humanities
Susan Breault	Director Of Marketing and Communication
Jim Grimord	Director Of Disability Services
Pattie Owen	Interim Dean of Academics (2011)

STD 6: STUDENTS	
David Baty, Co-chair	*Dean of Student Services*
Bob Kozlowski, Co-chair	*Director Of Advising and Retention*
Amy Kacerik	Associate Director of Career Services
Annie Joly	Instructor of Fine Arts
Cheryl Brown	Coordinator of Advising Services
Chris Scarborough	Learning Disabilities Specialist
Donna Albeke	Associate Director Of Financial Aid Services
Ling-chuan Chu	Assistant Professor, Psych. And Soc.
Joy Mark	Associate Professor, Mathematics
Cindi Brassington	Professor of Allied Health
Pam Brown	Director of Transition Services
John Lepore	Coordinator, Learning Services, Willimantic
Krissy Larrow	Continuing Education Assistant
Katie Gregory	Assistant Director, Admissions, Willimantic

STD 7: LIBRARY & OTHER	
Amy Barlow, Co-chair	*Ref. and Instruction Librarian*
Beth Alves, Co-chair	*Associate Professor Developmental English*
John Hall	Associate Professor Computer Science
Sue Spencer	Professor, Early Childhood Education
Jose Aponte	Learning Support Services Assistant, Willimantic
Michael Lynch	Systems Librarian
Norma Marquez	Willimantic Center Assistant
Margie Huoppi	Coordinator of Marketing Services
John Lombardi	Assist. Professor, Construction Technology
Jeremy Espeseth	Information Technology Manager
Cheryl White	Library Associate II

STD 8: PHYSICAL & TECH RES	
David Bull, Co-chair	*Dean of Administration*
Kevin Anderson, Co-chair	*Director of Information Technology*
Dave Burdette	Info. Tech. Technician II, Willimantic
Dave Stifel	Building Maintenance Supervisor
Jeremy Espeseth	Information Technology Manager
John Lewis	Assist. Prof, Chemistry
Leigh Lafleur	Admin. Assist. To Dean of Administration
Neil Wippert	Skilled Maintainer
Pauline Clifford	Director of Educational Technology
Robert Therrien	General Trades Worker
Betsy Santerre	Storekeeper, Duplicating Services, Mailroom
Sarah Hendrick	Assistant Director of Admissions
Joe Coulliard	Non-credit Programming
Mark Szantyr	Professor of Fine Arts

STD 9: FINANCIAL RESOURCE	
Michelle Weiss	*Director Of Finance and Admin. Services*
Alfred Williams	Director Of Enrollment Management
Bill Army	Educational Technology Specialist
Debbie Guntner	Fiscal Administrative Officer
Jen Oliver	Professor of Business and Accounting
Kudzai Zvoma	Instructor of Mathematics
Christine Mailhot	Admin. Assistant to Dean of Academ. Affairs
Tony Veloso	Registrar & Director of Student Academic Records
Julie Scrapchansky	Director of STRIDE Program
Cathy Kegler	Human Resources Associate

STD 10: PUBLIC DISCLOSURE	
Lisa Loveday, Co-chair	*Director, Career Services (Retired, 2011)*
Margie Huoppi, Co-chair	Coordinator, Marketing Services
Nicole Marcoux	Enrollment Services Assistant
Bill Army	Educational Technology Specialist
Kudzai Zvoma	Instructor of Mathematics
Susan Breault	Director or Marketing and Communications
Carolyn Prunier	Executive Assistant to the President
Denise Walsh	Assistant Professor of Mathematics
John Lepore	Coordinator, Learning Services, Willimantic
Kerstin Comtois	Office Coordinator, CPL
Monique Wolanin	Director of College Development

STD 11: INTEGRITY	
Jon Andersen, Co-Chair	*Assistant Professor of English*
Jan Hall, Co-chair	Assistant Professor of Computer Science
Donna Albeke	Associate Director of Financial Aid Services
Krissy Larrow	Continuing Education Assistant
Nan Hirst	Professor of Political Science
Barbara Presson	Associate Professor of Human Services
Kimberly Frenette	Secretary I, Student Services and Career Center
Jennifer Eddy	STRIDE Program Associate
Dennis Sidoti	Director Of Human Resources and Labor Relations

INSTITUTIONAL OVERVIEW

Quinebaug Valley Community College is one of the twelve public colleges that comprise the Connecticut community-technical college system. It was established in 1971 as a community college, and in January 1993 through statutory change became a comprehensive community college that includes technical programs. The College's service area is most of Windham County. The main campus is located in Danielson in a building opened in 1983 on 68 acres. A center was established in 1986 in Willimantic to better meet the needs of students in that part of the service area, particularly Hispanic citizens. This has grown to serve approximately twenty-five percent of the college FTE and over thirty percent of the headcount in primarily general college courses with a small ESL program. The New England Association of Schools and Colleges, Inc. and the Connecticut Board of Regents accredit the college.

Northeastern Connecticut is known for its rich history, scenic and undeveloped land, and a strong sense of community. It also has an average family income and educational attainment level that are among the lowest in the state and an unemployment rate typically among the highest in the state. There is no public transportation across the service area and little to other parts of the state. The percentage of high school students that continue in postsecondary education is also among the lowest in the state, and all school systems in the service region are in the lowest three Education Reference Groups based on socioeconomic factors. It is said by some that if Windham County were a city, it would rank as one of the poorest in the state. The eastern portion of the service area is rural, but the southwestern portion contains the city of Willimantic, with the ensuing common urban characteristics. The economy is comprised of medium and small businesses. Great need continues to exist for a high quality, affordable, flexible, open access educational institution.

The College has responded to the educational needs of the community since its inception. The College exists only because the citizens of northeast Connecticut demanded a community college, and thus the College feels a covenant with its community. Services and programs have been developed and terminated as the needs of the area change. The College enjoys bipartisan support from elected officials at both the local and state level and has an active Foundation. Staff members are involved in a multitude of local organizations, often in leadership roles. College staff members are also actively involved in system initiatives and programs.

The College serves a student population with diverse educational goals, socioeconomic characteristics, ages, and academic preparedness. The population served includes an increasing number of traditional college age students directly from high school, homemakers returning to school, adults coming off public assistance, adults seeking new employment-related knowledge and skills, senior citizens, and those for whom English is not the native language. The College consistently has a high percentage (over 2/3) of female students.

The Student Services Division offers a variety of services and programs designed to create an environment that maximizes the development of students as a whole and contributes to their success in meeting their goals. These services complement and support the academic program, and include admission, registration, financial aid, advising, career guidance and placement, activities for recreation and cultural enrichment, and programs focused on wellness and personal development.

The purpose of instruction at Quinebaug Valley Community College is dual, addressing general education as well as more specifically defined career competencies. Quinebaug Valley Community College offers collegiate instruction in the liberal arts and sciences and in career and technical areas to prepare learners for employment or advancement.

The College achieves its goals of general education by providing instruction through which students learn to identify perspectives, weigh evidence, make wise decisions, learn how to apply the new knowledge they acquire, and function sensitively and effectively in a highly complex, global social world. The College also sees the goal of instruction as preparing students for jobs requiring critical thinking, communication and technical skills. The College's dedication to bolstering the skill level of its students has ramifications not only in their increased economic self-sufficiency but also in a more robust local economy. Ultimately, the open dialogue provided by Quinebaug Valley Community College provides a menu of diversity from which an educated public can make wise choices for a better world within the progressive context of democracy.

Degree programs offered include those for transfer, career entry, skill and learning upgrading, or career change. In addition, credit certificate programs are offered which require fewer credits than a degree and are focused on employment. New programs are developed and existing ones modified following all guidelines of the Board of Regents for Higher Education. Programs are terminated when no longer relevant or necessary.

The College provides associate degree programs in Arts and Sciences (college transfer); Aviation Maintenance; Accounting; Management; Business Office Technology: Administrative Assistant; Computer Services; Construction Technology; Early Childhood Education; Engineering Science; Fine Arts; General Studies; Human Services; Medical Assisting; Plastics Engineering Technology; Plastics Technology; Technological Studies. Certificate programs are offered in Allied Health; Bilingual Educational Paraprofessional; Business Administration; Business Office Technology: Medical Office Skills, Medical Secretary, Office Skills, Secretarial, Word Processing; Computer Services: Technical Support; Electrical; Graphic Communications; Health Information Management Technician: Certified Coding Specialist; Microcomputer Software Applications; Microcomputer Software Fundamentals; Phlebotomy; Plastics Technology. The College adheres to the admission and transfer policies adopted by the state Board of Regents.

Quinebaug Valley Community College recognizes that some students may require learning assistance at the preparatory level before they can pursue their quest for a college education. Consequently, developmental courses in reading, writing, and mathematics are required of students who score low on mandatory basic skills assessment tests. The College provides three levels of language skills development (Developmental Reading and Study Skills; Developmental Writing and Grammar; Reading Writing Fundamentals) and two levels of mathematics skills development (Developmental Arithmetic; Developmental Algebra). Instruction is also provided for students whose native language is not English, in the English as a Second Language program, which is offered in Willimantic.

Transfer articulation programs have been established with several private and public institutions. The College has entered into a Transfer Compact with Eastern Connecticut State University, which includes dual admission for students. The College evaluates and accepts in transfer coursework from other collegiate accredited institutions, which is comparable to the course requirements of, or applicable to the objectives of, the degree or certificate programs. The College participates in the

College of Technology pathway program, allowing students to enroll at the College and then progress into the technology program at Central Connecticut State University or the University of Connecticut in engineering. The College participates in cooperative system initiatives such as the Center for Teaching, and the Drug and Alcohol Rehabilitation Counselor program. Courses are provided using distance learning technology including compressed video and online formats to increase access for students.

The College evaluates and accepts coursework in transfer from several non-collegiate organizations, military credit, and other non-traditional assessments of prior learning. The College assesses credit for prior learning through a portfolio assessment process.

In addition to academic degrees and certificates, the College also offers a variety of credit-free courses, seminars, and workshops through the Community and Professional Learning Division. These include programs for personal interest but most are directed to employees and employers. The training programs, seminars, courses and certificates of completion focus on developing skills that people need to obtain a job, to upgrade skills to be more efficient and effective employees, to operate a business, or to remain certified in their chosen profession. The College is an active partner in workforce development activities with local chambers of commerce, State agencies, and the workforce investment board. The College also serves as a community center for local groups.

Since the last Self-Study in 2001, there have been, as there should be, significant changes in the College. Most of these are addressed in this document, but some are highlighted here:

- President Ross Tomlin replaced President Dianne E. Williams in 2010
- The Willimantic Center continues to expand its programs, services, and enrollment.
- The Foundation has grown in size and donations received on behalf of the College. It now has the second largest endowment of the twelve colleges, even though QVCC is the third smallest college in the system.
- Changes in organizational structure occurred when the new president came on board in 2010. The large Learning and Student Development Division was split into two separate divisions – Academic Affairs and Student Services – each with their own Dean. Student Services was then reorganized into three main departments.
- A planning process was initiated in 2010 to develop the college's first five year comprehensive strategic plan. This has also included a new college mission and vision statement, along with a new college guiding principle.
- A new content management system website was developed and implemented in 2011 for the college as a whole.
- The governance system of the college has been updated and the Governance Charter revised with a new elected College Council and Academic Council, creating a more representative form of governance at the college, with the bulk of the work being done through permanent college committees and short-term task forces which make recommendations to the appropriate Council or President's Cabinet.
- There is now a push to add additional career programs, both credit and non-credit, according to need and job availability.
- More emphasis is now being placed on student success in contrast to enrollment growth. The first push is to work with local high schools to improve on the number of high school graduates that are college ready through development of a summer bridge program, along with other projects to increase success of developmental students.

- The college now has a magnet high school called the Quinebaug Middle College (QMC). Currently, 105 high school students take their classes on the Danielson campus. Over 30% of the high school students take college classes at the same time. A new wing is being built onto the college, adding over 50,000 additional square feet of space, from money provided by the state Department of Education, for the purpose of expanding the QMC by up to 100%. The space will also be used by the college and will include a half gym, fitness center, additional art classroom space, music room, and six additional classrooms including two new science labs. The wing should be completed by fall 2013.
- The college experienced a 33% growth in enrollment over a five year period from 2005-2010. The new west wing which opened in 2006 provided the space to handle all this growth along with the new QMC.
- Severe budget reductions have occurred in 2011 for the 2011-12 fiscal year. The college now is pushing for flat enrollment growth due to having fewer staff and fewer resources to be able to handle increasing numbers of students.
- In addition to all of the budget challenges facing the college now, the Connecticut Community College system was absorbed into a new consolidated organization called the Board of Regents, which includes the community colleges, Connecticut State Universities, and Charter Oak College. The community college chancellor is gone, replaced by a President of the Board of Regents. This new board then replaces the community college Board of Trustees. This change in governance and structure at the system level has been very disruptive to the colleges, especially with all of the budget cuts.

The small size of the college has its benefits and liabilities. Because of its size, the College is nimble in accommodating change, encouraging and implementing new ideas quickly. Smallness also fosters close collegial relationships among college faculty and staff. But small size also means that faculty and staff must wear many different hats to carry out all the functions and duties of a smoothly functioning institution. This multi-functionality contributes to collegiality and communication but also stretches college human resources to their limit. The NEASC Self-Study is an example of the versatility of college staff: virtually everyone in the College has been a participant in the process.

The many changes experienced at the college over the past year and a half have been an enormous challenge to a staff that had seen little organization change for over a decade. They are handling it all very well and exhibit the character that has been prominent at the college for its entire 40 year history.

Standard 1: Mission and Purposes

Co-chairs: David Baty and Jen Oliver
David Emigh
Cheryl Brown
Irina Komarova
Joy Mark

Description

Quinebaug Valley Community College serves as an integral focal point for learning in rural Windham County, in Northeastern Connecticut. The vision statement is currently under redesign in conjunction with the College's strategic planning process, which commenced in spring 2011. Noted in the College catalog and on the website is the vision statement reaffirmed by faculty and staff in 2000:

> QVCC will be a center for intellectual and cultural enrichment that serves as a source of pride for our students and the community.
> - By providing high quality and continuing education in a learner-centered environment, the College will foster accomplished, well-rounded, employable graduates and lifelong learners.
> - The College will be an active partner with the community in local economic, social, and cultural development.
> - QVCC pledges to reaffirm and revitalize its vision through continual self-examination, purposeful change, and innovation.

The College adopted a guiding principle of Learners First in 1997 to summarize its vision and exemplify a learning centered focus for faculty and staff. In 2011 as part of the College strategic planning process, the guiding principle was changed to Learners, Leaders, Partners.

The **statutory mission** of the Connecticut Community-Technical Colleges is determined by Public Act 92-126, Section 27(a) and detailed in section 2.3 of the CCTC **Board of Trustees Policy Manual.**

As part of the spring 2011 strategic planning initiative, the College developed the following local mission statement:

> Quinebaug Valley Community College provides innovative educational, social, and cultural opportunities in a welcoming and supportive environment. We improve the quality of life in Northeastern Connecticut by engaging learners in the classroom, developing leaders in the workplace, and creating partners in the community.

Furthermore, QVCC adheres to the legislatively established **Role and Scope Statement,** last updated in 1999, which describes the relationship of the statutory mission to the unique characteristics of the College service region.

The QVCC **Willimantic Center** is critical to bringing the College's vision to the only urban center of the service region. Based on fall 2010 data, the Willimantic Center shows a 43% FTE increase since fall 2005, which translates into a 55% increase in headcount for that period (**Enrollment Reports**). Due to this growth, the College has sought to expand the physical space of the Center, moved the reporting line of the Director to the President (**Organization Charts**), and increased the number of course offerings.

Appraisal

The College annually reviews its goals in relation to emerging needs, community input, and CCTC System-wide goals through a College-wide Institutional Planning committee (formerly the Lead Planning Team). For many years, College goals were closely aligned with the vision statement. With a new organizational structure and President, the 2010-11 goals were expanded and developed through direct staff input to serve as a launching point for the strategic planning process that is under way until December 2011.

The College continues to review the best ways to integrate the Willimantic Center into its overall mission and vision. Distinct demographic differences, involving variations in the needs of urban and rural communities, present unique challenges.

QVCC has demonstrated integration and responsiveness to its local communities through such initiatives as developing the **Quinebaug Valley Manufacturing Institute,** (which integrates QVCC with industry leaders and high schools), serving as a cultural hub for local artists through the **Spirol Art Gallery** at the Danielson location, establishing a **Learning in Retirement** program to engage senior learners, developing short term training opportunities for local business and industry, and planning to expand the Willimantic Center (**Willimantic Needs**).

Projection

The College is undergoing a process that will finalize a five-year **strategic plan** by December 31, 2011. The Institutional Planning committee will be responsible for keeping the strategic plan relevant and up to date by monitoring and reviewing outcome attainment.

The College will increase awareness of the vision statement and goals among students and the community not only through the website, but also by using current publications such as the **student handbook** and the QVCC Newsline and new publications such as the recent first edition of the **Report to the Community**.

With the impending retirement of the Willimantic Center Director, the QVCC leadership is reviewing the organizational structure of the Center and continuing to work with the

Department of Public Works and Department of Administrative Services to secure a lease and to expand space at the Center.

Institutional Effectiveness

QVCC periodically re-evaluates the content and pertinence of its mission and purposes through the work of the Institutional Planning committee. Prior to May 2010, this group was titled Lead Planning Team, with members selected by the President. The Lead Planning Team developed the annual **College goals,** which supported the vision statement of QVCC and the statutory mission of the Connecticut community colleges. Goals were informed by emerging educational and training trends, the **2008 Survey of Entering Student Engagement, Community College Survey of Student Engagement data,** and annual **graduating student surveys**. With a new President and organizational structure, this group became the Institutional Planning committee, which is developing a new vision statement, a new guiding principle, and a five-year strategic plan. The committee will have direct responsibility for monitoring compliance, relevance, and integration of the strategic plan.

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.qvcc.commnet.edu/about/vision.asp	?	Revised by QVCC, May, 2011
	Mission Statement published		URL		Print Publication
?	1New: to be determined in fall 2011	?	To be updated in fall 2011		To be updated in fall
	2				
	3				
	4				
	Related statements		URL		Print Publication
?	1	?			
	2				
	3				

Standard 1 Documents:

Board of Trustees Policy Manual (BOT Manual)
CCSSE (Community College Survey of Student Engagement)
College Goals (College Strategic Goals)
Enrollment Reports
Learning in Retirement
Newsline
Organizational Charts
Quinebaug Valley Manufacturing Institute
Report to the Community
Role and Scope Statement
SENSE (Survey of Entering Student Engagement)
Spirol Art Gallery (See reference in AACC Policy Brief, p.8)
Statutory Mission of the Connecticut Community College System
Strategic Plan
Student Handbook
Willimantic Center
Willimantic Needs (Information Technology Needs)

Standard 2: Planning and Evaluation

Co-chairs: Erin Pagano and Mark Vesligaj
Helen Downs
Bob Fernandez
Brian Kaufman
John Lewis
Jill O'Hagan
Sara Van Orden
Neil Wippert

Description

QVCC engages in planning and evaluation through an ongoing commitment to continuous improvement. This process has become an accepted part of the structure of the organization; it is visible and cross-functional, engaging faculty, staff, community members, and students. The College has followed a yearly planning cycle that has its foundation in the strategic goals developed for the Connecticut Community-Technical College System and the office of the System's Chancellor. These strategic goals accord with the **statutory mission** of the CCTC System and are set for two to five years, to address broad goal concepts. Colleges in the System have autonomous plans that address the means and methods for achieving System-wide goals. QVCC has its own stated mission (**mission statement**), as well as a planning and evaluation process designed to employ resources in the most efficient and inclusive manner possible.

In March 2010, Dr. Ross Tomlin became the College's third President. He has invested considerable time and resources in the reorganization of the College's functional areas and the development of a **Strategic Planning committee** and a new vision statement. The committee is next charged with developing processes for feedback for both the short term (one-year goals and objectives) and the longer term (five-year plans). The enhancement of resource allocation and the updated planning and evaluation processes are in their early stages and, as of this writing, not mature enough for substantive evaluation. This Standard will seek to shed light on the College's intentions for these new endeavors, while giving attention to and taking assessment of the systems presently in place, as well as previous ones.

QVCC has maintained a planning cycle framework first introduced at the College in the mid-1990s. The 2001 NEASC team's report noted, "planning and goal setting are pervasive throughout the institution and are one of the outstanding strengths of the College." A follow up review in 2006 again noted this strength. The College has sought to improve continuously as it has experienced unprecedented growth in enrollment, faculty and staff, technology integration, and physical assets.

Until changes in 2010-11, the College's yearly planning cycle was driven by the Lead Planning Team. The President appointed team members each year. At least one

member was selected from each division of the College. Members of the Lead Planning Team served for a minimum of two years. In the early years of this approach, the College offered training in focused planning to new team members, but as the process became institutionalized and most faculty and staff became familiar with it, the training sessions became obsolete.

The Lead Planning Team reviewed the System strategic goals and the College's current goals and determined what internal and external evidential data was needed to update the College **strategic goals** for the coming year. Then the committee developed a plan to generate and collect any additional data necessary to update the goals. For example, in 2009 the **Student Success and Retention committee** completed a **research project** wherein 700 nonreturning students were contacted to determine the causes of their withdrawals. Evidence from this project was used to enhance not only a retention initiative across functional areas (student services, advising, and faculty) but also to reframe an understanding of retention and student success. One outcome of this research project was the implementation of an **early intervention program** targeting students who underperform or miss classes at the beginning of each semester.

The team used the data to develop goals for the coming year, and each January the team reported results to the faculty and staff (**Lead Planning Agendas/Minutes**). The goal was to generate faculty and staff feedback. Further discussion was encouraged at subsequent division meetings, and all would be invited to follow up with feedback by e-mail or face to face meetings. Discussion and review took both a formal and informal tone, to encourage active participation by a broad range of faculty and staff. With College-wide input, the team updated the goals and presented them to the College staff for draft review in March (at which time additional input was welcome) and for final review and approval in April.

Once the faculty and staff reviewed and approved the College-wide goals (and their relationship to System-wide goals), each division developed its own strategies (**divisional strategies**). From these came the individual activities that underpinned the divisional strategies. This operational planning has been essential in the circular, continuous improvement model of QVCC planning—that is, System goals generated College goals that were the basis for the operational strategies of the divisions and, finally, the individual strategies of the faculty and staff.

Once these steps were complete, the budget request process began. This year the President introduced a Budget Planning committee as a key element in the financial planning and appropriation process. Particularly important during the current economic climate, this new committee is able to iterate the budgetary allowances back to those accountable and share how budgetary decisions have been reached. The request for budget items is now supported by not only a College-wide goal, but also a division goal. In this manner, the College's human, financial, and physical resources are aligned with College goals. For documentation, see samples of **divisional goals**, **faculty additional responsibilities** projections, and **mid-year** as well as **year-end reports**.

Stakeholder input has been an important dimension in planning processes. In 2008, for example, the College embarked on the creation of a Middle College High School (MC) at the Danielson location, the development of which has included collaboration with five school districts, the EASTCONN regional education service center, community

members, QVCC students, faculty and staff, and MC students, faculty, and staff. Integration and cooperation with the MC includes the planned expansion of the building to include a 30,000 square foot addition. Ideas and input for the new wing and its resources were brought to architects and planners through town hall style meetings with all stakeholders. Similarly, the new strategic planning process begun at the College in 2010 has included multilayered feedback and planning opportunities. Stakeholders have been encouraged to participate in several focus groups. Area legislators, community leaders, community members, foundation members, students, faculty, and staff were actively encouraged to outline their visions, brainstorm ideas, and share expectations for QVCC's next five years. The results of these focus groups include a new mission and vision statement approved by all members of the QVCC community (**Strategic Planning minutes**). QVCC has been strongly committed to maintaining a culture of inclusion in the midst of near constant growth. The past year's significant reorganization and changes in leadership continue to challenge QVCC and its planning and evaluation activities.

Appraisal

QVCC is collaborative and inclusive. For example, this Standard's narrative has been developed by a committee that includes representation from all functional areas of the College. The Standard was reviewed by the Steering Committee of the NEASC Self Study, itself a team with broad College representation. Since QVCC is in a transitional period from being a small college to becoming a mid-sized one, much thought, evaluation, and planning is needed to match efficiently the resource infrastructure to the requirements of the College.

Given the College's recent leadership changes, reorganization, and new **strategic pan**, as well as the State's budget crisis and the merger of the CCTC System with that of the CT State Universities, the College will be operating in a new environment by the time of the NEASC visit. However, the process of continuous improvement demands that the College evaluate current systems and practices before moving forward. Outcomes inform planning and evaluation; QVCC reflects on what has served it well in the past and what is expected to serve the College well in the future.

A number of areas are already calling for attention. For example, the need for a deliberate strategic plan has surfaced, to give coherence and direction to an institution facing a changing community and a growing student population. The effectiveness of the planning process remains to be seen as the process is developed and implemented in the months ahead.

This overarching process attends to functional areas of the College that call for efforts in planning and evaluation. An example is the definition and formation of a new Student Services division in 2010-11. Among the initiatives this division has focused on with respect to evaluation and planning are Advising Center improvements and the **Developmental Education project**, which partners the College with area high schools, focusing on college preparedness metrics through the Basic Skills Assessment. Other

initiatives involve reviewing academic programs with a commitment to learning assessment as it informs student success and institutional effectiveness, planning the use of the Willimantic Center under the mission of the College, and developing programs and support for online learning.

Academic programs at QVCC follow a five-year self study review and reporting process that includes evaluation and input from faculty, staff, students, and representatives from other community colleges in the System, as well as community members. Occupational programs at QVCC have advisory boards that meet to assist in program planning. See Standard 4 for further discussion of these processes and a more detailed discussion of frameworks, processes, and projects at the College that have been developing for nearly two decades to approach student learning assessment in a systematic, institutionally supported, and multidimensional way. In conjunction with the five-year **program review process** and coupled with College efforts to address indirect measures of student achievement reflected in typical student success data, these assessment efforts aim to improve student learning and the environment in which it is cultivated and supported.

These assessment efforts are developing and are stronger in some academic areas than others. In Fine Arts, Early Childhood Education, Medical Assisting, and writing skills, such efforts are approached as integral dimensions of program assessment as much as individual student assessment. In other areas, such as the General Studies and Liberal Arts and Sciences programs, an integrated understanding of student and program assessment has not been addressed. Efforts need development into new parts of the academic program, involving attention to what can be developed beyond the level of individual student achievement. Towards this end, the newly formed Student Success Task Force is formulating relevant student success and retention metrics to help assess students at the college level.

Two areas of the College that have grown considerably since the last five-year NEASC review are online offerings and the Willimantic Center. Each presents opportunities regarding the College mission, as well as challenges for planning and evaluation.

The Willimantic Center was approved in 2000 by the Connecticut Department of Higher Education as an off campus site where the College can offer more than 50% of each of four degrees, but not the full degrees (**Approval Letter, DHE**). This substantive change was accepted and included as part of the CIHE's reaccreditation of the College in 2001 (**Approval Letter, CIHE**). Since then, the College has served a steadily growing population at the Willimantic Center, adding course offerings, classroom space, and support services. Constraints on classroom size, library size, network bandwidth, and the availability of full time, on site faculty have all limited further development of programs at the Center and the effective planning and evaluation of the Center's use. To mitigate some of these challenges, the President has assigned the Director of the Willimantic Center as his own direct report for an interim period. This organizational restructuring has allowed for variances in planning practices and a more agile decision making protocol at the Center.

As for online offerings, QVCC has had one certificate program previously included in its accreditation; this program was short lived. The College chose not to develop any other online programs, but only to use online offerings as supplements to existing or new on

ground programs. In the past five years, however, the number, frequency, and variety of online courses have increased through many independent initiatives of individual faculty members. These initiatives were prompted by diverse factors, including the growing popularity online learning, the limits of classroom space during the startup of the MC, and the long standing commitment of the College for both infrastructural and training support towards online learning for both on ground and online classes.

A common challenge for planning and evaluating the Willimantic Center and online learning is the need to harness more effectively the information potentially buried in the CCTC System's student information management system, Banner. Better access to this information, towards understanding online students, the Willimantic population, and the range of courses and services both groups have come to rely on, will help QVCC plan more deliberately regarding these two areas.

Student services, including advisement and support for developmental learning, have been a part of the College since its inception. Under the newly reorganized structure of the College, these have become the responsibility of a separate division of Student Services and are being redeveloped accordingly. The overall restructuring—from a Learning and Student Development division to two distinct departments of Student Services and Academic Affairs—was spurred in part by the growth of the College and an increasing difficulty to serve the needs of students through a unified office. The relation of the two separate divisions to align shared projects or goals, such as student advising, has been a focus this year. Given changes in leadership, organization, and governance, the College has been mindful not to lose its focus on key functional areas whose responsibilities straddle multiple divisions.

Projection

The College is committed to serving its learners and the broader community. It will maintain its embrace of the continuous improvement model of institutional effectiveness as the transitional period is completed in the next few years. In planning, the College has deliberately established interim periods for many changes, to allow for objective evaluation and redirection if necessary. QVCC adheres to this same philosophy of periodic review for annual and longer-term goals and strategic outlooks. This approach will help the College navigate the transition in the midst of State and Federal economic turmoil and ensure that QVCC is able to adapt throughout its current phase of development.

The Student Services division will lead the growth and evolution of the Advising Center and, in partnership with the Academic Affairs division, compile data to help guide the College in its policies regarding developmental education. This area in particular may become vastly different, as both Federal and State agencies consider where it best fits into the postsecondary education model. In the same vein, the College will continue to move ahead of any potential Federal or State mandates with respect to learning assessment practices.

The College plans to review and standardize key elements of planning and evaluation as they pertain to programs and online course delivery. QVCC is considering modification of the five-year self study process for academic disciplines. Modifications under review are the standardization of the self study report and the implementation of more frequent mini self studies. As the landscape of education is transforming, greater awareness of program relevance and student outcomes on a finer timeline may be justified. Also, the College will continue to explore its online identity. With the completion of the Quality Matters online certification training program, a new committee will form an online strategy for the coming years.

Strategic planning for the Willimantic Center will be an ongoing effort, focusing on better access to student and program data and better integration of College services, as well as how students can make the transition to the main campus. Similarly, as the MC building expansion comes to conclusion and the student population of the MC reaches its maximum, more integrated planning for facility use and high school student access to College courses and College matriculation will be necessary.

Finally, the QVCC Foundation will evaluate various Alumni Association models that match the College's needs. QVCC has the second largest Foundation of the 12 Connecticut community colleges, while being the third smallest in student enrollment. This is a testament to the community support for the College. The Foundation wishes to leverage that support by establishing an Alumni Association, as well as finding other ways of expanding the College community.

Institutional Effectiveness

With its new organizational structure and a growing range of electronic information sources, the College will continue to evaluate its effectiveness in meeting its mission based on more extensive use of available evidence concerning its operations. Continued improvement in the effective assessment of student learning, refinement of the definition and measurement of student success, and the effective alignment of tightening resources with institutional programs and operations are central goals of the strategic planning process now being undertaken. Through these efforts, the College will address the challenges of a dramatically changing higher education system, a growing student population, and the changing demands of the global economy that shapes the community it serves. A long term commitment to a continuous improvement model of management will take the College through its newly established strategic plan. This plan will be regularly evaluated as the College implements it while aiming to use available sources of evidence for improvement more expertly and effectively.

Standard 2: Planning and Evaluation			
PLANS	**Year of Completion**	**Effective Dates**	**URL or Folder Number**
Strategic Plans			
Immediately prior Strategic Plan			
Current Strategic Plan	New: 2011	2011-2016	http://www.qvcc.commnet.edu/static_groups/docuroom/general/StrategicP.pdf
Next Strategic Plan			Link to be updated when plan is completed: Fall 2011
Other institution-wide plans			
Master plan			
Academic plan	2011	2011-2012	http://www.qvcc.commnet.edu/static_groups/docuroom/general/AcStratPlan1.pdf
Financial plan	2010-2011	2010-2012	http://www.qvcc.commnet.edu/static_groups/docuroom/facilities/bud_comm_full.pdf
Technology plan	2010	2010-2013	http://www.qvcc.commnet.edu/static_groups/docuroom/facilities/StrategicPlan121710.pdf
Enrollment plan			
Development plan			
Planning Process: 2001-2010	Ongoing	2001-2010	http://www.qvcc.commnet.edu/static_groups/docuroom/governance/NeascNoteTQM.pdf
Plans for major units (e.g.,departments, library)			
1 Career and Placement Services	2008-2009		http://www.qvcc.commnet.edu/static_groups/docuroom/students/CareerSrvcreportCombo1.pdf
2			
3			

	4						
	(Add rows for additional plans, as needed.)						
	EVALUATION						**URL or Folder Number**
Academic program review							
	Program review system (colleges and departments). System last updated:					?	http://www.commnet.edu/planning/Assessment/AcademicAffairs/ProgDiscReview/ProgDiscReview.pdf
	Program review schedule (e.g., every 5 years)						http://www.qvcc.commnet.edu/static_groups/docuroom/programs/CycleSelfStudyComb.pdf
	Sample program review reports (name of unit or program)						
	1 Full listing of completed reviews, 2006-2011					?	http://www.qvcc.commnet.edu/static_groups/docuroom/programs/reviews/ProgRevList.html
	2						
	3						
	(Insert additional rows, as appropriate.)						
System to review other functions and units							
	Program review schedule (every X years or URL of schedule)						
	Sample program review reports (name of unit or program)						
	1 Student Services: every 5 years; initial reports of new division to be done, 2011-2012						http://www.commnet.edu/planning/assessment/studentaffairs/AssessmentModel.pdf
	2						
	3						
	(Insert additional rows, as appropriate.)						

Standard 2 Documents:

Approval Letter, DHE

Approval Letter, NEASC

College Goals (College Strategic Goals)

Developmental Education project

Divisional Goals and Strategies

Early intervention form

Early Intervention Initiative

Faculty Additional Responsibilities (Examples in workroom)

Lead Planning Agendas/Minutes (Flash drive)

Mid-year and Year-end Reports (Flash drive)

Program Review Process

QVCC Mission Statement

Statutory Mission of the Connecticut Community College System

Strategic Plan

Strategic Planning Committee

Strategic Planning minutes

Student Retention and Success Research Project, 2009

Standard 3: Organization and Governance

Co-chairs: Sharon Moore and Delia Berlin
Beth Alves
Bill Army
Jane Brown
Pam Brown
Jill O'Hagan
Denise Walsh

Description

QVCC is currently organized under the **Board of Trustees** (BOT) **of the Connecticut Community-Technical Colleges**, which has the ultimate responsibility for all programs, administration, planning, and development for each of the State's 12 community colleges, in accordance with Connecticut statutes. The BOT consists of 18 members, including at least one community college alumnus and six public and two student members. None of the trustees has any financial interest in the colleges. This structure is changing. State budget legislation passed in May 2011 consolidates the Community-Technical College and Connecticut State University systems under a single Board of Regents, effective July 1, 2011. The current BOT will continue to govern until December 31, 2011, then cease to exist. The details of how this consolidation will take effect and its impact on the community colleges are not yet resolved.

Under the current arrangement, the BOT appoints a Chancellor, who is the Chief Executive Officer of the CCTC System. The Chancellor reports directly to the BOT, provides guidance to the college presidents, and provides the BOT with an evaluation of each president annually. The relationships between the BOT, the Chancellor, and the community college presidents are clearly outlined in Section 1.5 in the **BOT Policy Manual**.

The Chief Executive Officer of QVCC is its President. The office has recently undergone change. President Dianne Williams retired in July 2009, after serving for 16 years, and Dr. Ross Tomlin began his term as the third President of QVCC in March 2010. All administrators, governance, committees, and constituencies at QVCC are advisory to the President. The President holds weekly meetings with a Cabinet, composed of the Deans of Academic Affairs, Student Services, and Administration, the Director of Human Resources, the Director of Community and Professional Learning, and the Executive Assistant to the President. Twice monthly, the Cabinet meets jointly with the College Leadership Team, which also provides input and feedback to the President. The Leadership Team includes the Academic Affairs Division Director, the chair of the College Council, the president of the Academic Affairs Executive Board, and the Directors of Marketing and Communications, Institutional Research, College Development, and the Willimantic Center (current **organizational charts**). The

President receives regular community feedback from a **Regional Advisory Board** and meets monthly with College faculty and staff at a general staff meeting.

In June 2010, the Dean of the Learning and Student Development division retired after 12 years of service, and the College's organizational structure was reassessed. As a result, in July 2010 Learning and Student Development was split into two separate divisions, Academic Affairs and Student Services.

The Academic Affairs division includes all credit faculty and the staff in several academic support areas. Academic Affairs oversees and is responsible for the quality of the academic program. An Academic Affairs Division Director, Lead Faculty positions in English and math, and a Lead Program Coordinator assist the Dean. The Library, Learning Center, and Educational Technology departments are part of the Academic Affairs division. The Library provides access to information resources and information literacy instruction and is the College's media center. The Learning Center provides peer and professional tutoring in all subject areas and is the College testing center. Educational Technology provides support to faculty, staff, and students in the use of Blackboard Vista and **MyCommNet** for on ground, hybrid, and online classes.

Faculty have a substantive voice in matters related to credit programming at the College, through the evolving governance structures of both the Academic Affairs division and the College. During the 2010-11 transition year, the elected Learning and Student Development division committees continued to function under the former LSD Division Council bylaws. New **Academic Affairs Division Bylaws** put into place during the transition year have replaced this structure with an Academic Council, an Executive Board, and a Curriculum, Issues and Policy (CIP) committee. The Academic Council is composed of faculty and staff in the Academic Affairs division; the Executive Board is the elected leadership of Academic Council; and CIP is the elected committee overseeing curriculum review and academic policies. Full time faculty have purview over adjuncts, recruiting, interviewing, hiring, and mentoring those in their respective areas, assisted by Lead Faculty members and the Academic Affairs Division Director.

The Student Services division provides a range of support services to current and potential students. The Student Services departments include Student Activities, Advising and Retention Services, Enrollment Management, Career and Transition Services, and the **STRIDE program** (these departments and their functions are fully described in Standard 6).

The Administrative Services division manages the College Business Office, the Information Technology department, and the Maintenance department. Administrative Services manages the College budgeting process, purchasing, and facilities and infrastructure in both Danielson and Willimantic and coordinates College health, safety, and disaster preparedness. The Administrative Dean manages all College building projects, which included the addition and renovation in 2005 and will involve the addition of a Middle College wing in 2013. Two outside vendors, the College Bookstore and Food Services, are also overseen by the Administrative Dean.

The Community and Professional Learning division (CPL) is responsible for curriculum development and scheduling of non-credit programs, hiring and overseeing non-credit instructors, developing and implementing business and industry training programs and

consulting services, customer services for non-credit learners (including enrollment management and financial assistance), scheduling all external events, and serving as liaison to the Steppingstones Day Care Center. As a result of the 2010 reorganization, Marketing and Communications and the Willimantic Center, previously parts of CPL, report directly to the President.

The **Willimantic Center** is an instructional location that provides credit and non-credit programs and student services in a leased facility. Academic oversight of credit courses and programs at the Willimantic Center remains with the Academic Affairs division in Danielson. The Center has grown significantly and now enrolls between one quarter and one third of the College's credit students.

The College's elected governance structure has undergone reorganization. In 2009, a temporary Governance Review committee was appointed to serve during the 2009-10 academic year and make recommendations to the incoming President regarding the future College governance structure. This committee recommended the formation of an elected Interim College Council, advisory to the new President and the Cabinet, to revise the College Governance Charter. The Interim College Council met throughout the 2010-11 academic year to work on these tasks, resulting in a permanent, elected College Council that will represent all campus constituencies and review **College-wide policies** and issues as they arise. A revised **College Governance Charter** and new **College Council Bylaws** were approved in April 2011, and elections for the new College Council took place in May 2011.

Student views are sought at both the System and College levels. Student participation at the System level is described in the BOT section above. At the College level, the primary mechanism for student representation is the **Student Government Association** (SGA), an elected student group that oversees extracurricular programming. SGA meetings are held simultaneously at the Danielson campus and Willimantic Center through Polycom compressed video, allowing maximum participation at both locations. SGA is overseen by the Director of Student Activities. Student suggestion boxes are available in both Danielson and Willimantic, and President Tomlin has instituted student forums at each location.

Appraisal

The impact of the upcoming consolidation of the CCTC System with the CT State Universities remains to be seen, but clearly it will affect local operations.

The new leadership and recent reorganization of College governance and organizational structures has involved the entire College community. Meetings were held through spring and summer 2010, and comment was sought from all constituencies. With the growth of the College's student body and faculty over the last ten years, the structures put into place in 1998 clearly needed change. Much of the

change has been welcomed and is already contributing to a more responsive model of student and academic services.

The new College Council, Leadership Team, and Academic Council still need to become fully established and functioning. The roles of these new governance bodies are evolving, as is the role and relationship of the **Middle College** to QVCC's organization.

The place of the Willimantic Center in the College's overall structural planning is not always clear, but direct reporting of its Director to the President has improved communication and efficiency between the two locations.

The College does not have a current strategic plan, and this lack is reflected in decision making at all levels. President Tomlin has made the **strategic planning process** a priority. A new **College Mission Statement** was written and approved in May 2011, and a new **vision statement** and new guiding principles are being developed.

Student participation in College governance and planning is not strong, reflecting the difficulty of engaging commuting students in college life outside the classroom.

As the College's organization undergoes many changes, President Tomlin has continued to seek input and provide opportunities for open discussion of issues, using both face to face meetings and technology. The idealistic culture at QVCC is one of the College's greatest assets; keeping that culture intact has emerged as an important goal.

Projection

With a new State-wide structure coming into place in July 2011, the College will be developing a new System working relationship. Meanwhile, budget shortfalls are expected to continue during the next several years, driving the need for increased efficiencies.

At the College level, changes are expected to continue as President Tomlin analyzes organizational effectiveness. The reorganization of the College and the changes in College-wide governance will be evaluated and adjusted. New structures in Academic Affairs, Student Services, and CPL will be re-evaluated at the end of each academic year and revised as necessary.

As budgets decrease in response to economic conditions, the College will continue rethinking and revising organization, governance, and operations. Changes to the College committee structure, begun in 2010, will continue. Efforts to increase student representation on committees will also continue.

Incorporating the Middle College faculty and students into College organization will be increasingly important; the MC will expand to full size following the completion of its new wing in 2013, and making it an integrated part of QVCC is critical to the MC's success.

President Tomlin will lead an institution-wide strategic planning process and a coordinated budget development process to set funding priorities, and the reorganization will continue to evolve.

Institutional Effectiveness

The College has completed major restructuring and undergone a great deal of change in a very short time. The MC was established three years ago. Since March 2010, QVCC has appointed a new President, expanded the Cabinet, added a new Leadership Team, set up two restructured divisions where there was one, revised the CPL division, established a new College Council and a new Academic Affairs governance structure, revised the College Governance Charter, and changed reporting structures. The new Governance Charter, College Council bylaws, and Academic Affairs bylaws now require annual review and revision. All these changes have involved discussions, formal meetings, informal meetings, e-mails, and some of the expected confusion that accompanies significant transitions. QVCC has a resilient culture that, for the most part, welcomes change. The College continues to work, review, and move forward with optimism and a strong commitment to student success.

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	NA
URL of documentation of relationship	NA
Governing Board	**URL**
By-laws:	http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf#page=3 To be revised, Fall 2011
Board members' names and affiliations	http://www.commnet.edu/Board-Docs/2011-April-Board%20of%20Trustees%20bios.pdf (Being restructured in 2011-2012; new information to be updated when available.)
Board committees	URL or document name for meeting minutes
a.General Board	http://www.commnet.edu/board_schedule.asp
b.	
Major institutional committees or governance groups*	URL or document name for meeting minutes
a.President's Cabinet	On College Intranet http://www.gvcc.commnet.edu/static_groups/docuroom/governance/cabinet.pdf and flash drive
b. Leadership Team	On College Intranet and flash drive
c. College Council (new, 2011)	http://www.gvcc.commnet.edu/static_groups/docuroom/governance/Col_Council_Bylaws_06Apr2011.pdf
d.Academic Council (new 2011)	http://www.gvcc.commnet.edu/staff_resources/academic_council/
e.Previous Academic Council (prior to 2011)	On College Intranet http://www.gvcc.commnet.edu/static_groups/docuroom/governance/academIssues1.pdf and flash drive
f. Student Gov. Association (SGA)	http://www.gvcc.commnet.edu/static_groups/docuroom/students/Student_Government.html

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	Danielson	CT	9/27/1972		1634
? Other principal campuses					
? Branch campuses					
? Other instructional locations	Willimantic	CT	9/1986		553
Distance Learning, e-learning					**Enrollment***
		Date Initiated			101
First on-line course		Summer 2002			
First program 50% or more on-line		Fall 2009			
First program 100% on-line		Fall 2005			
? Distance Learning, other			**Date Initiated**		**Enrollment***
Modality					
? Correspondence Education			**Date Initiated**		**Enrollment***

QUINEBAUG VALLEY COMMUNITY COLLEGE

Legal authorization to grant degrees beyond high school is found in the General Statutes of Connecticut. QVCC is authorized by the Board of Governors for Higher Education to grant the following degrees: Associate in Arts, Associate in Science, and Associate in Applied Science.

Beginning in July 2011 this authorization comes under the newly formed Connecticut Board of Regents for Higher Education.

BOARD OF GOVERNORS.
DEPARTMENT OF HIGHER EDUCATION

CHAPTER 185b
CONSTITUENT UNITS

Sec. 10a-78. (Formerly Sec. 10-38i). Establishment of regional colleges. (a) The Board of Trustees for Regional Community-Technical Colleges shall establish a regional community-technical college to serve the southeastern area of Connecticut as approved by the Board of Governors of Higher Education to be part of the state system of community-technical colleges.

(b) The Board of Trustees for Regional Community-Technical Colleges shall establish a regional community-technical college to serve the New Britain-Bristol area as approved by the Board of Governors of Higher Education to be part of the state system of community-technical colleges.

(c) The Board of Trustees for Regional Community-Technical Colleges shall establish a regional community-technical college to serve the northeastern Connecticut area as approved by the Board of Governors of Higher Education to be part of the state system of community-technical colleges.

(d) The Board of Trustees for Regional Community-Technical Colleges shall establish a regional community-technical college to serve the northern Connecticut area comprising the towns of East Granby, East Windsor, Ellington, Enfield, Somers, Stafford, Suffield and Windsor Locks as approved by the Board of Governors of Higher Education to be part of the state system of community-technical colleges.

(e) The Board of Trustees for Regional Community-Technical Colleges shall establish a regional community-technical college to serve the lower Naugatuck Valley area comprising the towns of Ansonia, Derby, Shelton, Seymour, Oxford, Beacon Falls and Naugatuck as approved by the Board of Governors of Higher Education to be part of the state system of community-

technical colleges.

(f) Repealed by P.A. 78-331, S. 3, 58.

(g) The Board of Trustees for Regional Community-Technical Colleges shall establish a regional community-technical college to serve the greater Waterbury area as approved by the Board of Governors of Higher Education to be part of the state system of community-technical colleges.

Statute found at:
http://search.cga.state.ct.us/dtsearch_pub_statutes.html

Updated information about the new Board of Regents will be found at:
http://www.ctregents.org/

Aug., 2011

Standard 3 Documents:

Academic Affairs Division Bylaws

Board of Trustees (Membership)

Board of Trustees Policy Manual (BOT Manual)

College Governance Charter

College Mission Statement

College-wide Policies (See College Policies)

Committees (See Committee Membership List)

Minutes (Flash Drive)

- Cabinet
- Leadership Team
- Staff Meetings

myCommnet

Organizational Charts

QMC (Quinebaug Middle College High School)

Regional Advisory Board

State Budget FY2012-2013 (To be provided when available)

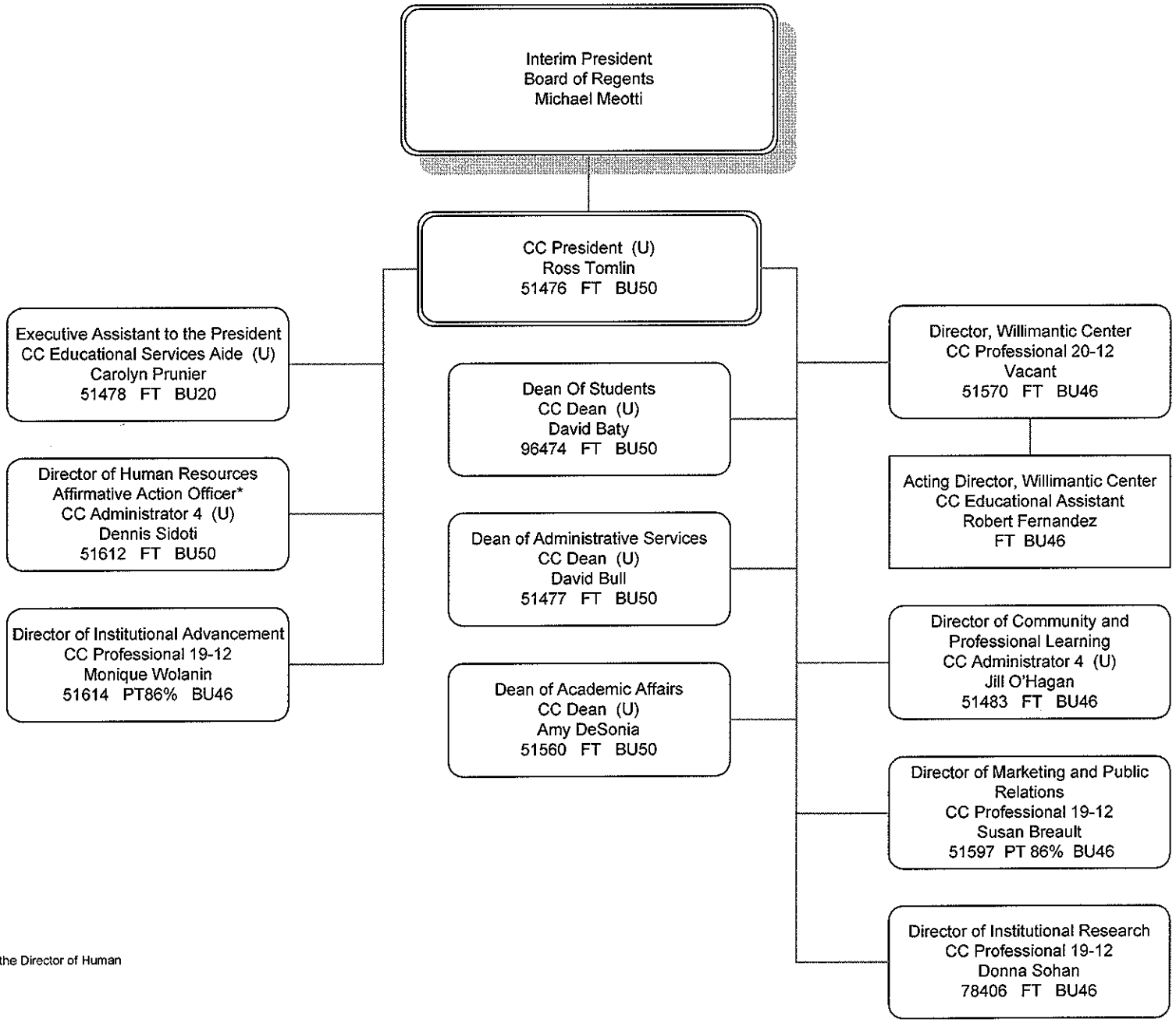
Strategic Planning Process (Strategic Plan)

STRIDE program

Student Government Association (Constitution)

Willimantic Center

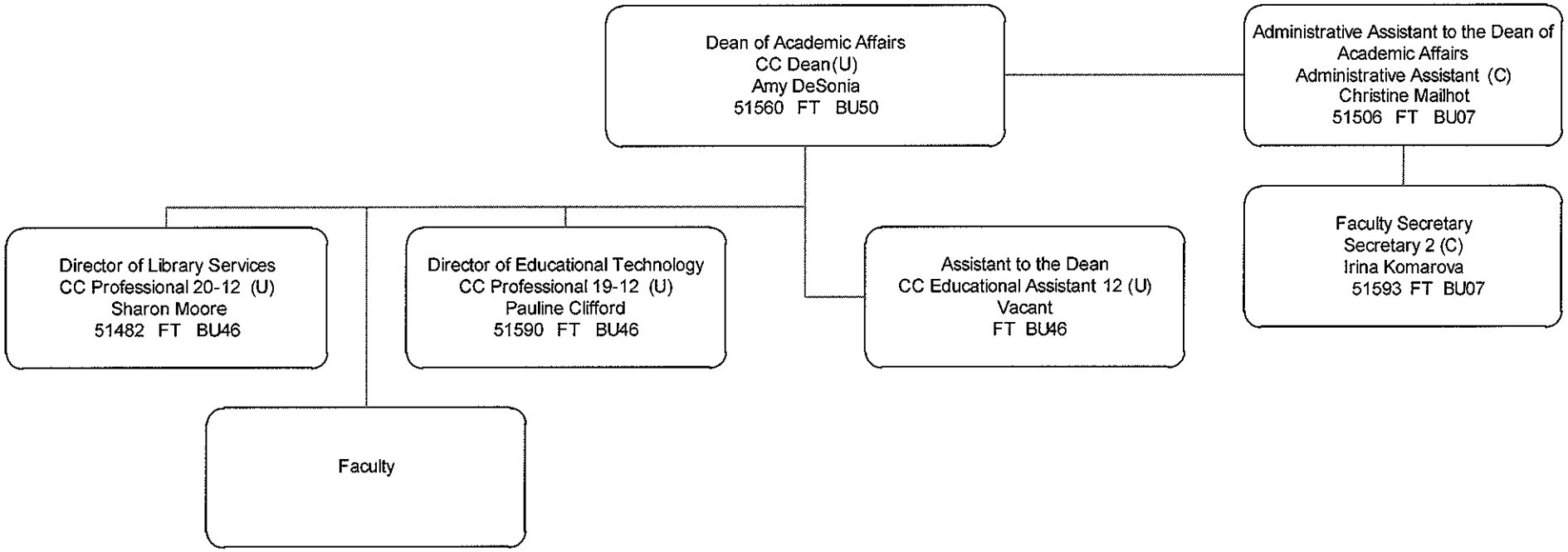
Quinebaug Valley Community College
Organizational Chart
August 1, 2011



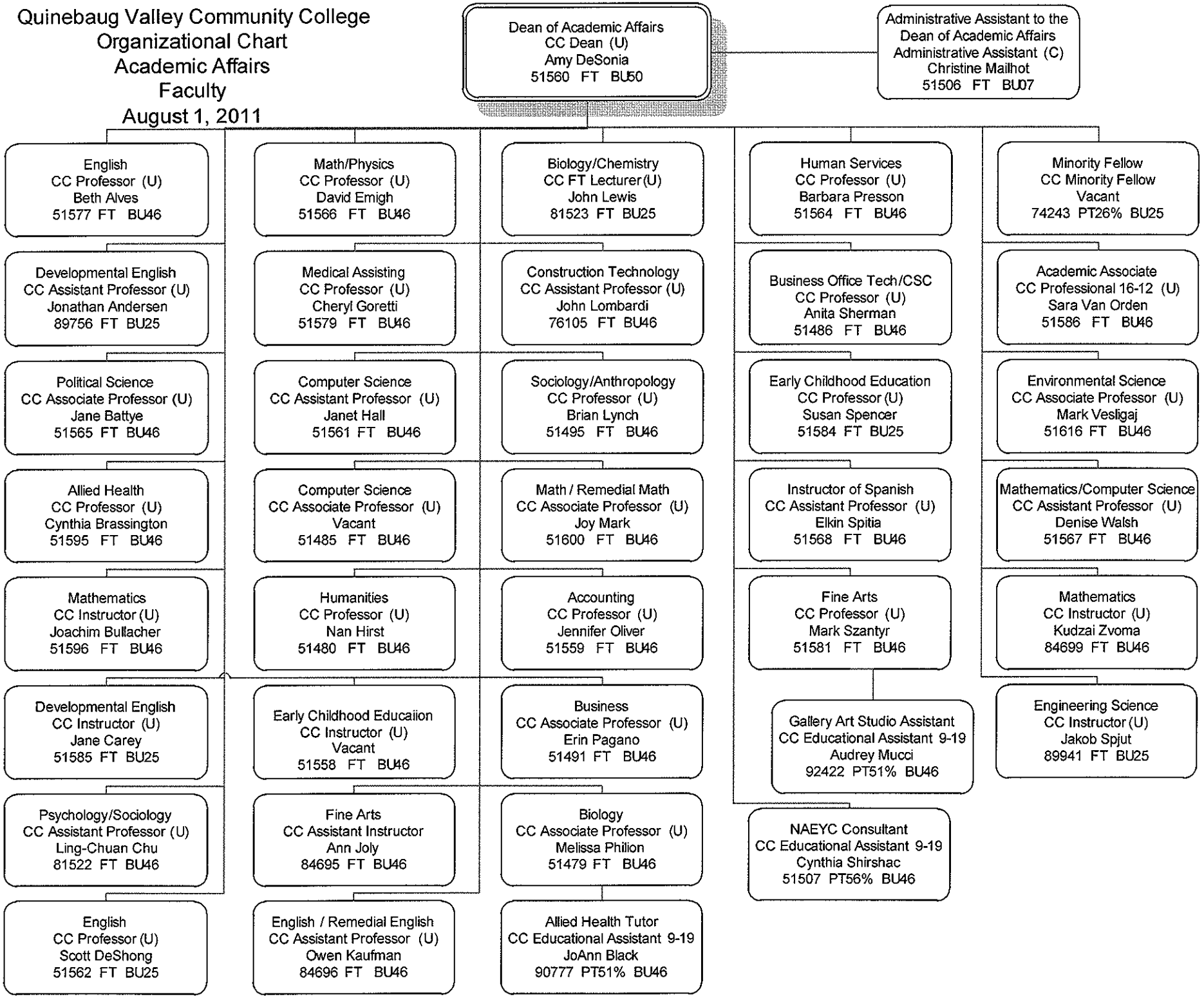
* Affirmative Action Officer is also the Director of Human Resources and Labor Relations

College Management

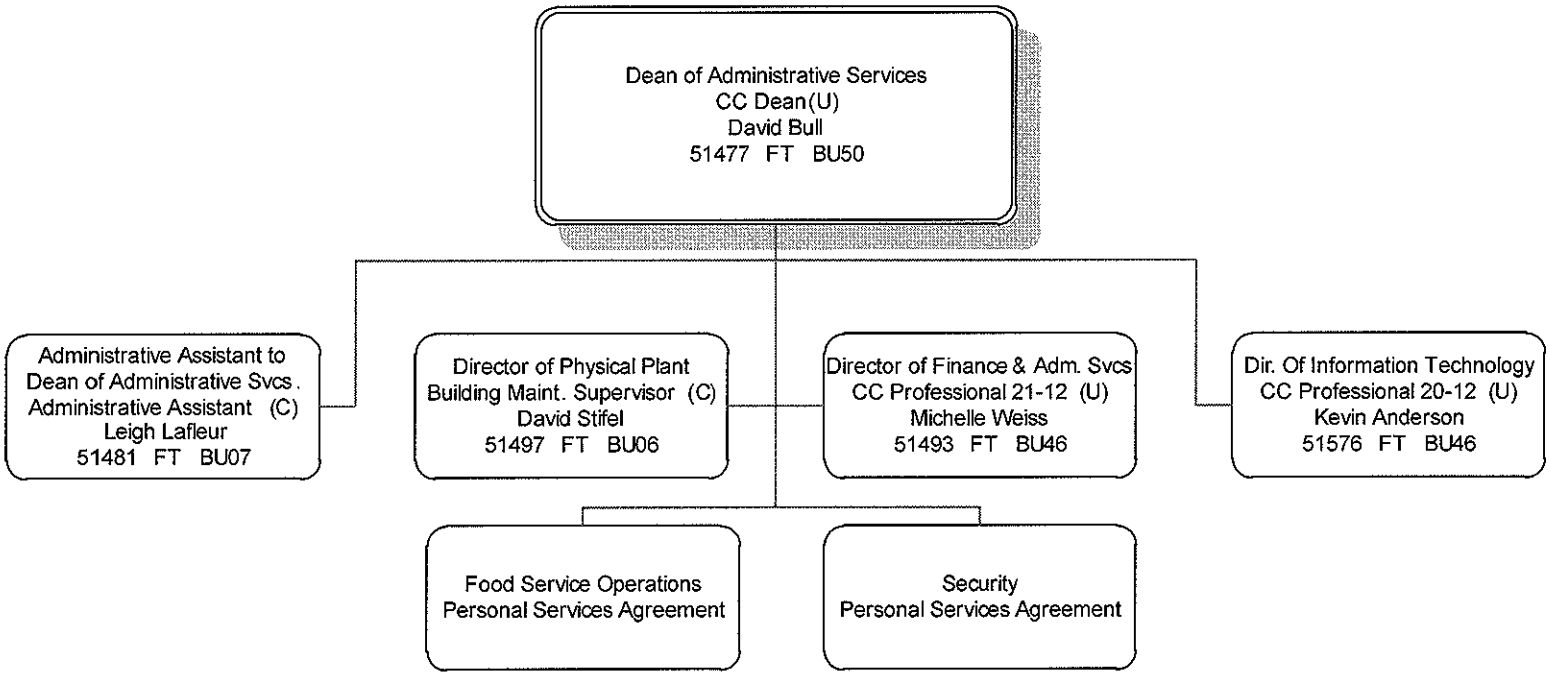
Quinebaug Valley Community College
Organizational Chart
Academic Affairs
August 1, 2011



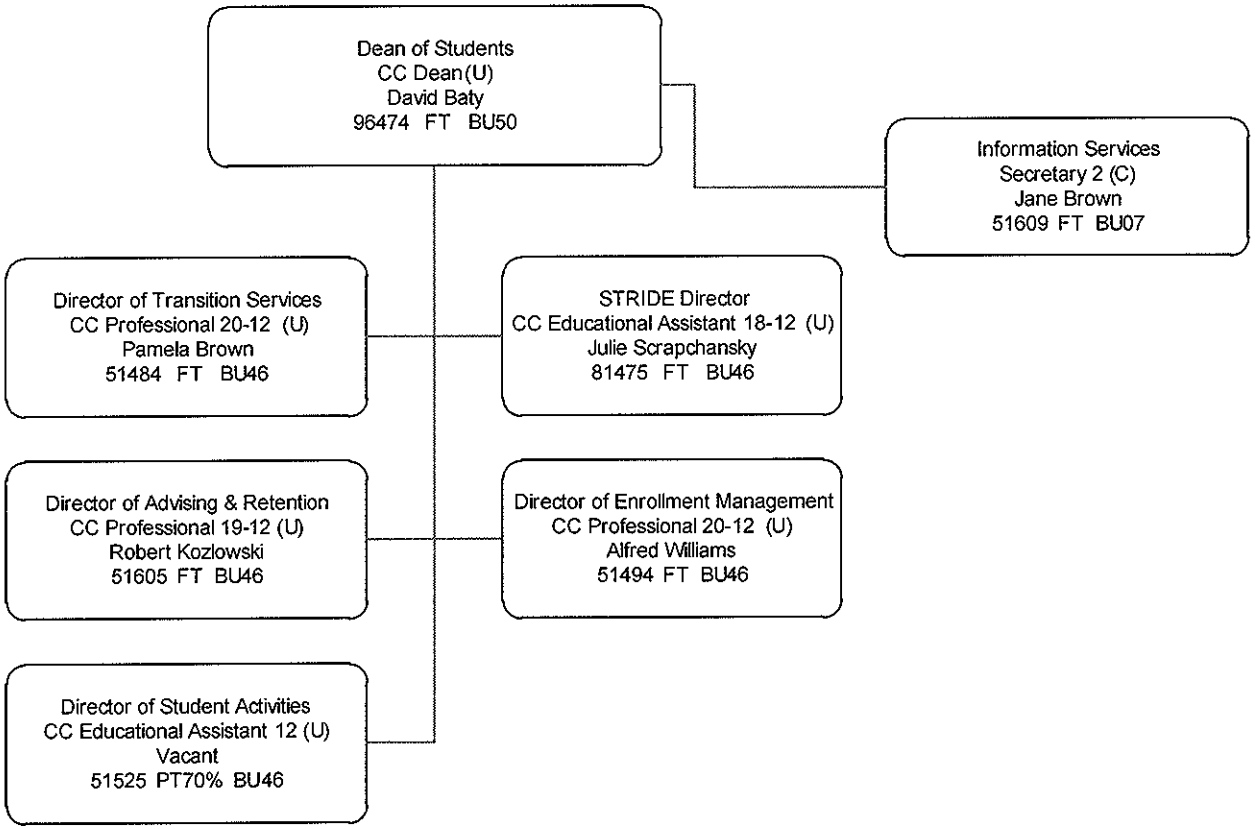
Quinebaug Valley Community College
Organizational Chart
Academic Affairs
Faculty
August 1, 2011



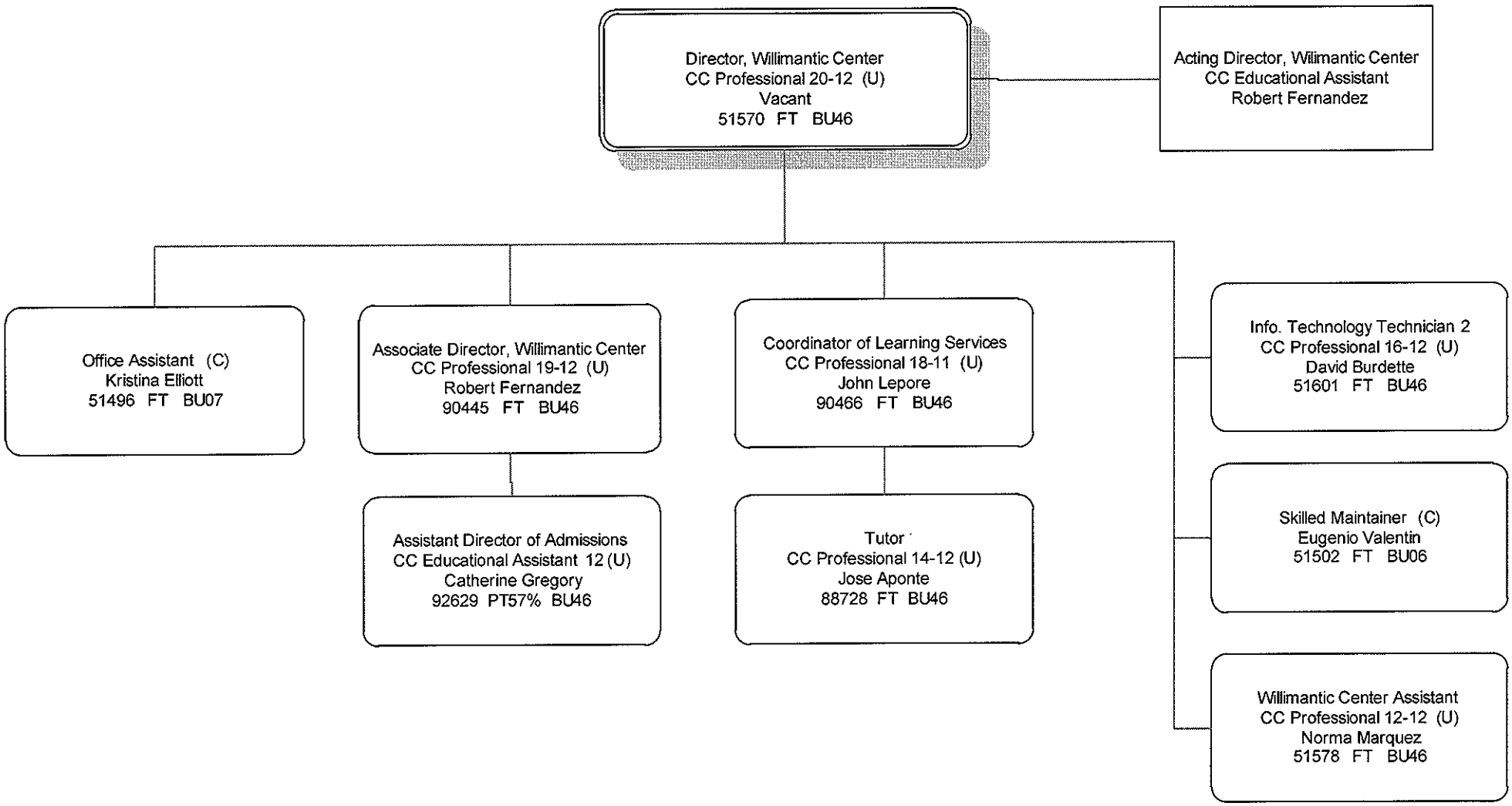
Quinebaug Valley Community College
Organizational Chart
Administration Services
August 1, 2011



Quinebaug Valley Community College
Organizational Chart
Student Services
August 1, 2011



Quinebaug Valley Community College
Organizational Chart
Willimantic Center
August 1, 2011



Standard 4: The Academic Program

Co-chairs: Cheri Goretti and Jayne Battye
Anita Sherman
Elkin Spitia
Joachim Bullacher
Kim Rich
Sandy Pliskin
Alfred Williams
Joe Couillard
Delia Berlin
Bill Weiss
Nora Butts
Cheryl White
Pattie Owen, Dean of Academic Affairs

Description

QVCC meets the needs of the people of Northeastern Connecticut through programs designed to fulfill its stated mission and goals. The College is committed to high quality postsecondary education and lifelong learning in a student centered environment. The institution offers its students a range of collegiate level programs leading to degrees and certificates in recognized fields of study (**Program Inventory)**. There are 22 degree programs and 29 certificate programs. Associate's degree programs require 60-68 semester hours of credit for completion; certificate programs require 15-30 hours.

The College's degree and certificate programs are conducted according to standards and practices set by the Connecticut Community-Technical System and its Board of Trustees, as well as the CT Department of Higher Education. The College is fully responsible for course content; delivery of instructional programming; selection, approval, evaluation, and professional development of faculty; admissions, advising, registration, and retention of students; and evaluation of students' learning and progress.

Program and course proposals generally originate with the faculty. In the absence of qualified faculty in a particular field, the Dean of Academic Affairs collaborates with consultants to develop new programs. Once programs and courses are proposed, the Academic Affairs division is responsible for reviewing them and for forwarding them to the BOT for approval.

The degrees offered at QVCC are two-year Associate's degrees: an Associate in Arts degree and an Associate in Science degree. The curriculum of the specific programs in these two categories is divided into two sections, the program core and the general education core. The program core contains courses introductory to the main disciplinary

area of the program and courses that afford the student the opportunity to develop relevant skills and knowledge at a more advanced level.

Each program has clearly articulated learning outcomes that are specific to the program area. Programs designed to provide professional training contain components that effectively link curricular content with current practices in the field of specialization. These components include practica, internships, and capstone projects in which students obtain experiential learning. Course sequencing is communicated through the program curriculum sheet and academic advisement.

As required by the CCTC System and the BOT, all degree programs consist of 33.3% or more of general education courses. A degree-seeking student must take a minimum of 24 general education credits that reflect a distribution of required courses or electives in humanities and fine arts, sciences and math, and social sciences. Specifications for these requirements are published in the College catalog and listed on program curriculum sheets. Students must pass the entailed courses by demonstrating that they have met the learning outcomes of each course.

Termination of programs must conform to policies established by the BOT. Termination includes review by Academic Affairs and Student Services and approval by the BOT itself. Program coordinators work to ensure that enrolled students are able to complete course work even when programs are terminated. Program coordinators and academic advisors meet with affected students and review the prospective changes. When necessary, students also receive advice about alternative study possibilities. In addition, students are given a full year's notice prior to the elimination or modification of any program, so they can work towards completion or alter their plans. The Academic Council and the Dean of Academic Affairs keep records of any program elimination or change, as does the System.

The College continues to explore new opportunities and partnerships for degrees, certificates, and non-credit programming. A few recent examples include the Early Childhood Education and Pathway to Teaching degrees (**Program Inventory)**. The College of Technology (COT) pathway is a curriculum that allows a student to begin engineering studies or technology studies at any of the 12 CT community colleges with the ultimate goal of achieving a four-year baccalaureate degree through transfer articulations with receiving institutions. Under this System-defined framework, QVCC has continued to develop, redefine, and adapt its technologically-oriented programs in response to community needs. This most recently has involved the creation of an Environmental Science option within the Technology Studies degree, approved by the College and the BOT in 2010. Through the COT, the College currently has articulations with six other Connecticut colleges and universities and is in the process of adding a partnership with Eastern Connecticut State University.

QVCC participates in other System-wide articulation, transfer, dual admission, and guaranteed admission agreements with the CT State Universities and the University of Connecticut. In addition, the College has articulation agreements with nine colleges and universities in the broader Connecticut-Massachusetts-Rhode Island area. Three articulations are in the process of being finalized, including two for seamless transfer to engineering programs at the University of Massachusetts at Lowell and Western New England College. Formal articulations will be completed shortly.

QVCC participates in **College Career Pathways**, a federally funded program administered by the CT Department of Education. This program connects high schools with community colleges to provide opportunities for high school students to explore career opportunities and graduate with college credits. Currently, QVCC has Career Pathways articulations with eleven area high schools and the CT Technical School system through this program.

Among its certificates, QVCC offers a number that are not simply stand alone programs, but that can fold into degree programs. For example, students who have completed the Business Office Technology: Medical Office Skills certificate can transfer their credits into the Medical Assisting degree or Medical Secretary degree. Some stand alone certificates were created in response to the needs of area employers. For example, the **Community Health Worker** and the **Patient Care** certificates were developed to aid the employment needs of area hospitals and health care facilities. Although these can be pursued as certificates with which students can gain employment upon completion, they were created also as potential steps to broader degrees.

Coherence within programs is maintained in part by adherence to expressed program goals and outcomes that have been carefully defined by faculty. Program outcomes are published in the **Outcomes Record**, which shows where courses are expected to be taken within each program and where learning outcomes are expected within courses, disciplines, degrees, and certificates. The original **Outcomes Record**, first developed by faculty in 1999-2000, as well as a more **recent version** (2008), are available online.

As each course is developed, learning outcomes are defined and reviewed by the Academic Council and then the Dean of Academic Affairs. These objectives are listed on the **course record** and become part of the syllabus for each course. The syllabus shows how these objectives are evaluated. QVCC likewise publishes **degree objectives** and requirements for each program in the College catalog. Requirements for each program are clearly outlined, and alternative courses of elective study are described.

Each program is administered by a Program Coordinator who is also a faculty member. The coordinator is responsible for updating program goals, structure, and content under supervision of the Dean of Academic Affairs. The coordinator also establishes a budget, subject to approval by the President's Cabinet, for the implementation and support of the program. The coordinator is responsible for ensuring that courses are scheduled in a way that enables students to complete programs in an appropriate timeframe. These course schedules are published online and in print and are used in the process of advisement. Coordinators also supervise adjunct faculty within their programs and meet with them regularly to ensure adherence to program standards.

All programs except the Medical Assisting degree go through a **five-year process of review**, as mandated by the BOT. The Dean of Academic Affairs develops a schedule for a rotating **cycle of program reviews**. The Medical Assisting degree program is on a

ten-year cycle that follows guidelines of the Commission on Accreditation of Allied Health Education Programs. **Self studies** are written by faculty members and include external commentary with input from instructors, students, graduates, and community members. Assessment focuses on breadth, depth, continuity, sequential progression, and synthesis of learning. Before final submission of the self study, a visiting team is assembled to review it and the program on which it is focused. This team then writes a brief summary of its site visit, which includes strengths of the program and suggestions for improvements.

Several programs, such as Medical Assisting and Early Childhood Education, are evaluated for adherence to national standards and must comply with those standards to achieve or retain national accreditation. The College provides budgets for coordinators, and in some instances individual faculty in specific disciplines, to maintain and improve programs based on recommendations made during the self study process. The entire self study process is coordinated by an Academic Associate at QVCC. The final report is then submitted to the Dean of Academic Affairs and subsequently to the System office.

Award of credit for on ground courses is governed by procedures outlined in the BOT manual, 3.3.3. The College uses Carnegie Units as the basis for granting credits for new courses.

In the Credit for Prior Learning program, a student may submit a portfolio for assessment, documenting learning achieved through such experiences as self directed study, on the job training, and past employment, to have it assessed in terms of the competence ordinarily associated with satisfactory completion of approved QVCC courses. The portfolio is reviewed by a specially appointed assessment committee, which determines how many credits, and for which College courses, the student will be awarded. No more than 50% of an approved Associate's degree program may be awarded for prior experiential learning. The **Credit for Prior Learning Handbook**, a College-developed resource based on **standards** set by the BOT, outlines this option and is readily available to students who are interested in obtaining credit in this manner.

Granting credit for field experiences and service learning goes through an equivalent process of academic review. Several College programs offer credited internships and field experiences. Granting such credit is governed by provisions 3.91 and 3.92 of the **BOT manual**. The College offers a three credit service learning course, IS 130, which follows developed guidelines for course content and assessment. Plans for independent study courses are developed between the faculty member and student with regard to course content, learning outcomes, assessment, and award of credit.

The policy for acceptance of transfer credits is outlined in the College catalog and is based on BOT policy. QVCC outlines its own policy of **Credit by Transfer** in its catalog. At least 25% of the credit requirements for a degree or certificate must be earned through coursework at QVCC. Credits earned by examination, including Advanced Placement Examinations, CLEP, and DANTES, are assigned TR as a transfer notation on students' transcripts.

QVCC publishes information regarding all aspects of its academic programs on the website. In addition, graduation requirements are addressed in the College catalog.

Students apply for graduation to ensure they have completed all degree requirements consistent with the College's mission. Student applications to graduate are audited for completion of all requirements by the individual Program Coordinators and the Registrar, to ensure that all awarded degrees accurately reflect student attainments.

QVCC is committed to supporting student needs by providing a variety of educational media and course time frames. The College offers courses in two week winter and summer sessions, as well as a five and ten week summer sessions, all of which meet the required contact hours for standard semesters. These courses follow the same objectives as typical semester courses and in most cases use the same textbooks and syllabi, with adjustments to the course outline to accommodate shorter timeframes.

The College has grown in its ability to meet the demand of online learners. In 2004-05, 22 online courses were offered, while in 2010-11, the number of online offerings increased to 52. Distance learning courses have the same assessments and learning objectives as on ground courses, with students offered the same opportunities for faculty interaction. Faculty who teach in distance learning make themselves available to students by e-mail, by phone, and by asynchronous communication in Blackboard Vista, the learning content management system used for online, hybrid, and web enhanced courses. Students can find both academic and technical support through a module in Blackboard. A **24 hour technical support** number is provided by Presidium. With Presidium, students have access to a comprehensive knowledge base, downloadable resources for using MyCommNet, real time synchronous support by live chat and telephone, and asynchronous support through e-mail.

Educational Technology staff members run multiple student orientation sessions each semester to acquaint students with Blackboard. The integrity of online and hybrid courses is supported by the Director of Educational Technology and further ensured through the requirement of password protected logins to guarantee student identity in courses. Faculty are encouraged to develop pedagogical approaches in online assessment towards the goal of course integrity. The Information Technology department provides 'just in time' training for students who visit the open computer lab, to resolve problems regarding their ability to communicate in the virtual environment.

Information resources that offer students a range of research and learning opportunities are provided by the QVCC Library, through contracts and subscriptions with appropriate vendors and aggregators. The Library budget allots funds to continuously update information resources and technology. The Learning Center, the College tutoring and testing center, provides prospective students with basic skills testing through the College Board's Accuplacer platform and provides current students with access to CLEP, DSST, and ACE testing to gain credit for prior learning. The Learning Center offers both on ground and online tutoring for students. Peer and some professional tutors work directly with students on ground, and the eTutoring platform, sponsored by the Connecticut Distance Learning Consortium, offers students professional online tutoring in writing and selected subject areas. The Learning Center budget allots

sufficient funds to continue access to Accuplacer testing and eTutoring, while CLEP, DSST, and ACE testing are self sustaining.

In the past, QVCC has offered credit courses at various off campus locations, but currently there are no such courses being offered. The College does not have a separate weekend or evening division. When QVCC has offered off campus courses, the faculty and the Dean of Academic Affairs have been responsible for ensuring courses and programs are consistent with the educational objectives of the institution. Students taking courses off campus have been guaranteed access to the same technology and support resources available to on campus students. The College does not use third party vendors for credit instruction and maintains sole responsibility for the academic integrity of courses and programs.

Policies of academic integrity and other course expectations are listed in syllabi. Students are expected to meet the requirements of academic integrity, and penalties exist for plagiarism.

Non-credit programming is the responsibility of the division of Community and Professional Learning. This division identifies the non-credit programming needs of the community and then develops and administers such courses. Currently, CPL does not offer any credit courses or programming.

Evaluation of student learning at QVCC is done through various methods, including but not limited to exams, quizzes, projects, case studies, practical competencies, homework, laboratory reports, and portfolios. In addition, each course syllabus states clearly the weight of evaluation for each assessment and the grading criteria for the course. Faculty that generate numeric grades translate them into letter grades using a table provided in the **College catalog.** A formula for translating grades into a grade point average is also provided in the catalog. The development of student **learning assessment** has been supported through a series of committees, facilitator positions, and task forces.

The College has been committed to a “comprehensive, systematic, integrative, and organic” approach (**Policy Statement**) to learning assessment since it first developed its **Outcomes Assessment Manual**. The approach outlined in this manual continues to serve as the framework for QVCC’s learning assessment. As part of this approach, the College has periodically reviewed and refined its general education outcomes (**Outcomes Record**), as well as mapping those outcomes in the curriculum (**Outcomes Record** 1998;**Toward Evidence**; **Mapping** 2007). These and other aspects of the assessment process have been carried out in collaboration with other institutions within and outside the CCTC System (**CFT Report**).

One resource the College has worked to implement in this commitment is the learning assessment information system eLumen. This system calls for carefully established faculty-determined definitions of assessments and assessment types, intended outcomes, and standards of quality (**Toward Evidence**). Much more than an e-portfolio or electronic storage technology, eLumen uses the definitions to bring together and assist in analyzing systematically the wide variety of evidence of learning regularly produced across the curriculum. The system enables analysis of students’ practical achievements, as well as curricular, program, and institutional effectiveness (**eLumen**

Achievements). For the past six years especially, there have been consistent and growing efforts of learning assessment in the academic area. The entailed models of assessment share a common framework of defined and mapped expected learning outcomes.

One of the key outcomes for which students are assessed in their programs is that of writing skills. Writing skills are expressed as a requirement for each degree program. Through Basic Skills Assessment (using Accuplacer) or SAT scores, each incoming student is placed in an appropriate level English course in order to achieve writing proficiency. All degrees at the College require students to take an English Composition course, and each student who earns an Associate's degree is required to produce a **graduation paper** that demonstrates college level writing ability as articulated in a rubric developed at QVCC.

A multiyear pilot effort based on the graduation paper has tracked students within and outside the English area. This effort has been driven partly by Community College Survey of Student Engagement data that show writing to be a key area of student engagement. In this project, standards for college level writing have been identified and published for students and faculty and used for assessment in a variety of courses across the curriculum (**Writing Pilot Report**).

In the Fine Arts, Early Childhood Education, and Medical Assisting programs, further models of assessment have been developed over the past six years. Each model sets a standard for systematic, regular, and practical assessment of student learning based on collaboratively defined measures. Each model attempts to engage faculty in collegial and professional ways, serving as guides rather than prescriptive frameworks for other programs and disciplines to follow.

Appraisal

The academic program at QVCC is currently being assessed and improved in the larger context of change that is now reshaping so many dimensions of the College. This change responds to a decade of steady growth of the student population, an increase in full time and adjunct faculty over the period, and the changing needs of the College's service community. A new institutional **strategic plan**, organizational structure, and governance structure together reflect deliberate and concerted efforts to reshape the College under new leadership. Within this framework, the academic area is working to update its organization and governance; improve its oversight and development of curriculum; strengthen the advisement, retention, and success of its students; broaden and deepen its assessment of student learning; and improve its use of a variety of media to communicate with all stakeholders of the College. QVCC is piloting **Quality Matters**, a peer review process designed to certify the quality of online courses and online components. A group of faculty has been certified as QM peer reviewers.

For 16 years under one President, the College was managed under a model of Total Quality Improvement, with a relatively flat organizational structure. In this context, for the last 14 of those years the academic area was within a division known as Learning and Student Development, under a single Dean of academics and student services. Within this division, programs and disciplines were without departments, but overseen either by coordinators—in the case of programs—or by individual faculty in the case of non-program disciplines. Most areas involved only one or a few full time faculty, who taught courses, oversaw curriculum planning, and managed the adjunct faculty they nominated to teach in their areas.

As the College has grown, its organizational structure has developed strengths and met challenges; over several years, the College has attempted to reorganize while considering both. The responsibility of faculty and staff for curriculum, student contact, and supportive relationships with adjuncts has been an acknowledged strength of the institution. At the same time, the demands on a single Dean for effective management of academics and student services have put a strain on these areas of function and led the academic area to experiment with new models to address the strain.

With the arrival of the new President in spring 2010, the College took the opportunity to develop new organizational structures and processes, as well as a new strategic plan, to build on QVCC's many strengths and give new direction where needed. In particular for the academic program, the Learning and Student Development division has been restructured under two separate Deans, one responsible for academics and one for student services. Also, the governance structure in the new academic division has been reorganized, particularly in the development of an Academic Council that is now responsible for academic issues, courses, and programs.

Under the previous organization of this division, faculty had direct responsibility for oversight of courses, curriculum, and programs. The coherence and planning of the overall academic program of the College have been stronger in programs than in non-program disciplines. The flat organizational structure that previously served a small college, based on individual faculty in their respective disciplines, has proven less effective in a college of growing size and complexity. Tasks such as course scheduling, curriculum planning, adjunct oversight, and student advisement call for a degree of coordinated leadership and attention not easily achieved under the previous organization.

Student retention and program completion rates have been growing concerns at the College and in the CCTC System, as State and Federal expectations for higher education have been defined increasingly in terms of numerical student success indicators. In light of the diverse goals of the students it serves, QVCC has recognized the narrow nature of the prevailing definition of success, while the College recognizes the need to improve in these terms as it helps support students towards their more individualized goals. Thus QVCC has begun to identify key areas of improvement that may contribute to the various aspects of student success. These areas include the need for improved course scheduling, the strengthening of advisement services, and the improvement of developmental programs for students prior to and as they enter college.

The College has a commitment to the expansion of student learning assessment. While it has pursued diverse practices and supported a variety of efforts to assess learning in

and across disciplines, progress has been slow and uneven. This reflects the pace of a deliberate and multifaceted approach for which the College has no pre-existing model.

Improvement of learning assessment at the College is guided by the faculty's diverse professional judgment and expertise. Active participation in dialogue with professional associations, as well as with other colleges in the System, the State, the region, and the nation, has fostered this faculty-driven approach.

In a number of areas, the College continues to pursue improvement. These include curriculum mapping and subsequent curriculum planning; further expansion of models of assessment, both within areas already developed and into other areas of the curriculum; refinement and deepening the use of eLumen, to include expanding the use of the resulting evidence; and transparency to faculty and students of expected learning outcomes at every level of the institution and its programs.

The College needs to improve the mapping of outcomes as they are intended and as they are achieved by students (**Outcomes Record** 1998; **Mapping** 2007). Mapping will ensure that programs reflect a coherent and well distributed range of experiences through which students can achieve the skills and abilities the institution has determined to be the marks of a college educated person (**Outcomes** 2007; **Preliminary Report** 2008). This will ensure that outcomes are regularly and coherently addressed and assessed throughout each student's academic career. Deeper faculty involvement in the assessment process is needed, as is refinement in the use of eLumen towards better mapping and analytical capabilities.

There are areas of College programming that have not yet developed consistent, carefully defined assessment. These include some programs and some areas of general education. As the mapping of the curriculum progresses, areas of need will become more apparent, making it clearer how to relate such areas to existing or developing assessment processes.

The eLumen system will afford coherence and depth in assessment efforts, as its use is refined and deepened. Currently it serves primarily to gather and analyze evidence of general education writing assessments. While several other areas (science, social science, and math) have experimented with the system for general education and discipline based assessment, such use calls for more consistency and depth.

While the College continues its commitment to learning assessment, increased consistency is called for in the transparency of expected outcomes at each level of curriculum and programming. General education outcomes are clearly stated in the **Outcomes Record**, general statements of course outcomes are expected as part of each syllabus, and a growing number of faculty include statements of outcomes and related rubrics in their course assignments. As noted above, some programs' developing models of systematic and consistent assessment have set a standard of transparency not yet met in other areas of the curriculum.

The use of evidence for the improvement of learning is already a central focus for each of the emerging models at the College. Gathering diverse qualitative and quantitative evidence and its subsequent analysis is the primary purpose of eLumen, which the College is attempting to integrate within its culture of evidence. In relation to this information system, as well as for the developing models of assessment and for the less engaged program areas, this gathering and use of evidence is a work in progress that calls for persistence and patient attention. As a culture change, it cannot be forced, yet it is clear that there are academic areas that need further encouragement to follow the models already established.

Finally, the consistency and mode of College publications are recognized as calling for careful review and renewal. For many years, QVCC has prided itself on its information resources, including print and web publications, as vital for the College and the community. With the regular expansion of its website, the implementation of an online catalog, and an increase in print materials, the College recognizes the need to improve coordination and consistency of these resources, as well as their effective use in communicating with all stakeholders.

Projection

The reorganization of the new Academic Affairs division is a priority, which includes hiring a permanent Dean of Academic Affairs in summer 2011. Included in this reorganization is the new position of Dean of Student Services.

The Academic Affairs division reorganization will involve more deliberate and coordinated oversight of curriculum planning and scheduling. Reorganization will also involve a comprehensive review of programs that may need to be phased out, as well as new ones that need to be developed. The Academic Affairs division recognizes the need for a more formal process to evaluate the viability of academic programs. A process will be developed that includes input from faculty and other constituents. This process will be an integral part of the College's strategic plan. In terms of new programs and the termination of low enrolled programs, QVCC is committed to meeting the needs of its community and continuously seeks new programs as part of long term planning. For example, in fall 2010 the College held a focus group with area health care agencies to assess employment needs. Resulting data showed the need for additional health care professionals in the area of physical therapy, so the College will look at the feasibility of a Physical Therapy Assistant program. As the College examines existing programs and enrollment in these programs, it is important that the program termination system be adhered to and that students remain fully informed.

With regard to online learning, the next step will be to train additional faculty in the use of the Quality Matters rubric in preparation for course reviews. In the long term, the goal of Quality Matters will be to improve the quality of online courses and online instruction by following this national model of quality assurance. In addition, since there is yet no formal method of evaluating instructors who teach only online, an evaluation process will be developed and put into place based on the expected standards and practices used to evaluate on ground teaching.

As indicated in the data first form **enrollment reports for 2010**, increasing enrollment in existing programs may require additional full or part time faculty to meet the needs of incoming students. As the governance structure of the academic area has recently been reviewed and reorganized, there is a need to monitor the new structure's impact on programs and curriculum. The new structure will maintain a similar curriculum proposal and approval system, but with more emphasis on program development and curriculum oversight, in collaboration with the newly appointed Dean of Academic Affairs.

The College recognizes areas of its learning assessment efforts that continue to call for improvement, from the micro level of individual student learning to the macro level of curriculum and program development. The existing **programmatic models** that have been referred to above will continue to be developed; sources of diverse learning evidence will be gathered and assessed.

The current leader of Writing Across the Curriculum will continue the project over the next academic year. Based on previous attention to writing and writing assessment, the Academic Affairs division is now working towards formal inclusion of writing outcomes in new areas of the curriculum. It is recognized that within the Fine Arts program, a more holistic and multifaceted approach will benefit students. The Academic Affairs division intends to clarify intended program outcomes and rubrics and their explicit use with students in the Early Childhood Education program. Clarification and use of learning competencies as the context for assessing student learning in the Medical Assisting Program will continue to be developed and implemented.

The current Assessment Task Force aims to work with several other areas (discipline and program areas as well as outcome areas such as critical thinking and numeracy), towards expansion of assessment efforts. The task force will also aim towards more effective use of eLumen, both by existing models and new ones, to develop the system to its full advantage. It will work with the newly organized Academic Affairs division and the Marketing and Communications department towards a more consistent and clear expression of the College's learning outcomes and assessment standards, both where they are published (College publications, syllabi, and assignments) and where they are put to use (in teaching and in program assessment). With the success of current program assessment models, the College will apply such models to additional career programs and to the Liberal Arts and Science transfer degree and the General Studies degree.

In response to the increasing call for evidence-based assessment coming from many quarters, the College has developed a multifaceted approach to learning assessment. QVCC recognizes the need to continue developing both full time and adjunct faculty as they work with Student Services to further define success in terms of the demographics of Northeastern Connecticut.

Institutional Effectiveness

The main process for evaluating the quality, integrity, and effectiveness of all programs remains the self study or program review report. Reports are completed by program faculty every five years and include input from staff outside the program and faculty outside the College. A consistent set of program data will be identified and generated annually for all academic programs and will be used to develop program goals and objectives that will be assessed on an annual basis and adjusted as needed.

Program and course outcome assessment processes will continue to be implemented until all courses have clear outcomes that tie into program outcomes, which then tie into more broadly applicable outcomes. This includes a process for ensuring that student learning is assessed on a regular basis and that changes to course, curriculum, and teaching methods are based on documented results.

The CCTC System is examining ways to improve the entire developmental education program, to increase the success rate of students moving into and through college. The College will be involved in projects to help achieve this goal. The College is in the process of defining clearly what student success means and clarifying how to track it most accurately from term to term. With program review and outcome assessment data, QVCC will be able to achieve a comprehensive and overlapping evaluation system for continuous improvement of all its academic programs.

	Fall Enrollment* by location and modality, as of Census Date									
Degree Level/ Location & Modality	**Main campus FTE**	**Other Campus FTE**	**Branches FTE**	**Other Locations FTE**	**Overseas Locations FTE**	**On-Line FTE**	**Corres-pondence FTE**	**Total FTE**	**Unduplicated Headcount Total**	**Degrees Awarded, Most Recent Year**
Associate's	763			296		92		1,151	1,930	175
Total Degree-Seeking	763	0	0	296	0	92	0	1,151	1,930	175
Non-matriculated students	58			18		5		81	253	n.a.
Visiting Students										n.a.
Title IV-Eligible Certificates										
										Certificates Awarded, Most Recent Year
Students seeking certificates	7			2		6			39	35
* 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)									
		3 Years Prior (FY 2008)		2 Years Prior (FY2009)		1 Year Prior (FY 2010)		Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
	For Fall Term, as of Census Date								
Certificate									
?	Advanced Accounting Certificate	3		1				1	1
	Advanced Management	2		3		1		3	3
	Allied Health Science	12		2		2		1	1
	Applied Accounting	3		3		2		3	3
	Applied Management	3		1		1		2	2
	Assoc Network Specialist			2					
	BOT: Medical Office Skills	3		4		3		5	5
	BOT: Medical Secretary	17		9		13		15	16
	BOT: Office Skills Update	1		1		1			
	BOT: Secretarial	7		4		5		2	2
	Child Devl Associate Prep	3		1		1			
	Community Health Worker					1			
	Construction Technology	1		1		3		2	2
	Criminal Justice	2		2		10		13	14
	Early Childhood Education	6		5		12		9	9
	Education Paraprofessional	1							
	Graphic Arts							2	2
	Graphic Communications	3		1		1			
	Health Career Pathways			1		1		5	5
	HIMT Coding Specialist	17		22		16		17	18
	Lean Manufacturing					1		1	1
	Micro Software Apps					2			
	Patient Care Technician	3		1				3	3
	Phlebotomy	15		7		10		16	17

	Photography								1	1
	Plastics Technology					1		2	2	2
	Pre-Service Correction			2		1				
	Senior Network Specialist								1	1
	Studio Art								1	1
	Technical Support			3		3		1		
		Total		107		76		89	105	109
Associate										
?	Fine Arts			63		48		39	39	41
	Fine Arts: Graphic Arts Option					4		26	23	24
	Fine Arts: Graphic Design Option			25		38		17	17	18
	Fine Arts: Photography Option					1		12	13	14
	Liberal Arts & Sciences			385		401		442	480	499
	Pathway to Teaching Careers								7	7
	Accounting			58		58		73	63	66
	Aviation Maintenance			5		1		1	3	3
	BOT: Adm Ast Info Processing			3		3		2	2	2
?	BOT: Adm Ast Office Management			19		23		24	26	27
	Business Administration : Management			125		106		97	102	106
	Computer Networking			33		32		46	51	53
	Computer Services			37		32		25	25	26
	Early Childhood Education			102		110		131	126	131
	Engineering Science			40		49		40	40	42
	General Studies			370		415		498	583	606
	Human Services			85		90		106	123	128
	Medical Assisting			127		148		180	171	178
	Tech Studies: Engineering Technology					2		3	3	3
	Tech Studies: Construction			2		11		12	14	15
	Tech Studies: Plastics					1		2	1	1
	Tech Studies			2		7		2	5	5
	Tech Studies: Lean Manufacturing & Supply			7				1	1	1
	Tech Studies: Biomolecular Science					2		4	7	7

	Tech Studies: Comp-Aided Design					2		1		5	5
?											
	Undeclared			251		287		237		253	263
		Total		1,739		1,871		2,021		2,183	2,271
	Total Undergraduate			1,846		1,947		2,110		2,288	2,380
	*"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												
(Credit Hours Generated By Department or Comparable Academic Unit)												
												?
												?
				3 Years		2 Years		1 Year		Current		Next Year
				Prior		Prior		Prior		Year*		Forward (goal)
				(FY 2008)		(FY2009)		(FY 2010)		(FY 2011)		(FY 2012)
Undergraduate												
?	Accounting & Business			2013		2007		2232		2139		2225
	Behaviorial & Social Sciences			4803		4353		4,548		5622		5847
	Business Office Technology			552		618		597		522		500
	Communications & Theatre			1035		1125		1,269		1314		1367
	Computer Science			1464		1350		1,668		1563		1626
	Early Childhood Education			1041		1218		1,101		981		1020
	Education			60		21		21		34		35
	Engineering & Technology			546		560		459		428		445
	English			2811		3018		3093		3333		3509
	Fine Arts			1797		1750		1818		1830		1875
	Health Sciences			1676		1743		2,096		1936		2041
	Human Services			414		438		549		594		618
	Humanities			1716		1440		1,752		2052		2134
	Interdisciplinary Studies			491		546		295		219		228
	Languages			1158		948		1,200		1416		1473
	Math			3205		3360		3,715		4127		4292
	Natural Sciences			3085		3332		4059		4375		4550
		Total		27,867		27,827		30,472		32,485		33,785
	*"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 Documents:

24 Hour Technical Support

5 Year Process of Review (Program Review Process)

Board of Trustees Policy Manual (BOT Manual)

CFT Report

College Career Pathways/Perkins

College Catalog

Paper Copies (past editions) In Workroom

Current Full Catalog Online (Smart Catalog)

Online PDF Version

Past Electronic Editions (password currently required)

Combined Source

Community Health Worker (certificate example)

Course Record

Credit By Transfer (Set by BOT)

BOT Policy

Credit for Prior Learning

Cycle of Program Reviews (Program Review Process)

Degree Objectives

eLumen Achievements

Enrollment Reports

Graduation Paper As Found on Library Website

Learning Assessment (Projects, Models, Processes at QVCC)

Outcomes Record (legacy version)

Recent Version (Rev. 2008)

Patient Care (Certificate example)

Program Inventory (Maintained on DHE website)

Degrees/Certificates Activated or Deactivated Since 2003-2005

Programmatic Models (of learning assessment)

Quality Matters

Self-studies (Examples, found at Program Review Process link)

Strategic Plan (To be available in fall 2011)

Toward Evidence (Outcomes Record/Map, Rev. 2008)

Students

Standard 5: Faculty

Co-chairs: John Lewis and Melissa Philion
Mark Szantyr
Brian Kaufman
Nan Hirst
Susan Breault
Jim Grimord
Pattie Owen, Dean of Academic Affairs

Description

QVCC has a full complement of 32 full time faculty and 129 part time faculty (as of fall 2010). There are no unfilled full time faculty slots at the time of this writing. QVCC does not have separate faculty groups for the Danielson Campus and the Willimantic Center, but rather a united faculty that teaches, oversees, and manages all programs and courses at both locations. Since the last full accreditation report in 2001, the full time ranks have increased by eleven. Adjunct faculty numbers increased from 69 to 129 as the College grew and course offerings increased. The data forms outline the demographics of both full and part time faculty. One highlight is that the teaching full time and adjunct faculty credentials include 18 terminal degrees (13 doctorates and five MFAs). Another is that all full time faculty are involved in some way in the **College's governance**, either through **committee** or ad hoc project work such as rendering this report. Of note also is the headcount ratio of one full time faculty member to every four+ adjuncts; however, expressed in FTEs the ratio is two to three.

	Full time faculty	**Adjunct faculty**	**Total**	**% full time**
Headcount	32	129	161	20%
# of courses taught (includes overloads)	122	161	283	43%
# of students	2489	3717	6206	40%
FTE's	506.8	753.8	1260.26	40%

The Connecticut Community-Technical Colleges' **Board of Trustees** requires that all faculty meet the minimum qualifications or standard equivalencies that correspond to their fields or levels of assignment, either holding Master's degree or possessing equivalent experience. The professional ranks at QVCC reflect the depth of experience applicable to supporting the institution's mission: 12 professors, six associate professors, nine assistant professors, and five instructors.

Faculty **recruitment and hiring practices** adhere to Federal and State laws, regulations, and guidelines relevant to Affirmative Action and Equal Opportunity. The BOT unequivocally supports equal employment opportunity. Criteria for hiring, appointment evaluation, and promotion are set out in collective bargaining agreements and College manuals. The hiring process includes faculty representation on the committees, and faculty input is sought in determining where full time faculty positions would best be assigned. Final hiring decisions are made by the President, with consultation of the Dean of Academic Affairs. BOT approval completes the process.

Faculty workload and working conditions fall under the Congress of Connecticut Community Colleges (4C's) SEIU/AFL-CIO **Collective Bargaining Agreement** (CBA) with the BOT. Copies are provided to all new hires and are available online at the **4C's website**. Salaries, benefits, and other aspects of employment are specified in the contract, which is usually renegotiated every three years. Faculty salaries and benefits are competitive, as evidenced by the College's ability to attract qualified candidates in searches. The weekly workload consists of 12 contact hours and at least three office hours focused on teaching and advising students. An additional nine hours, equivalent to the time designated for course preparation and delivery of a three credit course, is also part of the workload. This time is used to satisfy responsibilities associated with student organizations, special projects, professional development, or other activities related to the College's mission, goals, and priorities. Faculty submit to the Dean of Academic Affairs an **Additional Responsibilities** proposal before the beginning of the academic year and a report of completion at the end. The Dean approves the proposal or asks that it be resubmitted with adjustments. The documents are kept in each member's professional file and used as part of evaluation, promotion, and tenure processes.

Faculty are evaluated regularly, on schedules differing for full and part time faculty. The **Faculty Development and Review Plan**, established by the System, is clearly explained, with all necessary documents available for downloading, on the 4C's, College, and the System websites. There are four major parts to an evaluation for teaching: self appraisal, classroom observation, overall evaluation, and professional development plan. Full time faculty may conduct a classroom observation of a peer if asked, and they regularly do so for adjuncts. The supervisor conducts the evaluation and writes the overall evaluation, and the faculty member has the opportunity to use it as a means of improvement in the professional development plan. The self appraisal and professional development portions require introspection, and many conversations occur during the process to assist with a faculty member's understanding of his or her strengths and areas needing attention. Student ratings and the professional file's contents contribute to the support of the final rating (Satisfactory, Needs Improvement, or Unsatisfactory) that sums up the evaluation.

The faculty's primary role focuses on instruction and student learning, with all the attendant aspects of pedagogy and curriculum development. Secondary roles include College governance through participation in such areas as the College Council; Academic Affairs division meetings and committees; advising students in specific career programs, clubs, organizations, or otherwise on an ad hoc basis; and outreach into the community through work with the QVCC Foundation, advisory boards, and other entities. Through various professional development activities, faculty strive to be current

in their academic areas and often translate the content of those activities into classroom experiences for students or into other benefits to the College. Adjunct faculty often are able to bring their non-academic career backgrounds into the classroom to enrich discussions and apply real world examples to the curriculum. All faculty, but especially Program Coordinators, may assist students in identifying career or transfer opportunities in their respective areas or disciplines. While there is an advising staff, many faculty find that students seek advice also from them regarding academic programs, scholarships, or transfer opportunities, and they are able to add another perspective to assist students in their decisions.

Since 2001, faculty have experienced several organizational changes in the academic area, as discussed in Standard 4. Pertinent to Standard 5 is the relevance of those changes to the roles and functions taken by full time teaching faculty. Between 2006 and 2008, a Classroom Observation Team consisting of full time faculty volunteers agreed to do the observation portion of the standard evaluation, with the Dean of the division conducting the other portions. Prior to that, full time faculty were evaluated by the Dean, and adjunct faculty were nominated for hire and evaluated by members of the pertinent department. During the 2008-10 academic years, department chairs were in place, along with Program Coordinators; in 2010-11 there were Program Coordinators, with a Lead Program Coordinator, Lead Faculty in English and math, and a Division Director serving under the Dean.

Most members of the faculty are in the various liberal arts and sciences disciplines of humanities, math, science, and social science. They all can nominate adjuncts for courses each term and propose appropriate courses in their disciplines for each semester's or term's schedule. Certain faculty are liaisons for adjuncts in one discipline or in related disciplines such as history and political science. An adjunct can be evaluated either by the Division Director or his or her nominator, who may be a liaison. Since the 2001 accreditation report, the structure of the academic area changed several times, so a given full time faculty member may have been evaluated by a member of the Classroom Observation Team, by a department chair, by the Division Director, or by the Dean.

Lead Faculty in English and math have various roles. They recommend sections for the course schedule; hire and evaluate adjuncts; monitor, develop, and revise curriculum as necessary; assist with textbook and course materials selection; represent their disciplines to in house or State-wide bodies; and advise the Dean as needed.

Program Coordinators mostly have career orientations concerning their curricula. There are ten coordinators: in Accounting, Business and Management, Business Office Technology, Computer Networking and Services, Early Childhood Education, Fine Arts, Human Services, Liberal Arts and Sciences and General Studies, Medical Assisting, Pathway to Teaching Careers, and Technological Studies. These faculty are the main drivers of curriculum, national and regional program accreditation, staffing, and evaluation. Main components of their job are program promotion, recruitment, advising, job or transfer placement, and retention of students. Also, they represent their programs to various constituencies in the College's service area, to assist in resource development through grant writing, fundraising, and other means. The Dean depends

on them for advice relevant to cross-disciplinary scheduling, budgeting for their programs, and other matters.

The final major component of the Academic Affairs division is the professional staff who have academic responsibilities in several areas: the Library (including Media), the Learning Center with its academic support staff, and the science area with its lab assistants. These positions are covered under the CBA, and therefore the parameters of their jobs are defined by the contract, as are those of the faculty. Each staff member with academic responsibilities has the same type of criteria for suitable hiring or termination, as well as opportunities for professional development and advancement, as the teaching faculty.

Professional development includes sabbatical leave designed to increase one's scholarly or creative capacities so as to benefit the individual and the institution. Other types of educational leave are possible, but sabbatical is the most common. After six years of service, a faculty member is eligible to apply for sabbatical leave.

Aside from sabbaticals or formal leaves, all full time faculty engage regularly in professional development activities. Some take courses, others attend or present at national conferences, and many participate in either local or State-wide Center for Teaching organized activities, such as the Barnes Teaching Seminar. Barnes is a free three day seminar held in late May at a retreat center. It features sessions designed to be active, reflective, collegial, and practical. Faculty from the CCTC System come together to share teaching techniques and to experience this unique professional growth opportunity. QVCC regularly sends its allotment of three volunteers, who may be either full or part time faculty. Full time faculty also may attend the one day Schwab Institute for Leadership if they are interested in moving into administrative areas, such as becoming chairs or Program Coordinators or leaving the faculty ranks for administration. This also is free, and often QVCC faculty attend. Lastly, all full and part time faculty are encouraged to attend or present at the System-sponsored professional day held annually at the largest of the CT community colleges. This event occurs on a Friday in the spring and features a keynote speaker and concurrent sessions generated by faculty on topics pertinent to them.

There are **professional development funds** allocated by the CBA and distributed through the State according to a set process. The process begins each year with the election of the Professional Development and Sabbatical Leave committee, whose composition is regulated by the contract. At QVCC for the 2010-11 academic year, each full time faculty member had up to $600 to spend. To access the funding, faculty apply to the committee, which assesses the applications and votes to distribute the funds. Should some faculty spend more than this and the total pool of money is not depleted at the end of the academic year, the remaining dollars are distributed evenly among those whose reimbursement requests have not been totally satisfied. Adjunct faculty who have taught at least 18 credits are eligible to access a separate professional development allocation, although it is much smaller and thus are the awards. Adjuncts take advantage of this opportunity to increase their classroom and professional effectiveness.

All faculty, as denoted in the CBA, are afforded **academic freedom** in their research, publications, and classroom activities. They are cautioned that while they have freedom

of expression as members of the College community, they should be sure anything they say in their classrooms and the wider community is clear and accurate. Responsibility for controversial matter rests with the faculty member. Also, per the CBA, if any monetary gain is realized from College-supported activities, faculty must negotiate with the College concerning their rights to the money.

Appraisal

QVCC has a long history of faculty members who are well prepared, dedicated, and committed to the success of the learner and the institution.

Faculty at QVCC have many opportunities to be involved in leadership because of the small size of the College. They contribute significantly to the overall functioning of the College. Faculty are expected to serve on both divisional and institutional **committees**. The College currently has a number of standing committees, including Bookstore, Budget Planning, College Council, Community Outreach and Multicultural, Emergency Preparedness, Academic Division Council, Environmental Health and Safety, Graduation Speaker, Institutional Planning, Professional Development, Student Success and Retention, Technology Direction, Tenure, and Promotion. The list excludes ad hoc and NEASC committees. When polled, faculty show they serve on from two to seven committees per year. This participation provides faculty with multiple opportunities in leadership, collegial work, and involvement in the functioning of the College. In certain cases, the small number of faculty and large number of committees has created unequal committee participation. QVCC has recently examined its committee structure and reorganized, but it continues to maintain 19 standing committees. The College should consider limiting the number of committees served on by full time faculty and/or limiting the leadership roles (such as Chair or Vice Chair) one may take. Not only would the latter reduce the burden on those often sought for leadership, but it would allow other faculty to take leadership positions.

Another area of leadership observed by full time faculty is the **mentoring of adjunct faculty**. QVCC uses adjuncts for 60% of its courses, a slight increase from 2000 (56%). This ratio is not unlike that across the country in higher education. The ratio is managed at QVCC in large part because of the leadership taken by full time faculty, who serve as mentors and liaisons to the adjuncts. Some faculty are designated Program Coordinators or Lead Faculty and receive course release time for this management; however, outside program areas and English and math, other faculty do not receive release time for adjunct management. In some disciplines this mentoring is balanced; the faculty member mentors a small number of adjunct faculty and the workload is manageable within the nine hours allotted for additional responsibilities. In other disciplines, however, the number of adjuncts is too large to be managed within the additional responsibilities of nine hours per week. This may divert faculty members from their teaching duties. The College has tried multiple structures to address this issue, most recently with the Division Director position, and is examining additional structures to create adjunct supervision that is balanced. One possibility is to reinstitute department chairs to take over the management of the adjunct faculty. It would be prudent for the College to examine growth in enrollment while exploring these issues, as

the management structure should be able to support growth in enrollment. QVCC should also consider full time to adjunct ratios when determining which discipline areas should be slated for more full time faculty positions once funding is available again. The College has always had a long term goal of hiring and obtaining more full time faculty; currently, all faculty staff positions are full. However, with the current limits on the State budget due to the economy, the institution cannot anticipate when it will be allocated additional full time faculty. QVCC should continue its commitment to increase the total number of full time faculty in the areas of greatest need.

The College is quite successful in maintaining long term relationships with adjunct faculty. Retention of adjuncts is quite good. The adjuncts employed at QVCC are highly committed to the institution. Many adjuncts have been at the College over five years (16%), some over ten (8.5%), and some are full or part time professional staff who also teach in the classroom (6%). This creates a pool of adjunct instructors who know the College intimately, knowing the curriculum, courses, and College well enough to be of great assistance to students. Yet the College can work towards better integration of adjuncts into the faculty culture by improving the mentoring and liaison processes.

Both the College and System fully support the professional development of full time faculty by offering multiple ways they can engage in scholarship. The State-wide community college **Center For Teaching** provides two CFT mentors on campus who provide information regarding training, workshops, and professional opportunities for faculty members. In addition to the CFT, the College has regular Lunch ‘n Learn sessions and Just in Time technology training. The Advising Center provides advising lunches to keep faculty abreast of changes in programs and careers. The System also provides the Barnes Seminar for teaching excellence and a yearly System-wide professional development day. These activities, plus the funding provided by the Professional Development committee, provide multiple opportunities for growth.

Faculty at QVCC participate in many of these opportunities and often attend discipline specific meetings, grant funded opportunities, and leadership training. For example, the College recently began the **Quality Matters** program for certification of online courses. Five faculty members participated in this intensive training that occurred during the beginning of the spring 2011 semester. This type of commitment to the College is common among QVCC faculty. While funding for travel to professional meetings is not always adequate, faculty look for ways to participate in professional meetings within the budget allocations and sometimes at their own expense. They may wait for a meeting to occur nearby to make travel affordable, or use departmental budgets to afford more distant conferences. QVCC continues to look for ways to supplement faculty development and scholarship and has recently hired a Grants Development Specialist to bring more funding opportunities to the College.

Faculty at QVCC are committed to using the most current technology. In the past five years, clicker technology has been purchased using grant funding. The clicker systems have been adopted for use in the classroom by many full time and adjunct faculty. In addition, 81% of courses use **Blackboard Vista** technology; QVCC makes the highest percent use of Blackboard among the 12 CT community colleges. This demonstrates the commitment of the faculty to use technology to supplement classroom learning. Many faculty are also trained in various kinds of technology for use in the classroom, from whiteboards to iPads to Vernier Science laboratory sensors.

The academic leadership structure for faculty is changing. Previous to 2010, the academic area was included in the Learning and Student Development division. As of 2010, a new College leadership structure now separates the Academic Affairs and Student Affairs divisions. Because of this, new bylaws have been generated and are in the process of being adopted. These bylaws propose an **Academic Council** consisting of membership of the Academic Affairs division, adjunct faculty, and students. Within the proposal is a Curriculum, Instruction and Policy committee to deal with academic programs, policies, and curriculum. The advantage of the proposed Academic Council is that it serves as a body of leadership providing a voice to the Academic Affairs division. The proposed council will work closely with the President's Cabinet, providing input to the overall functioning of the College. This type of leadership provides faculty with a mechanism to enact change and assist in leadership and growth at QVCC.

Faculty are evaluated through a process that results in a coordinated examination of faculty effectiveness by the Dean of Academic Affairs. The current structure includes adjunct evaluation by discipline faculty and Program Coordinators. Evaluations are used to identify adjunct strengths and target areas of improvement in the courses taught by adjunct faculty. Currently, all full time faculty are evaluated by the Dean of Academic Affairs; this evaluation process follows the **Faculty Development and Review Plan**, which includes examination of the faculty member's teaching and overall success using a professional development plan that includes self evaluation. The process allows the Dean to determine whether faculty are contributing directly to goals set by the Academic Affairs division and to the College as a whole. Within each discipline, **self studies** are conducted every five years. This evaluative process includes both internal and external review of the programs and disciplines.

Projection

QVCC is committed to expanding full time faculty positions as funding is made available. This will directly address the full to part time faculty ratio. When new positions become available, the College will examine the ratio of full time to part time faculty in each discipline. Ratios will be considered when hiring faculty, to relieve imbalances in workload. QVCC has defined a new structure to redistribute the adjuncts and create a more even workload among faculty, Lead Faculty, and Program Coordinators. The workload will be evaluated over the coming year. The College has been in the process of examining, evaluating, and adjusting committees to create balance. The College plans to continue discussions to ensure that all faculty are equally involved in the committee structure. Also, the College will seek to clarify the distribution of advising roles and responsibilities under the new structure.

The College will strive to include adjuncts in planning and programming. Since adjuncts teach such a large portion of courses, they will be invited to serve on committees, participate in self study processes, and be involved in the life of the College. Also, the College will be committed to creating more professional development opportunities for adjunct faculty. In addition to the adjunct orientation and adjunct appreciation dinners currently offered, the Academic Affairs division is committed to providing additional

adjunct training opportunities and professional exchange. The College will seek to better integrate adjuncts into the faculty culture by improving the mentoring and liaison processes.

The College will examine in house means to promote professional development among colleagues. Faculty will be encouraged to participate in sharing teaching innovations with their peers. The College will continue its commitment to leadership in educational technology, to include such activities as Blackboard Learn, Geographic Information System programs, SmartBoards, and Personal Response Devices (clicker technology). The College will examine the use of electronic portfolios to be used in the process of assessing programs and degrees. The **Grants Development** Specialist will assist in developing new programs and bringing more funds to QVCC in the area of professional development.

The College will review the Faculty Handbook and revise it as appropriate, to ensure it is up to date.

Institutional Effectiveness

QVCC evaluates the faculty through the process outlined by the Faculty Development and Review Plan. Adjunct faculty are evaluated in a three part process: pre-visit discussion, course evaluation, and post-visit discussion. Adjunct faculty at QVCC may be evaluated by a Program Coordinator, a discipline faculty mentor, or a Division Director. Full time faculty are evaluated regularly to ensure effectiveness in the classroom.

Each year, every member of the full time faculty sets out a plan for his or her professional development, contribution to the institution, and additional responsibilities. Faculty propose their additional work (as defined in Article X of the CBA) in collaboration with the supervising Dean. Once evaluated by the Dean and approved, the work is completed throughout the year, and faculty write an end of year report on their additional responsibilities that is also evaluated by the Dean. If the additional work proposed does not support the divisional goals or College mission, the Dean may propose or suggest additional or alternative work. Faculty are frequently asked to revise their additional responsibilities to align with College or division goals. An example of this occurred when a new Advising Center was initiated. To ensure success of the Center, the Dean required all liberal arts and sciences faculty to spend three hours per week advising in the Center. While this is no longer a requirement for additional responsibilities proposals, many faculty still volunteer to assist with the large number of students using the Advising Center.

An example of faculty support by the administration is the recent changes that have occurred in leadership within the Academic Affairs division. In the past five years, the College has experienced large growth in enrollment. QVCC has always used Program Coordinators to evaluate program adjuncts, but non-program adjuncts were supported, evaluated, and mentored by discipline faculty. Discipline faculty would do this work as part of their additional responsibilities. However, the growth has created imbalances. To address this, multiple leadership structures were attempted. The first structure used department chairs for discipline faculty and adjuncts. The second attempt at a new

structure is currently implemented, which includes one Division Director and two Lead Faculty members. The structure is being evaluated by the College, and a possible third structure may result. Faculty are involved in the process of evaluating the leadership structure; feedback is collected and open discussions occur.

Faculty are encouraged to participate in professional development. They are required to participate in System-wide and College professional days, and they may apply for funding to participate in discipline specific professional development. This multilevel approach allows development to occur in areas identified by the College and System. A recent System-wide professional day focused on information literacy, a need identified at the System level. College professional days have focused on areas such as retention, technology, and assessment. Topics for professional development days align with division and/or College goals. The process of receiving funds for discipline specific meetings requires that faculty propose their activities to the Professional Development committee. Each faculty member receiving funds must explain how his or her participation in the funded activity will promote individual development and bring value to the College.

Standard 5: Faculty

(Rank, Gender, and Salary, Fall Term)

			3 Years Prior (FY 2008)		2 Years Prior (FY 2009)		1 Year Prior (FY 2010)		Current Year* (FY 2011)		Next Year Forward (goal) (FY 2012)	
		?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty		?										
Professor	Male		3		5		4		4			
	Female		2		4		4		8			
Associate	Male		3		1		2		2			
	Female		2		4		5		4			
Assistant	Male		2		2		4		5			
	Female		6		6		6		4			
Instructor	Male		5		6		3		4			
	Female		6		3		1		1			
Other	Male			48		54		53		68		
	Female			59		54		63		61		
Total	Male		13	48	14	54	13	53	15	68	-	-
	Female		16	59	17	54	16	63	17	61	-	-
Total Faculty												
Professor			5	-	9	-	8	-	12	-	-	-
Associate			5	-	5	-	7	-	6	-	-	-
Assistant			8	-	8	-	10	-	9	-	-	-
Instructor			11	-	9	-	4	-	5	-	-	-
Other			-	107	-	108	-	116	-	129	-	-
Total			29	107	31	108	29	116	32	129	-	-
Salary for Academic Ye			FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum		62,953		64,842		64,842		66,787			
	Mean		82,085		78,321		79,333		74,949			
Associate	Minimum		54,855		56,501		56,501		58,196			
	Mean		62,470		62,475		61,569		61,480			
Assistant	Minimum		48,562		50,019		50,019		51,520			
	Mean		54,509		55,889		53,321		54,158			
Instructor	Minimum		44,967		46,316		46,316		47,705			
	Mean		47,530		48,355		48,864		49,105			
Other	Minimum		n/a	3,633		3,816	n/a	5,324	n/a	4,005		
	Mean											

*"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.

Note: PT salaries are based on a 3-credit course offering.

Standard 5: Faculty

(Highest Degrees and Teaching Assignments, Fall Term)

			3 Years Prior (FY 2008)		2 Years Prior (FY 2009)		1 Year Prior (FY 2010)		Current Year* (FY 2011)		Next Year Forward (goal) (FY 2012)	
		?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate												
Professor			1		2		2		2		2	
Associate			1						1		1	
Assistant					1		2		1		1	
Instructor			2		1				2		1	
Other				11		12		8		12		12
Total			4	11	4	12	4	8	6	12	5	12
Highest Degree Earned: Master's												
Professor			4		6		6		9		9	
Associate			4		4		6		5		4	
Assistant			7		8		9		8		8	
Instructor			9		8		3		3		4	
Other				69		73		83		92		92
Total			24	69	26	73	24	83	25	92	25	92
Highest Degree Earned: Bachelor's												
Professor												
Associate												
Assistant												
Instructor												
Other				22		19		23		20		20
Total			-	22	-	19	-	23	-	20	-	20
Highest Degree Earned: Professional License												
Professor									1		1	
Associate					1		1					
Assistant			1									
Instructor												
Other				3		2		2		2		2
Total			1	3	1	2	1	2	1	2	1	2
		?										
Fall Teaching Load, in credit hours												
Professor	Maximum		15		16		20		18		18	
	Median		15		12		12		15		15	
Associate	Maximum		15		15		15		18		18	
	Median		9		15		14		12		12	
Assistant	Maximum		18		15		15		15		15	
	Median		12		12		12		12		12	
Instructor	Maximum		15		15		13		14		14	
	Median		10		12		13		12		12	
Other	Maximum			12		12		12		12		12
	Median			3		3		3		1		1

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

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

Standard 5: Faculty

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2008)		2 Years Prior (FY 2009)		1 Year Prior (FY 2010)		Current Year* (FY 2011)		Next Year Forward (goal) (FY 2012)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor										
Associate										
Assistant										
Instructor	1		2		1		2		2	
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	1	-	2	-	1	-	2	-	2	-
?										
# of Faculty in Tenured Positions										
Professor					1		1		1	
Associate					2		4			
Assistant			1							
Instructor										
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	-	-	1	-	3	-	5	-	1	-
# of Faculty Departing ?										
Professor										
Associate										
Assistant	1									
Instructor			1						1	
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	1	-	1	-	-	-	-	-	1	-
# of Faculty Retiring ?										
Professor			1							
Associate									1	
Assistant										
Instructor										
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	-	-	1	-	-	-	-	-	1	-

*"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.

NOTE: 'Other' instructors receive one-semester contracts; therefore they are hired and depart within each term.

Standard 5: Faculty

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

	3 Years Prior (FY 2008)		2 Years Prior (FY 2009)		1 Year Prior (FY 2010)		Current Year* (FY 2011)		Next Year Forward (goal) (FY 2012)	
	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Number of Faculty by Department (or comparable academic unit)										
Fine Art	8	2	8	2	9	2	11	2	11	
Accounting & Business	7	2	8	2	7	2	8	2	7	
Behaviorial & Social Sciences	17	3	14	3	14	3	20	3	14	
Business Office Technology	2	1	2	1	1	1	1	1	1	
Natural Sciences	13	3	13	3	14	3	16	3	16	
Communications & Theatre	2	1	2	-	5	-	5	-	5	
Computer Science	8	2	5	2	6	2	4	1	7	
Criminal Justice	2	-	2	-	2	-	1	-	2	
Early Childhood Education	5	1	4	1	6	2	3	2	3	
Education	1	-	1	-	1	-	1	-	1	
Engineering & Technology	2	2	2	2	2	3	1	3	1	
English	15	5	11	4	18	5	20	5	20	
Languages	6	1	6	1	5	1	8	1	6	
Health Sciences	7	2	6	2	7	2	8	2	7	
Human Services	1	1	2	1	2	1	2	1	2	
Humanities	6	1	5	1	4	1	6	1	6	
Interdisciplinary Studies	4	-	7	-	4	-	4	-	4	
Math	10	4	12	4	15	4	16	4	16	
Total	116	31	110	29	122	32	135	31	129	

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

Standard 5 Documents:

4C's Website (Collective Bargaining Unit for Most Faculty and Staff)

Academic Council

Academic Freedom (BOT Policy Manual)

Additional Responsibilities (Available in workroom)

Blackboard (Vista) Usage Statistics

Board of Trustees Policy Manual (BOT Manual)

Center For Teaching (CFT) see Professional Development online

Collective Bargaining Agreement (Full-time staff and faculty)

Collective Bargaining Agreement (Part-time faculty and staff)

College Governance

Committees (See Committee Membership List)

Discipline Self-studies

Faculty Development and Review Plan (FDRP)

Grant Development

Mentoring of Adjunct Faculty (College Policy Manual, p.5)

Professional Development

Professional Development Funds

Quality Matters

Recruitment and Hiring Practices

Standard 6: Students

Co-chairs: David Baty and Bob Kozlowski
Donna Albeke
Cindi Brassington
Cheryl Brown
Pam Brown
Ling-chuan Chu
Katie Gregory
Annie Joly
Amy Kacerik
Krissy Larrow
John Lepore
Joy Mark
Chris Scarborough

Description

Summer 2010 brought substantial restructuring to QVCC—to the College in general and more specifically to the area of student services. The reorganization allowed this area to be managed by a Dean of Student Services, who under the new structure has sole focus on the division; previously, the role fell to a single Dean of Learning and Student Development, who oversaw both academics and student services.

Under the Dean of Student Services, functional areas were created to address the focal points of the new division, which include Enrollment Management, Career and Transition, Advising and Retention, Student Activities, and Information Services, as noted in the **QVCC organizational chart**. These areas are overseen presently by the Dean and three Directors. The Director of Enrollment Management supervises admissions, financial aid, student records, and registration. The Director of Career and Transition manages career services, transfer articulations, College Career Pathways/Perkins, and Veterans Affairs. The Director of Advising and Retention supervises disability services, advising services, transfer advising, and the Danielson **Opportunity for Success** (OFS) program (the Associate Director of the Willimantic Center oversees the Opportunity for Success program at that location). The Dean of Student Services directly oversees Student Activities and Information Services. Student safety, as noted in Standard 9, is managed by the Dean of Administrative Services. The Student Services division has used the new restructuring to revitalize and focus efforts to provide services that are essential to student success and the achievement of **College goals**. Updated **staff resumes** and **job descriptions** reflecting the restructuring are available.

Enrollment Services (formerly Admissions)

The reconfiguration of Enrollment Services incorporates the former departments of Admissions, Financial Aid, Student Records, and Registration. The duties previously performed by the Director of Admissions have been folded into those of the Director of Enrollment Services who, with two part time Assistant Directors of Admissions (one at each location), oversees admissions and outreach functions of the College. Enrollment staff work regularly with Marketing and Communications personnel to promote the College and recruit new and transfer students. In Willimantic, recruitment work includes community activities, staff membership in local business and cultural organizations, and regular appearances by staff on local radio and television programs.

Recruitment efforts target not only the general student population but specifically identified groups. As it has since 2000, the **Opportunity for Success** program continues to welcome 60-70 new at risk students each fall semester. This includes intensive support for these students through focused orientation, a first semester College Experience course, and enhanced continuous advising. This program, originally entitled Access to Opportunity, works with low income and underachieving high school students and dropouts. OFS is active at both locations, and the Assistant Directors of Admissions in Danielson and Willimantic recruit for their particular sites.

A recently initiated program with Eastern Connecticut State University operates at the Willimantic Center. This program, unique to this location, targets underprepared at risk students from **Hartford High School** and prepares them for full time study at ECSU through dual enrollment.

All current and prospective students are encouraged to apply for financial aid through the Free Application for Federal Student Aid website. In addition to the support College staff offer, a part time **Connecticut Talent Assistance Cooperative**, Inc. (CONNTAC) representative is available to work with students individually to complete this application. The CONNTAC representative provides fee waivers for the admissions application to students who are financially eligible. Work-study programs, loans, and need based scholarships are available for students, in addition to Federal and State grants.

While QVCC maintains an **admission policy** that requires a high school diploma or equivalent, in certain circumstances students may take credit classes without having met these requirements, in accordance with BOT policy. The policy stipulates that students not having attained a high school diploma or equivalent must meet the Federal ability to benefit guidelines for the **Basic Skills Assessment** (BSA). Applications for admission are available in paper and online through the College's website. Once their applications are processed, students are directed to the Learning Center, where they take the BSA. This computerized assessment is also available at the Willimantic Center.

Every semester at both locations, students are invited to participate in a New Student Orientation. This event offers an overview of academic and student support services. Students receive information packets, listen to faculty and staff presentations, have an opportunity to receive library and student identification cards, and tour the facilities.

Learning Centers in Danielson and Willimantic provide academic support services, including on site and online tutoring, testing services, student identification cards, and proctored exams.

The College adheres to the guidelines and definition of directory information as set forth in the Connecticut Community-Technical Colleges' **BOT Policy Manual 5.7**, Notification of Rights Under the Family Educational Rights and Privacy Act (**FERPA**), which is published in the College catalog and online. The Enrollment Services department monitors FERPA compliance and maintains and updates all student data in the Banner system. With the proliferation of wireless and wired networks, the College and the CCTC System office have taken steps to safeguard personal information, to include implementing computer sign-in authentication using a Banner identification number, the use of virtual networks to segregate users, and the use of network firewalls.

Advising and Retention

Prior to 2008, advising services were provided on an as needed basis by various faculty and staff. In 2008, the College established a centralized Advising and Career Services Center and hired a Coordinator of Advising Services. This coordinator, along with the Director of Advising and Retention, oversees advising for Liberal Arts and Sciences (LAS) and General Studies (GS) students and non-matriculated students. Staff at the Willimantic Center work in conjunction with this department in serving students at that location.

While Program Coordinators continue to provide advising services for students enrolled in applied degree programs, liberal arts and sciences faculty also support students in the LAS and GS programs. Once a student has applied for graduation, the LAS/GS Program Coordinator is available for rectifying degree audit issues.

Due to consistent increases in enrollment, the number of students with disabilities served each year continues to increase. Currently, **disability services** are provided to approximately 60 students per semester. In an effort to educate faculty and staff on some of the more common conditions, this department has regularly offered training. Also offered are workshops for parents, to help students with disabilities make the transition to the college environment.

Career and Transition

Since its inception, the Career Services Center has developed into a full service operation that supports students with job postings, resume writing, career exploration, career and interest inventories, and classroom workshops. Reorganization has brought changes to Career and Transition services, which now is also responsible for **articulation agreements**, **College Career Pathways/Perkins**, high school partnership programs, Middle College liaison services, and Veterans Affairs.

QVCC has made a conscious effort to reach out to students who have military experience. The College has been designated a **Military Friendly School** by the G.I. Jobs Organization. A Veterans' OASIS (Operation Academic Support for Incoming

Servicemembers) has been set up on the Danielson campus, and a future OASIS may be set up at the Willimantic Center if need arises and space allows.

Student Activities

Using part time staff, the College has provided co-curricular programming and student activities for many years. Emphasis is placed on the value of student engagement through student activities. A new part time position of Director of Student Activities was created in 2010, with oversight of all student organizations and Student Government Association (SGA). The student body elects a slate of officers each year following the QVCC **SGA Constitution**, most recently amended in March 2010, and clubs are formed using **Guidelines for QVCC Student Organizations**.

The BOT has established the Policy on **Student Conduct** (**Section 5.2.1**) and the Policy on **Student Rights** (**Section 5.2.2**). QVCC publishes this information in the College catalog, on the website, and in the online student handbook. Violations of the code of conduct are investigated by the Dean of Student Services, and BOT policy clearly states the process for resolution and possible sanctions.

Information Technology

All on ground, hybrid, and online courses have a Blackboard Vista shell. The Director of Educational Technology provides support for Blackboard through orientations and classroom visits. Information Technology staff are available to ensure students have adequate access and support through the College's computer network at both locations. Also available is a student self service system, MyCommNet, which provides 24 hour, seven day a week access to financial aid accounts, student records, registration, and College notifications.

Information Services

As the College has grown in physical size and enrollment over the years, the need for a centralized service providing information and forms for students and visitors has become apparent. The previous Learning and Student Development office was open one night per week during most of the academic year. A new Information Services Center was created in the main atrium lobby in Danielson to meet this need and is open to assist students five days and four evenings per week. The Willimantic Center provides such information services at its front desk throughout its hours of operation.

Appraisal

As noted in the **Standard 6 data first form**, fall 2010 admission data show increases in number of applications of 10.5% and yield rate of 74.7%. However, transfer figures show a decline in yield rate to 66.1%. This is due to a reduction in outreach efforts to attract transfer students and an increased focus on new and returning cohorts.

As with past years, admissions outreach activities include an Adult Opportunities Night, a Nursing Symposium, visits to regional high school guidance offices, teacher information sessions, Financial Aid Nights at local high schools, and tour and

information sessions at both the Danielson and Willimantic locations. While anecdotal in nature, the **data collected** regarding the effectiveness of these initiatives show they have increased community traffic and enrollment in College programs, both non-credit and credit. Adult Opportunities Night has been attended by approximately 60 people in the last two years, and Teacher Information Sessions typically draw 100 participants.

An additional admissions enhancement is the College's participation in a number of articulations, including those with the Connecticut State Universities' **Transfer Compact Agreement** and the University of Connecticut's **Guaranteed Admission Program**, which provide specialized admission and advising services. However, the College recognizes that transfer students have not yet been effectively tracked or supported since the inception of these articulations.

While students have the opportunity to attend orientations at both locations, attendance appears relatively low, considering the number of incoming students. Thus the College recognizes a need for review and improvement of the orientation process.

A program unique to the Willimantic Center, the **Hartford High Dual Enrollment Program**, began in 2008. The success of this program is evidenced by the retention of 25 of the 29 enrolled students and recognition with the Robert J. **McKenna Award** for Program Achievement by the New England Board of Higher Education. Also, the program's advisor at the College was recognized with the 2011 Martin Luther King Community Service award.

Unlike many colleges and universities, QVCC does not add **debt to students**. More than 50% of students at both locations receive either Federal or State financial aid. The Financial Aid office remains dedicated to looking after the students' best interests. Community College Survey of Student Engagement (CCSSE) results confirm this level of commitment. According to **2008 QVCC CCSSE mean data**, financial aid support has a .20 positive statistical significance in comparison to the small college cohort. This data set indicates a .26 positive statistical significance for student satisfaction with financial aid advising. Another 10% of students receive help through Veterans benefits, scholarships, and other programs. While loans are available through the College, fewer than 1% of QVCC students graduate with debt. In the 2010-11 academic year, only one student received a loan. The most recent **loan default rate** is only 13%, due to the low numbers of students who take out loans and the number of years calculated in that rate.

To maximize the likelihood of academic success, the College requires matriculating students to take a Basic Skills Assessment, using the **Accuplacer** system, unless an exemption is granted for prior college experience or SAT scores. From fall 2007 through spring 2011, 3,210 individuals took the Accuplacer; 69% needed math remediation and 51% needed English remediation (40% needed both). Through these data, the College recognizes the need for comprehensive intervention and is in the early stages of piloting two initiatives. (**Pilot Initiatives**)

Due to significant demographic differences between Danielson and Willimantic, the College acknowledges distinct student needs between the locations. In Willimantic, these needs dictate a unique model of resource allocation, relying on integration of

some student support services with Danielson staff, some autonomy, and direct reporting to the President. The fall 2010 semester marked the first time students applying through the Willimantic Center were cohorted as such. This will allow consistent tracking of this population, which was challenging in previous years.

QVCC follows the **BOT Policy Manual, section 3.8**, when making decisions about poor academic standing of enrolled students. In an effort to enhance the possibility of these students' re-attaining good academic standing, an initiative was begun in fall 2010. Students are notified by the Dean of Student Services and encouraged to meet with advisors to discuss strategies for success. The Dean has delegated probation override authority to advisors in Willimantic and Danielson. An assessment of the **outcomes of probation and suspension** students after the fall 2010 semester reveals 66% of probation students and 63% of suspension students completed successfully. However, these data represent only one semester.

The effort to support and sustain student success and retention has led to a number of outreach initiatives. The **Opportunity for Success** program, which targets 17-21 year old first generation college students, continues to flourish in Willimantic and Danielson. In 2010, the program provided support services to 157 students, a 5.4% increase over 2009. The College recognizes that this program is successful as defined by some Federal and System measures; however, the evidence is limited. An recent additional effort involves a defined communication loop between advisors and developmental education faculty through the use of an **early intervention form**, to address the various problems and behaviors of students. The College recognizes a need to address success and retention concerns, based on national evidence of the effectiveness of intensive student support.

A wide range of learning services is provided to both credit and non-credit students through the Learning Center facilities at the Danielson and Willimantic locations. With a small number of professional staff and a significant number of student tutors, these facilities offer tutoring for academic content, as well as basic skills in math and English, to a constantly growing number of students. Proctoring of make up tests for both on ground and online courses is routinely provided as well, in addition to the BSA testing that is carried out with entering credit, non-credit, and Middle College students on an annually increasing basis. Consistent assessment of these services has not yet been put in place by the limited Learning Center staff, but anecdotally the faculty's feedback affirms that the facilities consistently offer good support.

While providing classroom academic adjustments for students with disabilities as mandated by Federal law, Disability Services recognizes and plans to meet the needs of disabled students by expanding informational and educational initiatives concerning postsecondary disability services, to connect with parents, high school guidance counselors, and the general public.

Anecdotal data tracked by Career Services suggest that for a 12-month period ending in July 2010, 2,639 services were provided, representing a 36% increase in use from the previous year. The increase can be attributed to the presence of Career Services staff in both Willimantic and Danielson, increased attendance at career related events, and the recent inclusion of job postings on the College's website, which had been posted

only on physical job boards. The College has yet to find a way to measure effectively the impact of services provided.

Despite consistent engagement efforts by the Director of Student Activities and the SGA, the struggle to maintain student participation continues. Trips and events are often cancelled due to low response rates. Also, an SGA sponsored open forum with the President and members of his Cabinet was not well attended. The College believes student activities make a vital link to student engagement, yet it does not have the resources to support this effort adequately.

Student records are maintained in the Enrollment Services office suite under the direction of the Registrar. The College recognizes that records have not been purged in over 25 years and the need exists to provide better safeguards and repository services in the near future. Web registration has been adopted to counter limited staff coverage. In fall 2009, 82.5% of students registered through the web. In an effort to streamline graduation procedures, the audit process was moved from the Director of Transfer Support Services to the Registrar with the 2010 division reorganization. The graduation process continues to evolve, pending further evaluation.

QVCC administered **CCSSE** in 2004, 2006, and 2008, with the next delivery scheduled for spring 2011. In addition, the **Survey of Entering Student Engagement** (SENSE) was administered in 2009. The data show there is little statistical difference between the QVCC mean scores involving student support services and the mean scores of other small colleges. Positive statistical significance is demonstrated in satisfaction with academic advising and financial aid advising. Negative statistical significance is noted in job placement assistance and skills lab. In 2008, the overall support for learners benchmark score for QVCC was 53.3. The 2009 SENSE data comparing entering and returning students show little statistical significance between the scores of each group relevant to student support services. SENSE returning student mean scores for frequency of use were higher for advising, career counseling, job placement assistance, face to face tutoring, financial aid, student organizations, transfer credit, and disability services. Overall SENSE benchmark scores are highest in early connections and clear academic plan and pathway. To date, the College has not found an effective way to use these data; however, QVCC remains committed to applying such instruments for benchmarking and continuous improvement.

With continuous efforts in advising students at QVCC, the progress of academic achievement can be evaluated in many ways, such as in terms of graduation, transfer, and retention. In compliance with the **Student Right To Know and Campus Security Act of 1990**, the College gathers such information on a yearly basis, but it is disseminated to the individual colleges through the CCTC System office's Planning and Research department. The most current cohort available from the department is 2005 and includes first time, full time degree seeking students who have graduated or transferred or were still enrolled in the College at 150% over the time minimally required to complete the individual's selected program of study. Information from this cohort reveals that 13% graduated, 22% transferred without graduating, and 12% were still enrolled in the College. The results provide the College with a combined success rate of 47%. However, it must be noted that only 12% of the College's students belong to this cohort, as many are part time. Because approximately two-thirds of the College's

students are enrolled on a part time basis (**Enrollment Report 2010**), the System's office of Planning, Research and Assessment expanded the time in which a student could achieve one of the aforementioned success markers to six years and included those new students who were part time (**CCC report data**). The results from following the 2004 cohort of all first time students regardless of enrollment or matriculation status (36.4% of the QVCC population for that term) indicated that 16.7% graduated, 16.6% transferred without a degree, and 3.2% were still enrolled having earned at least 30 hours.

In addition to examining how students progress years out from their first semester, the College looks at persistence between semesters (**student success data**). For example, 75% of first time students persisted between the fall 2008 to spring 2009, while 51% persisted between fall 2007 and fall 2008. Five years ago, the College's persistence rates for this group were 69% (fall to spring) and 44% (fall to fall).

Projection

QVCC will maintain outreach efforts to diverse populations throughout its service area. The College remains steadfast towards the goal of easy access for all who desire a higher education, by promoting an open admission policy and by increasing transfer agreements to provide alternative routes and supported transition to competitive institutions. In addition, the Enrollment Services office, which includes admissions, is committed to partnering with faculty to determine the employment needs of the community, towards providing programs that will attract and maintain a proficient student body.

The College is pursuing Federal TRIO Talent Search funding to expand resources further for underserved student populations. If funded, this additional allocation will provide outreach and support to at risk sixth grade through postsecondary students.

The College will continue to keep and expand recruiting relationships with area high schools and intends to expand service offerings for high school students at the schools. This includes building a new dual enrollment program, an innovative effort intended to provide liberal arts and sciences credits to high school students. In spring 2011 the College piloted a college readiness program involving two local high schools, designed to reduce the number of developmental math classes needed at time of matriculation.

An Enrollment Management Plan is being created as part of the College's larger strategic plan. Using a cross-functional and cross-divisional task force, the College is developing a one-year strategy addressing recruitment, enrollment, retention, and marketing. In addition to tracking standard measures of success such as degree completion, this plan includes strategies to track students' individual goals, such as employment, certificate completion, prerequisite completion, transfer, and personal growth.

As enrollment grows, so does the population of students with disabilities. Workshop training in this area will continue to be offered to faculty, staff, and Middle College personnel. Training sessions will soon be offered to parents of students with disabilities.

Regarding learning support for students in general, the Learning Center will continue to assess its available resources and its ability to offer services under the changing conditions of State finances. The Learning Center's model relies heavily on a part time Assistant position (which is temporary) and the availability of ready student peer tutors; however, current State finances pose a potential challenge to keeping Center staffing and services even at these levels. While facing this challenge, the Center, which regularly keeps track of usage statistics (**Learning Center Usage**), will also be working on a further assessment methodology to assess any potential correlation between tutoring services and students' classroom success.

The newly created Advising and Retention area will continue to address the needs of QVCC students in Danielson and Willimantic. In spring 2011, the **Early Intervention Initiative** was created to increase the success of those enrolled in developmental level courses. This pilot initiative may be expanded to include students enrolled in other courses. In an effort to enhance student persistence, those placed in developmental courses are advised to enroll in the **First Year Experience course** (IS 103). Potential initiatives such as student success conferences will be considered for two cohorts of students, those who have not earned 15 credits and those who have earned 45 credits or more, to ensure they are on track for graduation.

A more aggressive approach will be taken with the academic probation population. The initial step of this approach will continue, as students who are on academic probation and enrolled for more than six credits will be tracked to analyze their success rate. Data collection surrounding advising and retention will be enhanced as this area begins tracking student goals, needs, and services through a combination of an online check in process and the implementation of a new Banner module.

Student extracurricular involvement has traditionally been low; therefore, incentives to increase participation in student activities, student clubs, and the SGA have begun and will continue to be explored through roundtable discussions. Increasing the hours of the Director of Student Activities to full time may also be beneficial. This position is currently full time at the majority of the 12 CT community colleges. Additionally, discussions will continue to address the leadership needs of a diverse student population composed of traditional and nontraditional students.

In an effort to enhance the College's relationship with area businesses and agencies, Career Services is developing a comprehensive marketing plan that includes a **Business Services brochure**. This initiative is in alignment with Career Services' goal to assist students in securing employment, which will facilitate increased outreach to employers and increased job and internship opportunities for students.

Career Services is developing a three step module-based career exploration program for both current and prospective students, which will include a personality and skills assessment component, a career counseling session, a job outlook information session, and a tour of QVCC. In addition, a career and life planning course is being developed. These initiatives will foster engagement and retention, as research suggests that goal-focused students maintain motivation and are more likely to achieve academic success and completion.

The College recognizes the need for better tracking the goals of incoming students. Efforts to remedy this concern will focus on two areas, the initial application process and the implementation of the Student Services Support module in Banner. More specific data will produce more reliable retention and graduation rates. Expressing student goals at the outset will allow the College to evaluate whether these goals have been met effectively.

Transition Services will continue to review current articulation agreements in an effort to measure the need for changes and/or additions to the agreements presently in place. An effort is under way to increase the number of articulation opportunities for students.

To improve safeguards and maintain the integrity of student records, the College is investigating record digitization and repository services. Remaining student record files will be housed in fireproof and waterproof cabinets, and all records management will be informed by practices guided by **information protection and retention policies** from the Federal, State, and System levels.

In 2011, the graduation process was moved to the Registrar under Enrollment Services, and numerous efficiencies were put into place. Future streamlining efforts will include the use of a Curriculum Advising Program Planning module in BANNER for graduation auditing and updating course prerequisites.

Student Services will use the 2011 CCSSE results as a benchmark for measuring student engagement and satisfaction with services provided. An initiative to establish outcomes and assessment as applied to the use of student services is being determined. Ultimately, the integration of improved data collection, assessment results, and the College strategic plan will determine planning and improvement.

In an effort to clarify and support the role and scope of the Willimantic Center in relation to the overall mission of the College, the Deans of Student Services and Academic Affairs maintain weekly office hours at the Center. This is part of an effort to improve communication and enhance transparency between divisions and locations.

Institutional Effectiveness

To evaluate and maintain the effectiveness of services provided to students, the College employs various assessment practices on a consistent basis. Every two to three years the College collects data through CCSSE and SENSE, as well as internal surveys, providing both quantitative and qualitative information that informs efforts to improve student services.

Also, the College expects to perform a Student Services self study at least every five years, which will be based on BOT guidelines. This self study will be an additional source of information for appraising the effectiveness of services and will assess the efficacy of the 2010 reorganization. The self study will also be a mechanism to inform the strategic planning that is under way. All initiatives will be measured against the new strategic plan.

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Induding Continuing Education

		3 Years Prior (FY 2008)	2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
Freshmen - Undergraduate	?					
Completed Applications	?	647	684	638	674	701
Applications Accepted	?	638	669	635	673	700
Applicants Enrolled	?	453	482	455	503	534
% Accepted of Applied		98.6%	97.8%	99.5%	99.9%	5.0%
% Enrolled of Accepted		71.0%	72.0%	71.7%	74.7%	76.3%
Percent Change Year over Year						
Completed Applications		-	5.7%	-6.7%	5.6%	4.0%
Applications Accepted		-	4.9%	-5.1%	6.0%	4.0%
Applicants Enrolled		-	6.4%	-5.6%	10.5%	6.2%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
Transfers - Undergraduate	?					
Completed Applications		272	292	333	339	352
Applications Accepted		269	292	333	339	352
Applications Enrolled		202	203	234	224	247
% Accepted of Applied		98.9%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		75.1%	69.5%	70.3%	66.1%	70.2%
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree - All Program	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

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

Standard 6: Students						
(Enrollment, Fall Census Date)						
						?
Credit-Seeking Students Only - Including Continuing Education						
	3 Years Prior (FY 2008)	2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
UNDERGRADUATE ?					
First Year Full-Time Headcoun ?	454	516	555	561	583
Part-Time Headcour ?	568	603	710	796	828
Total Headcount	1,022	1,119	1,265	1,357	1,411
Total FTE ?	613	676	765	810	842.0
Second Year Full-Time Headcount	181	167	194	203	211
Part-Time Headcount	392	374	414	475	494
Total Headcount	573	541	608	678	705
Total FTE	305	284	334	371	385
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 ?	26	32	25	19	20
Part-Time Headcount	225	255	212	234	243
Total Headcount	251	287	237	253	263
Total FTE	86	96	81	80	83.0
Total Undergraduate Students					
Full-Time Headcount	661	715	774	783	814
Part-Time Headcount	1,185	1,232	1,336	1,505	1,565
Total Headcount	1,846	1,947	2,110	2,288	2,379
Total FTE	1,004.4	1,055.7	1,179.9	1,260.2	1,310.0
% Change FTE Undergraduate	na	5.1%	11.8%	6.8%	3.9%
GRADUATE ?					
Full-Time Headcoun ?					
Part-Time Headcour ?					
Total Headcount	-	-	-	-	-
Total FTE ?					
% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL					
Grand Total Headcount	1,846	1,947	2,110	2,288	2,379
Grand Total FTE	1,004.4	1,055.7	1,179.9	1,260.2	1,310.0
% Change Grand Total FTE	na	5.1%	11.8%	6.8%	3.9%
*"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.					

?	Where does the institution describe the students it seeks to serve?								
	College Catalog: http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/2508.htm								
	College System Website: http://www.commnet.edu/aboutus.asp								
	College Website: http://www.qvcc.commnet.edu/become/								
				3 Years Prior	**2 Years Prior**	**Most Recently Completed**	**Current Budget*** **	**Next Year Forward (goal)**
				(FY 2008)	**(FY 2009)**	**(FY 2010)**	**(FY 2011)**	**(FY 2012)**
?	**Student Financial Aid**							
	Total Federal Aid			1414546	1792287	2916668	3254584	3260240
	Grants			1353479	1721094	2819009	3186690	3200000
	Loans			4767	13837	12050	4500	0
	Work Study			56300	57356	85609	63394	60240
	Total State Aid			501730	503750	550767	538310	500000
	Total Institutional Aid			459808	508630	588751	695244	750000
	Grants			459808	508630	588751	695244	750000
	Loans			0	0	0	0	0
	Total Private Aid			39760	41078	35176	35000	35000
	Grants			39760	41078	35176	35000	35000
	Loans				0	0	0	
	Student Debt							
	Percent of students graduating with debt*							
	Undergraduates			<1%	<1%	<1%	<1%	<1%
	Graduates							
	For students with debt:							
	Average amount of debt for students leaving the institution with a degree							
	Undergraduates							
	Graduates							
	Average amount of debt for students leaving the institution without a degree							
	Undergraduates							
	Graduate Students							
	Cohort Default Rate			15.1	15.3	13.0	13.7	12.0
	Percent of First-year students in Developmental Courses**							
	English as a Second/Other Language			2%	2%	3%	3%	3%
	English (reading, writing, communication skills)			28%	27%	29%	27%	27%
	Math			29%	28%	29%	31%	31%
	Other							
	* All students who graduated should be included in this calculation.							
	**Courses for which no credit toward a degree is granted.							
	***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.							

Standard 6 Documents:

2008 QVCC CCSSE mean data

Accuplacer

Admission Policy

BOT Policy

QVCC Policy

Articulation Agreements

Basic Skills Assessment

Basic Skills Assessment)

Board of Trustees Policy Manual (section 3.8)

Board of Trustees Policy Manual (section 5.7)

Business Services Brochure (on paper in workroom)

Campus Crime Report (Current Annual *Clery Report*)

Archived Reports

CCC report data

College Career Pathways/Perkins

College Goals (College Strategic Goals)

Community College Survey of Student Engagement

2004, 2006, 2008

Connecticut Talent Assistance Cooperative

Debt to students (See Cost to Student)

Disability services

Disability services

Early intervention form

Early Intervention Initiative

Enrollment Reports

FERPA (Brochure)

FERPA (College Website)

First Year Experience Course

Guaranteed Admission Program U. Conn.

Guidelines for QVCC Student Organizations

Hartford High Schools (Dual Enrollment Program)

Indices of Success and Related Report

Information Protection and Retention Policies

Job descriptions

- Academic and Student Support
- Minimum Qualifications and Equivalencies for Faculty (p. 82 of Contract)

Loan default rate

Learning Center Usage

McKenna Award

Opportunity for Success

Outcomes of Probation and Suspension (Page 116 of BOT Policy Manual)

- See Related Documentation on Satisfactory Academic Progress

Pilot Initiatives (Early Intervention, grant funded: 2010-12)

QVCC Organizational Chart

SGA Constitution

Staff resumes (on paper in workroom)

Student Conduct (BOT Policy Manual Sect. 5.2.1, p. 181ff.)

Student Rights (BOT Policy Manual Sect. 5.2.2)

Student-Right-To-Know (Clery Reports)

- Archived Reports Online

Survey of Entering Student Engagement (SENSE Survey)

Transfer Compact

Standard 7: Library and Other Information Resources

Co-chairs: Amy Barlow and Beth Alves
Jose Aponte
Bill Army
Jeremy Espeseth
John Hall
Margie Huoppi
John Lombardi
Michael Lynch
Norma Marquez
Sue Spencer
Cheryl White

Description

The following is the Library Mission Statement: “The QVCC Library is the heart of the College. We foster student success by teaching essential skills, building essential collections, and providing essential resources. We offer students, faculty, staff, and community users a welcoming space to gather, study, reflect, question, and learn.”

The Library is located on the second floor of QVCC’s main campus in Danielson. A branch library is maintained at the Willimantic Center. The Library staff manages physical and electronic resources at both locations and online, to support the Library mission and what for many years has been the guiding principle of the College, Learners First. The Director of Library Services is responsible for the oversight of all Library staff, operations, and budgets, as well as oversight of the Media department and the Learning Center. Through regular meetings with staff, the Director develops Library and Learning Center policies and planning goals. The Director reports to the Dean of Academic Affairs, who receives the annual Library operating budget request as well as the Library/Media Equipment and Learning Center requests. All budgets require the approval of the Dean before they are submitted to the President’s Cabinet for final authorization.

The Director bases budget justifications on the material and equipment needs of accredited programs, as well as the needs of various patron populations, such as the Middle College and the non-credit courses of the Community and Professional Learning division. Annual expenditures pay for various needs, including materials (such as books, e-books, DVDs, electronic subscriptions, and integrated library systems), equipment purchases, student labor, equipment repairs, copy services, association dues, and educational supplies. The **Library operating budget** supports the following functions: circulation, reserves, interlibrary loan, reference, teaching and instruction, collection development, information technology, multimedia and classroom media support, archives, and programs. The **Learning Center operating budget** supports tutoring, eTutoring, and all College testing services.

Library functions in Danielson and Willimantic are managed by four full time staff members, including the Director, one Reference/Instruction Librarian, one Systems Librarian, and one Library Associate II. The Director and the Reference/Instruction librarian hold graduate degrees in Library and Information Studies, making them qualified to teach Information Literacy Instruction (ILI) classes. ILI teaches students and faculty how to access, evaluate, and integrate scholarly resources relevant to areas of study. ILI classes are a requirement of all on ground sections of English 093 and English 101. Instructors in other subject areas may schedule sessions with a teaching librarian. The content and objectives of each session are designed by a teaching librarian to target the requirements of class assignments.

In Danielson, ILI is delivered primarily in the Library's computer classroom, which is fitted with 24 networked workstations, an LCD projector, and a screen. In some cases, ILI is delivered to students in regular classrooms; 97% of classrooms in Danielson are equipped with computer and multimedia racks that communicate with LCD projectors to display on large screens or smart boards. At the Willimantic Center, librarians request one of two computer classrooms to provide ILI, or they work in one of the other classrooms, which are all equipped with computer and multimedia systems.

The Library purchases, installs, and maintains the technology in classrooms, as a function of its Media department, which offers a range of instructional technology devices. Items are loaned to faculty and students as needed. These include digital video cameras, digital still cameras, document cameras, Amazon Kindles, an iPad, iPods and sound docks, and other media devices (such as cassette recorders, digital audio recorders, and film projectors).

The collection in the main library consists of approximately 27,400 circulating print titles, 55,600 e-book titles, 867 print reference titles, 700 e-reference book titles, 110 print serials, and over 2,030 DVD/video titles. The Library holds an additional 880 circulating book titles and 165 reference titles at the Willimantic Center. Students at both locations search the Library's holdings through the online catalog on the **Library's website**.

The Library's website is created and updated by QVCC librarians, who apply best practices in information architecture to organize access points to all Library resources, including online catalogs, e-books, media inventory lists, style guides, tutorials, and databases. Through numerous subscription databases, the Library provides access to more than 55,000 full text electronic periodical titles (such as peer reviewed journals and magazines), e-book collections, electronic newspapers, images, and various multimedia. From off campus, QVCC students, faculty, and staff access the Library's electronic resources through the **MyCommNet portal**. With Library support, instructors using Blackboard Vista have the ability to add hyperlinks to subscription based electronic resources inside their course shells.

Consortial relationships provide access to and discounts for critical information resources, such as EBSCOhost, ProQuest, and other database products. Interlibrary loans of books and articles are managed through OCLC client software, which also services Union Listings and MARC acquisitions for cataloging. Whenever possible, the Library establishes relationships or memberships with professional organizations to reduce information costs and enhance professional development. At the national level,

Library staff have attended or presented at the annual American Library Association Annual Conference, the biennial Association of College and Research Libraries National Conference, and the annual EduComm Higher Education Conference. Regionally, Library staff are active in ACRL/NEC (New England Conference) and CCTC System library interest groups. Locally, Library staff are active members of **College standing and task force committees**.

Library staff take advantage of multiple communication tools to reach beyond the walls of the Library, meeting the needs of students, faculty, and staff at the Willimantic Center. Librarians travel to Willimantic each week to conduct ILI and provide reference services. Library patrons in Willimantic use electronic call slips, managed through the online catalog, and a courier service to request books from the Danielson campus. Librarians also use interoffice mail, telephone, and e-mail to communicate with the Willimantic Center. In Danielson, the Systems Librarian maintains a shared computer server, where Library staff share digital information. At the CCTC System level, librarians use e-mail, wikis, and web based interactive conferencing platforms, such as WebEx, to communicate and collaborate on projects.

Appraisal

The QVCC Library fosters student success by providing access, on and off campus, to a wide variety of popular and scholarly information resources. Despite the ever changing nature of librarianship and information technology in higher education, the librarians have upheld a commitment to College's guiding principle of Learners First, through a combination of professional ethics, student centeredness, intellectual flexibility, studied innovation, and frequent collaboration.

Staffing at the Library has been constant for two decades. Three full time librarians, one full time library associate, and approximately 50 student labor hours per week provide core services to patrons at both locations. The Library operates with the smallest professional staff in the CCTC System. In 2009-10, QVCC's FTE exceeded that of two smaller colleges, Asnuntuck Community College and Northwestern Community College, yet it operated with a smaller library staff than either.

The Library has maintained consistent hours of operation since 2005, with a loss of four hours per week in 2009-10 when the College made the decision to close the building on Saturdays. When Saturday classes resumed in spring 2011, the Library again was open 55 hours per week. Librarians perceive a need for increased hours in order to serve College and Middle College students in early morning classes.

While staffing levels remain unchanged, enrollment at the College has increased dramatically; for example, FTE at the College grew by 24% between FY 2007 and FY 2010. Not only did enrollment increase, but the number of students testing into developmental courses grew as well. The number of developmental students significantly impacts Library services; these students need greater support when learning basic research skills.

For the past three years, demand for ILI has been high. Two professional librarians are responsible for scheduling and delivering all ILI to roughly 1500 students in Danielson and 700 students in Willimantic. Scheduling and teaching ILI can be a challenge at the Willimantic Center, due to a shortage of computer classrooms (as each student in ILI needs a computer) and limited bandwidth. The Willimantic Center has officially operated with a 3 Mbps bandwidth for about two years, but because of configuration problems actual bandwidth is 1.5 Mbps. As a point of comparison, bandwidth at the Danielson campus is 10 Gbps and will increase to 100 Gbps in 2011-12. Plans to increase Willimantic Center bandwidth are contingent on the building's lease negotiations. Adequate bandwidth is critical to ILI, because the Library's online resources, software, and video tutorials require the movement of large amounts of data (**Willimantic Center IT Needs**).

ILI is not standardized in distance education courses that are hosted by Blackboard. Students enrolled in online sections of English 101 are encouraged by instructors to use Library web tutorials, guides, and PDF handouts to access and cite scholarly resources; however, no systematic ILI program exists for online students, putting them at a disadvantage compared with students taking English 101 on campus. A standardized program of online ILI would better serve the College's distance learning population and should be made a priority in view of **Blackboard usage statistics.** According to reports generated by the System office, QVCC shows strong use of **Blackboard**, not only for distance learning but as a supplement to sections offered on ground. Since 2006, reports show that 75-81% of all course shells are active, which means instructors are using the system for communication and information sharing. Each semester, QVCC offers roughly 20 or more classes fully online and about ten hybrid courses. A standardized ILI program should be devised to meet the information needs of the hundreds of students using Blackboard to complete their coursework.

For students enrolled in courses that receive ILI, no formal assessment tool exists in the Library to determine whether students are able to apply what they have learned in class to access, evaluate, and synthesize information resources. However, **outcomes assessment of ILI** exists in the classrooms of all English 093 courses, as graded library research and information synthesis comprises 20% of each student's grade. Each summer, librarians meet with English 093 instructors to review the success of ILI from the previous year, in addition to making plans for future semesters.

In the Library**, database usage** reports, **circulation** reports, **interlibrary loan** statistics, **Library website visit** statistics, and CCTC proxy server statistics provide some indication of the frequency with which students use Library resources. The Library does not keep gate counts or track reference questions, because it believes usage reports supply the most helpful data. Over the past three years, students' use of full text articles has increased by more than 25%, keeping pace with increased FTE. Use of the Library website increases steadily by approximately 8% each year, with about 77,000 views in 2010 (**Library Reports**).

The Library conducts exit surveys each semester to gather feedback from students taking English 093 and English 101. To ensure strong response rates, faculty members administer surveys in the classroom and return them to the Library. The exit survey is an important source of ILI feedback for librarians, as it provides key data in the areas of student confidence, skill level, and preparation. **Library exit surveys** administered to

English 101 students between 2005 and 2010 revealed that 80-90% of students who received ILI in English 093 believed themselves better prepared for the research requirements of English 101.

The Library also conducts an annual **online patron satisfaction survey**, a key component of overall planning. QVCC librarians are particularly sensitive to patron feedback regarding noise levels in the Library, as the 2007-10 annual online satisfaction surveys consistently reported that some patrons wanted less noise. To best serve this population of quiet studiers, the Library maintains a Quiet Study Area, located behind the circulating stacks, and two additional student study rooms, located across the hall from the Library entrance. Occasional complaints about noise are resolved by explaining the Library Noise Policy, which states that the QVCC Library is a teaching library that thus allows conversation, group work, meetings, and gatherings in front areas and establishes quiet areas in other parts of the facility.

The Library has plans to expand its Quiet Study Area and its entire footprint in conjunction with the Middle College building project, which is scheduled for competition in 2013. The expansion is critical because the Library functions as the primary information resource for the growing population of the MC, established in fall 2008. All MC students are issued a NetID and password to authenticate on Library computers. To teach high school students how to use academic sources, the Reference and Instruction Librarian has provided more than 25 units of information literacy instruction to the MC student body over two years. In fall 2010, the MC capped its enrollment at 105 students, but it plans to grow its student body to 225 after the completion of the new building.

The **Library's total operating budget** grew over the last three years, but not in step with increased FTE (see Fig. 1 - 3). For example, while the Library spent $61 per student in FY 2009, it spent $55 per student in FY 2011. Library materials funding is applied to the purchase of books, owned e-books, media (DVD/video/audio), print subscriptions, electronic subscriptions, ILS software, and Information Technology supplies. The operating materials budget does not include money for equipment and classroom multimedia.

The QVCC Library's **Collection Development Policy** guides acquisition decisions. QVCC librarians determine how funds will be spent based on formal and informal assessments of the existing collection, the academic curriculum, and the needs of patrons in physical and digital environments. Decisions involving materials' formats and modes of delivery are made in the context of Information Technology infrastructure, as well as student competency in the use of personal and mobile technology. As the average age of the student population decreases and the number of online courses increases, the Library continues to reduce its print collections, in favor of electronic information solutions, which are accessible 24 hours through the MyCommNet portal.

Over the past five years, the Library has re-strategized its collection development practices in accordance with the way students seek and gather information, significantly increasing the availability of electronic magazines, journals, and books. For example, in 2008 the Library began subscribing to the Opposing Viewpoints database, a resource

that retrieves over 4,700 full text articles and book chapters on controversial subjects. The database replaced an older collection of print volumes, called Taking Sides.

During summer 2009, the Library replaced one third of print references with electronic titles, such as those managed by the Gale Virtual Reference Library and Credo Reference. In fall 2010, the Library expanded its access to electronic circulating book titles, through a subscription to ebrary. This caused its total collection of e-books to jump from about 11,000 titles in 2009 to 58,000 titles in 2010. The availability and popularity of electronic periodicals and books caused the Library to dismantle its microform collection in 2008. Removing microfiche readers and file cabinets made an entire room available, which the librarians converted into the QVCC archives.

Electronic information resources are a boon for a small library with limited space, but there are more significant advantages from a student perspective. First, digital information formats permit access to authoritative scholarly information for online as well as on ground students. Second, online information allows easier access to relevant information through keyword searching. In July 2008, wireless access to the Internet became available for students at QVCC. Library coverage was initially limited to a small area, but it has since expanded to include the entire Library. Access to the network requires a login and is limited to QVCC students, faculty, and staff.

Until early 2007, the QVCC Library provided open computer access to all patrons equally. The CCTC Office of Information Technology then proposed to limit access on all computers to “authorized users,” defined as either students or community users who identify themselves with a picture ID. The QVCC Library, along with libraries across the System, fought strongly against this proposal on the grounds that patrons deserve the right to anonymous research. As a result, the Library has been able to maintain five public access PCs in both Danielson and Willimantic, where students and community users can access the Internet and Library databases anonymously.

The Library changed its Computer Use Policy in 2007 to comply with System-wide limits on public access computers. All Library policies are updated as needed to adapt to changes in information technology and institutional procedures and in response to various behavioral and intellectual challenges. Library policies are available to the public through the Library website and in hard copy at the Circulation Desk.

Projection

The following is the Library Vision Statement: “The QVCC Library embraces continuous improvement and innovation. We are always on the lookout for new ideas, innovative resources, improved uses of Library space, and better ways to better serve our community. We welcome users’ suggestions for improving our services.”

As evidenced by its staffing, resources, programs, and information technology, the QVCC Library is well equipped to meet the diverse needs of students, faculty, staff, and public borrowers. To keep pace with the College and the community, the QVCC librarians consistently assess their collection and adapt to changes in information seeking. Planning is paramount to information professionals; Library staff communicate

with College faculty and administrators to plan ahead, identifying solutions to problems and areas for improvement.

With regard to information literacy instruction, the Library plans to collaborate with faculty to develop General Education Outcomes that include an information literacy competence statement. This will include a project whose goal is to research and produce strategies for increasing the frequency of information literacy instruction in online and hybrid courses. The QVCC librarians are designing and outfitting a larger computer classroom as part of a 2012 Danielson Library expansion. The new classroom will accommodate growing class sizes and offer the latest information technology to support instruction and research. In Willimantic, the librarians are working to find solutions to computer classroom scheduling conflicts, which periodically interfere with teaching.

In addition to its efforts to improve ILI, the Library will advocate for additional professional staffing to support growth in FTE and extended hours of operation. To meet the needs of MC students, the Library will continue to advocate for a school media specialist. In the next year, the needs of online learners will be better met, as the Library further reduces its purchases of print reference titles in favor of electronic reference resources. With an eye on information technology trends, the Library will regularly evaluate the availability, accessibility, cost, and demand for print and electronic resources and make informed decisions about the format and delivery of scholarly information. The Library will continue to purchase and test mobile and personal computing devices, to ensure that its online resources are accessible across multiple platforms.

Institutional Effectiveness

The Library uses several formal mechanisms to assess and improve the effectiveness of its services and staff. The annual online patron satisfaction survey asks students, faculty, staff, and community borrowers for input on matters relating to information resources and technology. Librarians review usage reports and web analytics on a monthly basis to monitor online activity and the use of online resources. Job performance evaluations of Library staff are conducted on a regular schedule, as stipulated in the 4Cs union contract. Each member of the Library staff is responsible for drafting a set of annual goals, which align with division and College goals and are reported to the Dean of Academic Affairs. Staff members perform a self evaluation at the end of the academic year to report on their progress in accomplishing their goals. With recent changes in College administration, this process is ongoing but under revision.

Standard 7: Library and Other Information Resources

(Library)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)
Expenditures/FTE student					
Materials	$ 54	$ 61	$ 57	$ 55	$ 54
Salaries & Wages	$ 136	$ 142	$ 141	n/a	
Other operating					
Collections					
Total print volumes	n/a	n/a	n/a	29,333	32,000
Electronic books	n/a	n/a	11,442	58,174	65,000
Print/microform serial subscriptions	n/a	n/a	n/a	110	100
Full text electronic journals	n/a	n/a	n/a	55,009	55,100
Microforms	n/a	n/a	n/a	0	0
Total media materials	n/a	n/a	n/a	2,017	2,400
Personnel (FTE)					
Librarians -- main campus	4.0	4.0	4.0	4.0	4.0
Librarians -- branch location	n/a	n/a	n/a	n/a	n/a
Other library personnel -- main campus	n/a	n/a	n/a	n/a	n/a
Other library personnel -- branch location	n/a	n/a	n/a	n/a	n/a
Library Instruction					
? Total sessions -- main campus	75	92	70	77	80
Total attendance - main campus	1518	1827	1369	1500	1600
Total sessions -- branch location	32	42	37	35	40
Total attendance -- branch location	623	792	732	700	750
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:					
courses supported	n/a	n/a	n/a	55	55
items on reserve	n/a	n/a	n/a	118	120
E-Reserves:					
? courses supported	n/a	n/a	n/a	n/a	n/a
? items on e-reserve	n/a	n/a	n/a	n/a	n/a
Circulation (do not include reserves)					
? Total/FTE student	n/a	n/a	n/a	n/a	n/a
? Total full-text article requests	n/a	23183	29220	32000	34000
Number of hits to library website	63579	75761	76654	77000	80000
Student borrowing through consortia or contracts	195	99	103	60	50
Availability/attendance					
? Hours of operation/week main campus	55	55	51	51	55
Hours of operation/week branch campuses	60	60	60	60	60
Gate counts/year -- main campus	n/a	n/a	n/a	n/a	n/a
? Gate counts/year -- average branch campuses	n/a	n/a	n/a	n/a	n/a
URL of most recent library annual report:	n/a	n/a	n/a	n/a	n/a
URL of Information Literacy Reports:	n/a	n/a	n/a	n/a	n/a

*"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 7: Library and Other Information Resources

(Information Technology)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)
Number (percent) of students with own computers					
Course management system	Blackboard Vista				
Number of classes using the system					
Classes on the main campus	347	212	376	203 (S 2010)	400
Classes offered off-campus	0	0	0	0	0
Distance education courses	n/a	47 (no S 2008	90	40 (S 2010)	90
Bandwidth					
On-campus network	1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Off-campus access					
commodity internet (Mbps)	10 Mb	10 Mb	10 Mb	10 Mb	100 Mb
high-performance networks (Mbps)	n/a	n/a	n/a	n/a	n/a
Wireless protocol(s)	802.11 Ga	802.11 Ga	802.11 Ga	802.11 Ga	802.11 Ga
Network					
Percent of residence halls connected to network					
wired	n/a	n/a	n/a	n/a	n/a
wireless	n/a	n/a	n/a	n/a	n/a
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports	0	0	0	0	0
Multimedia classrooms (percent)					
Main campus	75%	97%	97%	97%	100%
Branches and locations	30%	100%	100%	100%	100%
IT Personnel (FTE)					
Main campus	4.0	4.0	4.0	4.0	5.0
Branch campuses	1.0	1.0	1.0	1.0	1.0
Dedicated to distance learning	1.5	1.5	1.5	1.5	1.5
Software systems and versions					
Students	Microsoft Office Professional 2007; Microsoft Silverlight 4; Internet Explorer 8; Mozilla Foxfire 3.6; Adobe Reader 9.3; Adobe Flash 10.1; Adobe Shockwave 11.5; Apple Quicktime 7; Sun Java 6.20; McAfee Antivirus & AntiSpyware 8.7				
Finances	Banner				
Human Resources	Core-CT (PeopleSoft)				
Advancement	Donor Perfrect; QuickBooks				
Library	ILS (Voyager 7.1); OCLC (InterLibrary Loan, Union Listing, MARC (acquisitions				
Website Management	Adobe Dreamweaver; Adobe Contribute; OMNI Update (Spring 2011)				
Portfolio Management	Microsoft Excel				
Interactive Video Conferencing	Polycom; WebEx, and others				
Digital Object Management	n/a				

*"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 7 Documents:

Blackboard (Vista) Usage Statistics

Collection Development Policy (Library)

Committees (Committee Membership List)

Learning Center Operating Budget

Library Exit Surveys

Library Operating Budget

Library Reports

Library Website/ Homepage

myCommnet

Online Patron Satisfaction Survey

Outcomes Assessment of ILI (Library Instruction)

Standard 8: Physical and Technological Resources

Co-chairs: David Bull and Kevin Anderson
Dave Burdette
Dave Stifel
Jeremy Espeseth
John Lewis
Leigh Lafleur
Neil Wippert
Pauline Clifford
Robert Therrien
Betsy Santerre
Sarah Hendrick
Joe Coulliard
Mark Szantyr

Description

Improvements to pedagogy at QVCC are demonstrated across all elements of this standard: facilities, information technology, public safety, environmental health and safety, and disaster preparedness.

Since the last full accreditation report in 2001, the main campus on 68 forested acres near Danielson, CT has grown from 70,094 gross square feet to the current 118,665 GSF. Three modular leased facilities (1430 GSF) provide support. In 2006, a new $12.5 million, 28,278 GSF renovation and addition project was completed, involving classroom and administration areas, and a further $24 million project now under design will be completed in August 2013, adding another 50,000 GSF (see workroom for details).

Various projects have been funded and completed, including renovation of classrooms; upgrade of HVAC systems; new offices; a new fire protection system; window replacement; expansion of Community and Professional Learning space; a new sewage lift station; replacement of chairs, desks, and other furniture; upgrade of energy conservation elements (lighting, boiler controls, steam distribution system, Energy Management Control System, valves and piping, and insulation); and a new elevator.

Funding for facility support comes from three sources: tax revenue (general fund), tuition and fees (operating funds), and State bonds. The FY 2010 budget for maintenance covering both the Danielson and Willimantic locations was $240,000, plus $405,000 for utilities, both levels being adequate. Maintenance staff consists of a supervisor, four technicians, four custodians, and heavy dependence on student labor (particularly for Saturdays). Outsourcing of landscaping, HVAC, and various trades supplements the staff. Energy management efforts have reduced use by 35-40% since 2001, involving such factors as remote site sensing, power factor correction, EMCS programming, contract purchasing, and boiler controls. An emergency generator

provides power for Information Technology, telephone, boiler, and selected lighting systems.

The 12,091 GSF Willimantic Center, leased for $215,610 annually (in 2011), is forecast to expand to 22,000 GSF and include new furniture and audiovisual equipment. Completed, the Center will contain 12 classrooms with a 400 student capacity.

Since 2011, Danielson classrooms have increased from 20 to 30, adding 340 seats. The previously College-operated bookstore was converted to Follett management, with significant increase in revenue back to QVCC (see workroom). The bookstore was renovated in June 2011.

The Public and Industrial Safety program is totally new since 2001. QVCC has no police, and thus depends on the CT State Police for law enforcement in Danielson and the Willimantic Service District Department of Police for support at the Willimantic Center (see workroom).

In compliance with the Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, **crime reports** are published annually, with copies placed in the QVCC Library and online. Both the Danielson and Willimantic locations are essentially crime free, with only minimal cases of theft reported as problems. A program of sexual offender registration and notification operates between the two police departments and the Dean of Student Services. Public Service education programs, such as posters, presentations, and demonstrations, are frequent; these focus mainly on student safety, with some specifically emphasizing Middle College students.

An active **Environmental Health and Safety committee** (EHSC) provides highly visible safety support materials; distributes online educational publications; reviews all incident reports to ensure CT Department of Administrative Services compliance; identifies staff concerns about unsafe conditions, noting budget implications; and arranges staff training regarding such matters as **Material Safety Data Sheets**, fire protection, and blood borne pathogens. **Minutes of EHSC meetings** are published, and monthly scheduled reports of program compliance are submitted to the System office contractor to assure EPA and CT Department of Environmental Protection compliance.

Industrial Safety check lists are published, with supervisors of the various College departments administering function-specific training programs. Laboratory chemicals are purchased in micro quantities to reduce budget expense and to avoid having excess quantities on hand. Other activities include a newsletter, annual safety inspections, and recycling programs. All programs are included under an umbrella **Environmental Management Plan**.

Since 2001, the College has developed a new **Disaster Preparedness Response** (DPR) program of planning, training, equipage, and documentation. A 200+ page DPR plan addresses a wide variety of events, including fires, bombs, shooter and hostage situations, weather events, and gas leaks. Four main elements—prevention, preparedness, response, and recovery—drive the DPR program. Workroom documents outline more than 20 actions taken to ensure staff and student safety. Two groups provide oversight, the Emergency Preparedness and Response committee (covering

policy, planning, budget, and training) and the Emergency Response Team (serving as first responder). Meeting minutes in the workroom outline advances and achievements.

The Information Technology department at QVCC provides the technology infrastructure for students, faculty, and staff to achieve their objectives at both College locations. IT responsibilities include maintaining the College network, computers, and educational technology environment (see workroom). IT system enhancements and expansion have been constant since 2001, resulting in replacement of all elements of the network (including PCs and laptops), operating system and application software, system connectivity features, wireless hardware, and security features.

Staffing includes an IT Director, three permanent technicians, and extensive use of student labor. Faculty training for IT applications is provided by a Director of Educational Technology in the Academic Affairs division. Between the two locations, 450 PCs and 87 laptops are supported (**inventory list**). Operational funding for all IT support in FY 2010 was $748,000. The long term **Strategic Budget and Implementation Plan** is in place that documents a need for $4.8 million in network expanded capability. A PC upgrade and replacement plan is in place for both College sites, to be either bonded or funded by local resources, based on direction from the President's Cabinet (78 new units were funded in FY 2010).

QVCC has separate administrative and student networks, with a wireless access guest network as well. Dynamic port authentication enables student laptop access while providing reasonable student security. Proxy servers manage traffic and access. Packateer antivirus packages and firewall rules, under direction by CCTC System office scripts, address malware attacks. The Banner system maintains a web presence and is administrated at the System level. Computer and network systems have operated at 99.999% reliability for over ten years, achieved by tying in network hubs, servers, and the telephone system to the emergency generator.

Appraisal

Quality of facilities and related support are excellent, as indicated by a recent survey (**facilities support survey**). Space deficiencies cited in the College's 2001 accreditation report have been resolved, even with a doubling in FTE over the past decade. Many building elements have been modernized to support enhanced student expectations. The new wing nearly doubled classroom space; the investment in audiovisual and IT systems has maintained currency with social system expansion and academic delivery needs; major reductions in utility costs reflect energy conservation investments; and short and long term plans for future facility investments are tied to strategic academic needs forecasts. A $4.8 million list of **Deferred Maintenance projects** has been provided for System office review; however, it remains unfunded. It is reviewed quarterly by the Cabinet for priority funding from the System. Monitoring of on campus requested work is controlled through an online Maintenance Backlog tracker.

Main concerns are related to staffing, unknown utility costs, unknown legislative bond program support, and unknown enrollment growth. Completion of the Middle College building in 2013 will require additional staffing. For the existing buildings, replacement of $3-4 million in HVAC systems (now 29 years old) will require capital program support from the legislature; increased enrollment will require additional parking as well as classroom space. Parking space, exterior security lighting, replacement of 29 year old HVAC system elements, exterior repointing, and continued energy conservation are key concerns. Additionally, deteriorated trucks need replacement. Expansion of the Willimantic Center will require additional building maintenance support. Money from operating funds has been adequate in the past, but FY 2011 budget reductions will probably bring facility service reductions. Space adequacy will not be a concern once the new MC building is completed, and the current Willimantic lease is signed. However, size and configuration of the Willimantic classrooms remains to be resolved.

Public and Industrial Safety programs at QVCC lead the CCTC System. Innovative, current with social standards, effective, and continuous, the College is well served at all levels by the various elements of these programs. However, the loss of a School Resource Officer (SRO) from the State Police will affect the educational and demonstration component, if no appropriate replacement can be found. Likewise, a reduction in funding for various public and safety training and equipage programs due to budget cuts may impact the quality of these programs. The College will attempt to overcome reductions through such approaches as the use of web based systems.

QVCC's **Environmental Health and Safety programs** are among the best in the System. Driven by the enthusiasm of the committee members, educational and program efforts address many safety issues, EPA and DEP compliance, training, academic material usage, and sustainability concerns. Funding programs at their past levels will ensure that QVCC provides full staff and student support for all environmental considerations.

QVCC's **Disaster Preparedness and Response programs** lead the System in documentation, training, equipage, communication system operations, and exercise preparation. Excellent participation by College faculty, staff, and students maintains visibility and knowledge of expectations. However, as noted above, the loss of the SRO support from CT State Police may negatively impact full value of these programs, due to lack of input on expectations for emergency response.

The 99.999**%** operational reliability rate of IT is excellent, reflecting a team effort for maintenance, modernization of systems, defense against malware, and equipment quality. The IT department gauges departmental performance by the response of the constituency it serves, from verbal remarks and by employing surveys. However, while past funding levels from both capital equipment and local sources has enabled top quality performance, expected reductions over time will erode system quality. Investment in the training of personnel must continue, to enable top quality system operation. A key concern is the delayed expansion of Willimantic fiber broadband capacity, now on hold pending State approval of the proposed lease. Current access to online connections at the Center is slow and substandard. Lastly, as security concerns increase, the negative impact on staffing levels must be addressed, to overcome the demanding workload that has become apparent.

Projection

The College has generated an extensive goal-oriented list of both facility and IT related projects—repairs, upgrades, renovations, functional changes, capacity expansions, and general support—which are found in the **Deferred Maintenance Plan** and the **IT Strategic Budget Plan**, the total cost of which is well over $6 million. Unfortunately, funding for the entire program is sourced generally from annual legislative bond allocations, which are well short of what is needed to achieve early completion of the two program lists. The College ensures that the System office has current and prioritized copies of these program lists, to enable System office contacts with the CT Office of Policy and Management and legislative offices to provide current requirements. Examples of areas to be affected by shortfalls are expansion of the fiber broadband connectivity in Willimantic, replacement of the 25 year old Remote Terminal Unit at Danielson, exterior and interior general sign replacement at Danielson, hardscape repairs, HVAC upgrades and control replacement for energy conservation, relocation of the Demarc point to enhance reliability, and air conditioning of the main networking room in Danielson to avoid high temperature component failure.

The addition of 30,000 GSF for the use of both MC and QVCC academic programs provides a substantial increase in both space and functional capability, which will enable continued College growth for the foreseeable future.

State budget reductions in FY 2012 will reduce selected service areas, for example contracted security guards, student labor in a variety of areas, supply and repair availability in both maintenance and IT, and training availability. However, close fiscal oversight of resulting available allocations should minimize shortfalls. Resolution of the Willimantic proposed lease, now stalled in the Department of Public Works at the State level, has received substantial attention, both on campus and at the System office. The unresolved lease impedes expansion planning for programs and offices, PC upgrades, and general program support to the Willimantic community. Facing such uncertain elements, the College will continue through its new strategic planning process and related budget prioritizing to adapt its staffing, maintenance, and support efforts accordingly at both the Danielson campus and the Willimantic Center.

The College received two master plans (1977 and 2001), which guided the 1982, 2005, and 2013 building projects. Once the 2013 project is completed, a new Master Plan may be of value. Once the Willimantic lease is completed, and the currently proposed design for building improvements is implemented, there is no additional space planned. At Danielson, modular building #1, now used for MC faculty, will be removed when the 2013 MC building is completed. The Steppingstones Day Care Center, owned and supported by the College but contracted to a private entrepreneur, is planned for continued use.

Central planning and fiscal allocation for upgrade and replacement of PCs ensures an optimal replacement sequence. Close coordination of network support—VLAN security, wireless expansion, encryption programs, switch vendor consistency for protocol synchronization, backup archiving (both local and System) that enables reimaging

subsequent to a disaster-induced loss of data, and offline data files for all PC users—collectively forecasts continued excellent service to users, both administrative and academic. The College will continue committing to these practices, as IT demands both for teaching and administration continue to grow.

Institutional Effectiveness

QVCC reflects institutional effectiveness through extensive and detailed planning for all areas of facilities, information technology, public safety, environmental health and safety, and disaster preparedness. Future needs and actions are published for College-wide address, and committees meet regularly to monitor progress, adjust priorities, and advocate for funding in support of the various programs. Possible reduced budget considerations are a concern. Programs will need a consistent funding stream to ensure strong functioning in all areas. As the strategic plan is developed, applicable committees will modify each program for optimal support of College needs.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	7 Bldgs	75142
other U.S. .locations	Center	8500
international locations	NA	NA

	2 years prior	1 year prior	Current Year	Next Year Goal	Goal in 2 years
	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)
Revenue ($000)					
Capital appropriations (public institutions)	$505	$523	$85	$218	$450
Operating budget	$119	$130	$155	$168	$175
Gifts and grants					
Debt					
TOTAL	$624	$653	$240	$386	$625
Expenditures ($000)					
New Construction	$288	$71	$45	$0	$24,500
Renovations, maintenance and equipment	$1,807	$1,986	$1,583	$1,600	$1,700
Technology	$885	$798	$748	$750	$760
TOTAL	$2,980	$2,855	$2,376	$2,350	$26,960

Assignable square feet (000)	Main campus	Off-campus	Total
classroom	21,040	0	21,040
laboratory	11,271	0	11,271
office	8,265	0	8,265
study	4,508	0	4,508
special	6,763	0	6,763
general	12,774	0	12,774
support	9,017	0	9,017
residential	0	0	0
other	1,504	0	1,504

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
West Wing	Classrooms, office space,	19,794	$12,300	2006

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
East Wing	Middle College High Scho	29,206	$14,600	2013

Major Renovations, past 10 years The list below includes renovations costing $ 2.3 Million or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Library Expansion	Expand and reconfigure lil	1636	$2,300	2006

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

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Center Wing	Library/Cafeteria	9,850	$2,500	2013

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

*"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 8 Documents:

Crime Reports (Clery Report)

Archived Reports

Deferred Maintenance Projects (Deferred Maintenance Plan)

Disaster Preparedness and Response programs (Flash Drive)

Environmental Health and Safety committee (Flash Drive)

Environmental Management Plan (Flash Drive)

Facilities support survey (Facilities-Documentation)

Industrial Safety check lists (Flash Drive)

Inventory list (IT Inventory list)

IT Strategic Budget Plan

Material Safety Data Sheets (Workroom, w/list of locations)

Minutes of EHSC meetings (Flash Drive)

Public and Industrial Safety programs (Flash Drive)

Strategic Budget and Implementation Plan

Standard 9: Financial Resources

Co-chairs: Michelle Weiss and Alfred Williams
Debra Guntner
Catherine Kegler
Christine Mailhot
Jennifer Oliver
Julie Scrapchansky
Antonio Veloso
Kudzai Zvoma

Description

In the 1990s, the Higher Education Flexibility Bill gave each Connecticut community college more control over the allocation and use of its funds. Thus QVCC has been able to maintain its own reserves, affording the College the ability to respond to short term financial emergencies.

Another legislative change that permitted the College to manage its financial resources more efficiently occurred in 1994, when the State changed from an annual budget cycle to a biennial budget. Although minor budget adjustments may occur in the second year, being able to forecast College budgets two years out is a significant improvement over the previous annual cycle.

The majority of funds received from the State are used to offset personnel costs. The State also provides bond funds for equipment, technology infrastructure, and building renovations and additions.

The Board of Trustees reviews and approves its biennial budget request in the summer of even numbered years. The legislative process of the CT General Assembly approves the biennial budget in the spring of odd numbered years. The process provides for a midterm budget adjustment, which the General Assembly may consider during the first year (even numbered year) of the biennium.

The budgetary process begins with the CCTC Chancellor, working with the Council of Presidents in developing CCTC System guidelines for budget submission. The process also incorporates State guidelines established by the Office of Policy and Management and the Board of Governors for Higher Education. Working within these guidelines, the QVCC President's **Cabinet,** in concert with the College planning process, identifies requests to be included in the College budget.

When the legislative process is completed, appropriations are made to the BOT, which in turn has the responsibility of allocating funds among the colleges in the System. The allocation is based on a comprehensive resource allocation model, which is intended to provide for an equitable distribution of funds available to the System. After the allocation is made, individual colleges have considerable flexibility to make decisions about

specific items to fund within the general categories of personnel, operating expenses, and equipment.

QVCC has a decentralized budget process, which puts the onus of budget management on the departmental or discipline level. With the acquisition of the Banner Finance Self Service module in FY 2008, budgets can be monitored electronically at any time.

Budget requests are solicited from each department or discipline in the early spring. The requests are forwarded to the relevant Dean or Director for review and approval before being sent to the Dean of Administrative Services for consolidation into a comprehensive budget document. The Dean of Administrative Services compares the total of these requests with the available funding level and provides this information to the **Budget Planning committee** and the Cabinet. Guided by priorities established by the College planning process, the Cabinet establishes funding priorities for the new year. Once the level of State funding has been determined, the final budget is approved by the Cabinet. College staff are kept informed about major developments affecting the budget, at both the State and College levels, by e-mail and general staff meetings.

The **BOT Policy Manual** contains operational policies that pertain to all the community colleges. The State self insures most of its equipment; however, for certain high risk items, insurance coverage is obtained through the CT Insurance and Risk Management Board.

Adequate controls are in place to ensure the College manages its financial resources. The System began using the Banner Finance Module in 1996. Banner allows budget encumbrances at the purchase requisition stage. Purchase requisitions are sent by faculty and staff to their area Dean or Director for approval, then forwarded to the Dean of Administrative Services for a final overview. The requisition is then forwarded to the QVCC Business Office, where it is checked against the department's available funds before being fulfilled. Each month, the Business Office provides a summary budget report to the Cabinet. As a State agency, the College must operate within its available resources and is not permitted to spend beyond its reserves.

The College's financial records are subject to review by the State of CT Auditors of Public Accounts. These records are audited every one or two years. The most recent **audit covered the 2008 and 2009** fiscal years. In addition, the CCTC System selects an external firm to perform an independent audit annually, in accordance with the Governmental Accounting Standards Board Statement No. 35, Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities **(GASB 35)**, as amended by GASB Statements No. 37, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus, an amendment of GASB Statements No. 21 and No. 34 (**GASB 37**); No. 38, Certain Financial Statement Note Disclosures (**GASB 38**); and No. 39, Determining Whether Certain Organizations are Component Units – an amendment to GASB Statement No. 14 (**GASB 39**). For FY 2010, the CCTC System also adopted GASB 51, Accounting and Financial Reporting for Intangible Asset – Permanent Land Easements.

The QVCC Foundation is governed in accordance with Public Act 89-267, An Act Concerning Private Foundations Established for the Benefit of State Agencies and

Institutions. The Foundation is a tax exempt nonprofit organization legally separate from QVCC. It was established in accordance with CT General Statutes Section 4-37e to provide funding for scholarships and other direct student financial aid and to support College programs, services, and activities. The Foundation is a component unit included within the CCTC System financial statements, based on the requirements of the above referenced **GASB 39**.

The Foundation's mission is to raise funds so all residents of Northeastern Connecticut are provided the opportunity to attend QVCC regardless of income and to support educational excellence, technological advancement, and professional development at the College. The Foundation is in complete compliance with the policies mandated by the BOT concerning **Public Act 97-293**, An Act Concerning Advancement of Public Institutions of Higher Education, whereby in September 1997 the BOT was given authority to establish and administer a permanent CCTC Endowment Fund.

The Foundation is audited annually by external auditors. The results of QVCC **Foundation audits** are made available to the QVCC administration and to State and CCTC external auditors.

In August 2008, the Middle College was established on the Danielson campus. The MC is a separate legal entity established under **Section 10-283** of the CT General Statutes. The statute permitted the BOT, on behalf of QVCC, to sponsor and apply for funding to construct and operate an inter-district magnet school. The project has received funding, with Phase I scheduled to commence in summer 2011, actual construction taking place in winter 2012 as part of Phase II, and anticipated completion in fall 2013. The day to day fiscal operations of the MC have been assumed by the local regional educational service agency, **EASTCONN**. The MC governing board includes representation from QVCC, six partner districts, EASTCONN, and a business representative.

Appraisal

Expenditures for the College increased 54% over the past five years; this reflects the increased costs associated with 33% growth in enrollment, combined with the August 2006 completion of a 30,000 square foot building addition and renovation. As a result of the current fiscal climate, the State's share of the College's expenditure budget has declined from 63%, as reported in the College's 2006 self study, to the present 54%. At the same time, tuition rates have risen by 35% (**Real Cost Per Student**, pp.13 and 24; **State vs. Student Share**, p. 9).

As mentioned above, each of the Connecticut community colleges is able to manage its own budget and maintain fund balances; QVCC currently has sufficient resources to respond to short term financial emergencies. At the end of FY 2010, the College had an unexpended net asset balance in its operating fund of $2.8 million. The CCTC System recommends unrestricted net asset standards to ensure short term and long term financial health and liquidity. This standard is expressed in terms of a ratio of unrestricted current assets to unrestricted current liabilities. As of June 30, 2010, the College's ratio of 3.5:1 is in excess of the 2:1 standard ratio recommended by CCTC policy.

Approximately 54% of QVCC's expenditure budget is funded by the State. The College's other major sources of revenue are student tuition and fees net of financial aid, received at 16%, and Federal and private grants that contribute 23%. Normally each year, the State provides bond funds for the purchase of equipment as well as for deferred maintenance projects; however, due to the State's current financial condition, these payments are in arrears. The College has prioritized its equipment needs and is currently using operating funds to acquire those items whose purchase cannot be deferred (**Facilities Documentation**; **Deferred Maintenance**).

Given the fiscal climate, the College is fortunate to be financially stable with sufficient resources to accomplish its educational objectives. The budget has increased steadily in recent years. As a result of favorable budget operations, unrestricted net assets have also increased during this period and serve as an adequate reserve to respond to a budget crisis.

The College's budget is linked to the goals identified in QVCC's planning process. The College is in the process of developing a new **strategic plan**. Once a budget is adopted, appropriate expenditure controls are in place to manage the funds. The State has fairly consistently provided bond funds to support deferred maintenance projects, and thus enables the College to keep its facilities in excellent condition. The College continues to be energetic and creative in seeking ways to maximize its resources. For example, QVCC invested in a remote boiler and air conditioning monitoring system to reduce energy costs; this allows the College to adjust the building temperature when the facility is unoccupied. Also, whereas QVCC previously operated its own bookstore, in FY 2010 the College joined the other CT community colleges in contracting bookstore operations to the Follett Higher Education Group (**Bookstore committee report**). As a result of this contract, the College is now able to achieve a sliding scale commission rate from 12.25% to 14.25% of sales.

The Foundation provided $900,000 to the College during FY 2005-07 to offset the cost of furniture and equipment for the College's recent 30,000 GSF addition. These funds were raised as part of a highly successful capital campaign that was supported by College staff, local businesses, and community members. The Foundation holds various other successful fundraisers each year, reflecting local business and townspeople's engagement with the College as well as the commitment level of Foundation members.

Despite the College's small size, the QVCC Foundation continues to be one of the most active in the CCTC System. In FY 2010, the Foundation contributed over $128,000 in **scholarships** and other financial support to students. Included in this amount was a $35,000 block grant that provides the Financial Aid office the flexibility to award aid to students for books and lab fees, to address emergency situations, and to aid students in other ways. The use of these block grant funds is instrumental in keeping QVCC's student loan volume down.

Financial aid remains an important resource for students. In FY 2010, $3.9 million in awards was distributed to students in the form of Federal, State, and institutional grant aid. It is QVCC's philosophy to meet the financial aid needs of the student through grant awards that do not require repayment. This is evidenced by the fact that in FY 2010, only $12,050, or 0.3%, of financial aid was awarded as loans.

The College has recently created and filled the position of Grants Development Specialist to assist in identifying new sources of revenue. QVCC has created an assessment process using a grants decision-making rubric, to assist in determining whether a potential funding source meets the College's goals and objectives.

The College recently instituted a **multiyear planning matrix** (available in the workroom) to assist in prioritizing its major expenditures. This matrix is intended to be a financial planning tool whereby major projects, timelines, and funding sources are identified. The matrix is routinely reviewed and updated by the Cabinet.

Although the College has been able to maintain a comfortable unrestricted net asset balance that exceeds the CCTC System's recommended unrestricted current assets to unrestricted current liabilities ratio, the protracted financial difficulties experienced by the State have the potential to adversely impact the College. The majority of funding received from the State is used to offset payroll costs. A significant reduction in State funding could significantly deplete the College's available surplus funds. While the CT community colleges are currently able to maintain their own resources, legislative action could curtail or eliminate this ability. Also, during the course of a fiscal year, the Governor has the statutory ability to reduce State agency general fund budgets by up to 5%. The Governor partially exercised this right in FY 2009, when the CCTC general fund budget was reduced by 2%.

Also, funds are received from the State for the purchase of major pieces of equipment. Again, as a result of the State's financial difficulties, the receipt of these funds are in arrears, which has required the College to use judiciously its unrestricted net assets to purchase needed equipment.

With the anticipated completion of the MC building addition in FY 2013, the College will experience additional operating expenses. This will create a further drain on the College's resources if the State is unable to provide more funding.

Projection

Historically, QVCC has relied on educational assistants, part time lecturers, and student labor to meet staffing needs. The College will study the possibility of converting to more permanent positions in the future, to reduce dependency on a labor force that is temporary in nature. It is hoped that the Foundation will assist in this endeavor by endowing one position or more.

The College plans to create a QVCC Alumni Association in partnership with the Foundation in an effort to tap into an underused section of the community.

Institutional Effectiveness

The College has managed its resources well in difficult financial times. This is evidenced by the fact that in spite of continued enrollment growth and reduced funding from the State, the College maintains a strong financial position.

With the implementation of Banner Finance Self Service, budgets are continually monitored, not only by the Business Office but also the Cabinet and applicable faculty and staff. Effective with FY 2011, the Cabinet and the Budget Planning committee conduct reviews of the quarterly fiscal analysis report generated by the Business Office. This analysis compares the College's original budget with its end of year projection and is intended to monitor the College's financial condition as the fiscal year progresses. The results of this review are shared with the CCTC System office.

The College's strategic plan will serve as a guide in the budget development process and assist in setting priorities during the currently uncertain economic environment.

Standard 9: Financial Resources							
(Statement of Financial Position/Statement of Net Assets)							
FISCAL YEAR ENDS month &day: (06/30)			2 Years Prior (FY 2008)	1 Year Prior (FY 2009)	Most Recent Year	Percent Change 2 yrs-1 yr prior	1 yr-most recent
		ASSETS					
	?	CASH AND SHORT TERM INVESTMENTS	$8	$8	$8	0.0%	0.0%
	?	CASH HELD BY STATE TREASURER	$5,067	$4,076	$5,777	-19.6%	41.7%
	?	DEPOSITS HELD BY STATE TREASURER				-	-
	?	ACCOUNTS RECEIVABLE, NET	$1,089	$2,040	$1,289	87.3%	-36.8%
	?	CONTRIBUTIONS RECEIVABLE, NET				-	-
	?	INVENTORY AND PREPAID EXPENSES	$352	$292	$7	-17.0%	-97.6%
	?	LONG-TERM INVESTMENTS				-	-
	?	LOANS TO STUDENTS				-	-
	?	FUNDS HELD UNDER BOND AGREEMENT				-	-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	$13,101	$12,781	$12,351	-2.4%	-3.4%
	?	OTHER ASSETS				-	-
		TOTAL ASSETS	**$19,617**	**$19,197**	**$19,432**	-2.1%	1.2%
		LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$1,270	$1,481	$1,539	16.6%	3.9%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$250	$508	$430	103.2%	-15.4%
	?	DUE TO STATE				-	-
	?	DUE TO AFFILIATES				-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
	?	AMOUNTS HELD ON BEHALF OF OTHERS	$62	$50	$43	-19.4%	-14.0%
	?	LONG TERM DEBT				-	-
	?	REFUNDABLE GOVERNMENT ADVANCES				-	-
	?	OTHER LONG-TERM LIABILITIES	$1,484	$1,638		10.4%	-100.0%
		TOTAL LIABILITIES	**$3,066**	**$3,677**	**$2,012**	19.9%	-45.3%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	**$2,809**	**$1,929**	**$2,818**	-31.3%	46.1%
	?	FOUNDATION				-	-
		TOTAL	**$2,809**	**$1,929**	**$2,818**	-31.3%	46.1%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL				-	-
	?	FOUNDATION				-	-
		TOTAL	**$0**	**$0**	**$0**	-	-
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	**$13,742**	**$13,591**	**$12,894**	-1.1%	-5.1%
	?	FOUNDATION				-	-
		TOTAL	**$13,742**	**$13,591**	**$12,894**	-1.1%	-5.1%
		TOTAL NET ASSETS	**$16,551**	**$15,520**	**$15,712**	-6.2%	1.2%
		TOTAL LIABILITIES AND NET ASSETS	**$19,617**	**$19,197**	**$17,724**	-2.1%	-7.7%

Standard 9: Financial Resources

(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (/)	2 Years Prior (FY 2008)	1 Year Prior (FY 2009)	Most Recently Completed Year (FY 2010)	Current Budget* (FY 2011)	Next Year Forward (FY 2012)
		OPERATING REVENUES					
	?	TUITION & FEES	$4,409	$4,539	$5,584	$5,603	
	?	LESS: FINANCIAL AID	($1,725)	($2,136)	($2,696)	($2,860)	
		NET STUDENT FEES	$2,684	$2,403	$2,888	$2,743	$0
	?	GOVERNMENT GRANTS & CONTRACTS	$2,342	$2,898	$3,977	$4,000	
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	$12	$48	$92	$0	
	?	OTHER AUXILIARY ENTERPRISES	$420	$454	$211	$117	
		ENDOWMENT INCOME USED IN OPERATIONS					
	?	OTHER REVENUE (specify):	$75	$40	$466	$0	
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	**$5,533**	**$5,843**	**$7,634**	**$6,860**	**$0**
		OPERATING EXPENSES					
	?	INSTRUCTION	$5,201	$5,804	$6,231	$6,300	
	?	ACADEMIC SUPPORT	$3,346	$3,529	$3,469	$3,850	
	?	STUDENT SERVICES	$1,756	$2,011	$1,888	$1,631	
	?	INSTITUTIONAL SUPPORT	$2,038	$2,020	$1,843	$1,722	
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not al	$1,692	$1,839	$1,488	$1,286	
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$513	$487	$1,268	$1,326	
	?	AUXILIARY ENTERPRISES	$474	$690	$627	$0	
	?	DEPRECIATION (if not allocated)	$626	$627	$632	$635	
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	**$15,646**	**$17,007**	**$17,446**	**$16,750**	**$0**
		CHANGE IN NET ASSETS FROM OPE	**($10,113)**	**($11,164)**	**($9,812)**	**($9,890)**	**$0**
		NON OPERATING REVENUES					
	?	STATE APPROPRIATIONS (NET)	**$9,367**	**$9,112**	**$9,508**	**$8,861**	
	?	INVESTMENT RETURN	**$180**	**$62**	**$13**	**$15**	
	?	INTEREST EXPENSE (public institutions)					
		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$492**	**$153**	**$117**	**$100**	
		NET NON OPERATING REVENUES	**$10,039**	**$9,327**	**$9,638**	**$8,976**	**$0**
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**($74)**	**($1,837)**	**($174)**	**($914)**	**$0**
	?	CAPITAL APPROPRIATIONS (public institutions)	**$242**	**$524**	**$86**	**$218**	
	?	OTHER	**$173**	**$282**	**$280**	**$39**	
		TOTAL INCREASE/DECREASE IN NET ASSETS	**$341**	**($1,031)**	**$192**	**($657)**	**$0**

*"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 Debt)						
		FISCAL YEAR ENDS month & day (/)	2 Years Prior (FY 2008)	1 Year Prior (FY 2009)	Most Recently Completed Year (FY 2010)	Current Budget* (FY 2011)	Next Year Forward (FY 2012)
		DEBT					
		BEGINNING BALANCE	N/A	N/A	N/A	N/A	N/A
		ADDITIONS	N/A	N/A	N/A	N/A	N/A
	?	REDUCTIONS	N/A	N/A	N/A	N/A	N/A
		ENDING BALANCE	**$0**	**$0**	**$0**	**$0**	**$0**
		INTEREST PAID DURING FISCAL YEAR	N/A	N/A	N/A	N/A	N/A
		CURRENT PORTION	N/A	N/A	N/A	N/A	N/A
		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 (/)	2 Years Prior (FY 2008)	1 Year Prior (FY 2009)	Most Recently Completed Year (FY 2010)	Current Budget* (FY 2011)	Next Year Forward (FY 2012)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	$16,210	$16,551	$15,520	$18,017	
		TOTAL INCREASE/DECREASE IN NET ASSETS	$341	$341	($1,031)	($407)	
		NET ASSETS END OF YEAR	**$16,551**	**$16,892**	**$14,489**	**$17,610**	**$0**
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	$675	$718	$790	$815	
		FEDERAL, STATE & PRIVATE GRANTS	**$1,902**	**$2,323**	**$3,453**	**$3,500**	
		RESTRICTED FUNDS					
		TOTAL	**$2,577**	**$3,041**	**$4,243**	**$4,315**	**$0**
		% DISCOUNT OF TUITION & FEES	39.0%	47.0%	48.0%	51.0%	
?		% UNRESTRICTED DISCOUNT	15.0%	16.0%	14.0%	15.0%	
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

Standard 9 Documents:

Audits, 2008 and 2009 (System financial audits of the College)

Audit State Internal Control Audit, FY08-09

Audited Financial Statements

Audits, 2009 and 2010 (System financial audits of the College)

Board of Trustees Policy Manual (BOT Manual)

Bookstore Committee Report

Budget Planning Committee

Cabinet

- Makeup and Function
- Minutes (Flash drive)

Deferred Maintenance Projects

EASTCONN

Facilities-Documentation

Foundation Audits (QVCC Foundation Audits)

- FY2008 FY2009 FY2010

Governmental Accounting Standards Board (GASB) Statement

- GASB 35 GASB 37 GASB 38 GASB 39

Multi-year Planning Matrix (Electronic; also on paper, in workroom)

Public Act 97-293 (Related to a permanent CCC Endowment Fund)

QMC (Quinebaug Middle College High School)

Scholarships

Section 10-283 Connecticut General Statutes

Strategic Plan (To be provided in the fall, 2011)

Standard 10: Public Disclosure

Co-chairs: Lisa Loveday and Margie Huoppi
Nicole Marcoux
Kudzai Zvoma
Susan Breault
Carolyn Prunier
Denise Walsh
John Lepore
Kerstin Comtois
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Description

The disclosure of public information at QVCC is managed primarily through the office of Marketing and Communications, working in collaboration with various individuals and departments at the College. This office is responsible for promoting the image of the institution and its mission and increasing public awareness of the College, its priorities, its initiatives, and its place in the wider community.

Through these efforts, QVCC disseminates information to assist current and potential students in learning more about the College, to identify areas of study that meet their interests, and to inform the community and College supporters on a local and regional level. In addition, Marketing and Communications supports the needs of Student Services, the academic departments and programs, and the QVCC Foundation by providing resources designed to help them meet their enrollment and communication goals.

Increasingly, QVCC relies on Marketing and Communications to publicize the College and its students, faculty, and staff through comprehensive and coordinated communications and marketing plans. The department produces all College publications, including the catalog, credit and non-credit course schedules, viewbooks, print and radio advertising, and a wide variety of other materials including brochures, flyers, and posters. Marketing and Communications also writes press releases, handles media relations, and manages the website. In general, the work of this office is carried out by three part time employees who collaborate as a team on most projects. The positions are Director of Marketing and Communications, Coordinator of Marketing Services, and Graphics Specialist.

Marketing and Communications is responsible for publishing most of the items with which Standard 10 is concerned, including sufficient information on the website, requests for information by the public, academic information, information about programs offered at the Willimantic Center, lists of faculty and staff, general information about the College, goals for students, comprehensive financial information, and information about accreditation.

QVCC uses a variety of print and electronic media to communicate with the public, including current and prospective students, graduates, and parents, as well as faculty and staff.

The **College catalog**, which for several years has been produced in electronic form, is a comprehensive source of information for existing and prospective students. It includes an overview of the College, as well as information about its mission, policies, accreditation, programs, course descriptions, admission requirements, tuition and fees, financial aid, registration, student services, and directions to both locations. The catalog also gives an overview of non-credit programming offered through the division of Community and Professional Learning. An archive of **past paper copies of the catalog** is maintained by Marketing and Communications and by the Registrar's office. Electronic copies are available online also at College Source.

Other printed materials containing relevant information include credit course schedules, credit free course guides**,** and various **program brochures**. The **student handbook** is no longer available in print, but it is now available on the College website. The information contained in these materials is updated yearly to ensure consistency with the College catalog. Other electronic communications include **Newsline,** an online newsletter that is available to the public, and News Flash, which is e-mailed to current students. The College also maintains a **Facebook** page and a **Twitter** account.

A significant change in the management of College information has been the ongoing development of the website, which now falls under Marketing and Communications. A new website was redesigned in 2008 after much research, to improve its use as a marketing tool and as a source of comprehensive information about the College. It continues to grow, as the primary source of information about the College and one the public is encouraged to take advantage of. Major publications, including the catalog, course schedules, and student handbook, can be found on the website, resulting in fewer printed materials and reduced mailing costs.

Recently, the College has invested in a general content management system (CMS) for the website. In conjunction with this project, a Web Content Work Group was formed in 2009-10 to make recommendations for wording, navigation, and content. A redesign of the site as part of the CMS implementation will bring a more sophisticated look, as well as more user friendly navigation. The CMS will provide a number of College staff the ability to update content in their areas easily and thus provide accurate and timely information to the public.

All marketing materials, including advertising, provide contact information so the public can call or e-mail to get information and have questions answered. If requested, course schedules and other program information will be mailed to prospective students. Materials are available in both Danielson and Willimantic and are distributed to high schools and various community locations. The College does not have an automated phone system; calls are answered by staff members, allowing members of the public to speak to an individual and be directed to the appropriate office.

The Dean of Administrative Affairs maintains audited financial statements and other public reports that are available by request. The Director of Institutional Research performs surveys and gathers other data about the College and its students.

Besides using these paper and electronic publications, the College communicates with its wider audience through regular monthly meetings of the QVCC Foundation, participation in local community associations such as the Rotary and Lions Clubs, and monthly public service announcements during which various representatives from the College appear on a local morning radio show to highlight upcoming community and student events.

Appraisal

Modes of public disclosure have changed considerably in the ten years since the College's last comprehensive self study. In 2001, the College website was not yet understood as a key marketing resource, but had been established in some respects as an emerging example of academic and informational innovation. Most information was still mainly available through paper media, although a College website was already well developed at least for academic and basic information.

In the intervening decade, two new part time positions were added to Marketing and Communications, one in 2005 and one in 2007. In addition, one staff member assumed greater responsibility for electronic versions of College information. With the additional staff and resources, the office was able to focus better on consistency in design and on improvement of both print and electronic publications. In 2010, Marketing and Communications was formally recognized as a department, with one its staff named Director, reflecting the importance of the area in relation to the success of the College.

The growth in volume and complexity of information resources has led the College to consider a number of changes now being implemented and integrated across the institution and within the Marketing and Communications office. Currently, QVCC is dealing both with the strain and the potential of this growth, trying to keep up with technological change and with the enhanced skills required for effective information management.

In 2010, the College decided no longer to produce a printed catalog. Future catalogs will only be available online, with a printable PDF for those wishing to have a paper version.

Two new promotional pieces, a **viewbook** and a **Quick Facts** brochure, provide basic and important information about the College that is helpful for potential students as they make decisions about their education, as well as for community members needing more information about opportunities available at QVCC.

The quality of efforts has been recognized, as Marketing and Communications staff have received two national and nine regional design awards for a variety of publications and promotional materials.

To assist with increasing responsibility in the area of marketing, the College has committed to using several new resources for electronic publication of the College catalog and expansion of the website. The former has been achieved through use of the

SmartCatalog system that is managed through Marketing and Communications, while the latter has been implemented through a Content Management System (CMS) that will engage a broad range of personnel across the institution. While these represent significant organizational steps for public disclosure, they also represent new areas of learning for their effective use and maintenance.

As the College grows in its reliance on electronic media for public disclosure, it faces the challenge not only of marketing quality, but of thoroughness in disclosure as well. As the functions of communication media are centralized more deliberately through the Marketing and Communications office, the unique demands of disclosure of diverse offices, programs, and departments of the College will need to be integrated expertly within the multifaceted work of publication. This is a key challenge of implementing the CMS system, which represents a web based tool to be used by diverse programs and divisions. The diversity of needs for the marketing of programs and also the crucial functions of records maintenance, data sharing, student advising, classroom teaching, and other aspects of public information call for a sophistication of organization not yet achieved. The College is in the early stages of managing this information complexity.

One particular area of concern is the inconsistency of program information for current students. For example, the challenge of “version control” of advising documents available both on paper and electronically has led to curriculum sheets that often are not consistent with information contained in the most recent College catalog. Periodically, some documents show course titles not consistent with what is found in the Banner system overseen by the System office. Because of the time it often takes a student to complete a program at QVCC, the catalog that was in effect at the time of matriculation may have different program requirements than the catalog near the time of graduation. Trying to sort this out can be a challenge for advisors, as it is vital for students to make informed decisions about what courses to enroll in.

Projection

The College has been undergoing a comprehensive institutional restructuring since spring 2009, which includes the adoption of a CMS that calls for participation throughout the institution. This has brought the need to identify and coordinate diverse aspects of information now channeled through an increasingly centralized electronic information system.

To meet such challenges, the College plans in its formal reorganization to establish policies and processes for the periodic and thorough review of information sources, electronic and paper. This will help bring legacy information into a manageable electronic format where possible, while ensuring consistency and currency of information across sources.

The College also plans to establish a clear process for approving and managing additions to the website, to ensure the website is thorough, accurate, and up to date. As part of this commitment, a CMS users group will meet monthly to address problems, share best practices, and receive training on new features.

While information about expected goals and **learning outcomes** is published in a variety of places, both electronically and on paper—in syllabi, the College catalog, official course records, and several places on the website—the College aims to make these statements more visible and more readily available to students and the general public. Included in such information will be relevant data such as **student retention and success rates**, placement and achievements of faculty and graduates of the College, and the **expected cost of an education** at the College, as well as available documentation about the **values of this education** after graduation.

Throughout the 2010-11 academic year, the CCTC System has been setting in place a powerful Business Information Analysis System (BIAS) to assist colleges in using the related Institutional Research Database for more effective data-driven decision making. BIAS should be fully in place sometime during the 2011-12 academic year, and the College through its Director of Institutional Research will make full use of this resource, both internally and for better reporting to the wider community about student achievement and institutional effectiveness. As of this writing, it remains to be seen how current changes in the structure of the higher education system in Connecticut may impact the timing of this implementation.

With the website and social media becoming more critical in the dissemination of information, the College plans to continue improvements to the website and to improve electronic access to information, including archived copies of the College catalog; the College's **audited financial statement**; lists of programs, courses, services, and personnel not available during a given academic year; courses not taught for the third consecutive year; more information about **student success**; and College **accreditation information**.

In addition, the College plans to provide more information about the total cost of education, including textbooks, and about student debt. As part of this disclosure, a net price calculator will be added to the website.

Institutional Effectiveness

The College will review all its official publications and marketing materials on a regular basis for accuracy as well as design. Most will continue to be reviewed annually for revisions and updates, while others will be reviewed on an as needed basis. With the focus of public disclosure moving from printed materials to the website, the College has put significant resources into the development of a comprehensive and effective online information portal that will serve as the primary tool for presenting official information. Because there are 25 designated CMS users on staff who contribute to and update the website, the College not only will devise a system for approving changes, but adopt a yearly review process that ensures consistency between the website and corresponding printed materials, as well as the thoroughness of public disclosure.

Standard 10: Public Disclosure				
	Information	**Web Addresses**	**?**	**Print Publications**
	How can inquiries be made about the institution? Where can questions be addressed?	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.html		Print advertising for tour & info. sessions, registration. Credit Course guides - 3 issues/yr; Non-credit course guide
	Notice of availability of publications and of audited financial statement or fair summary	http://www.commnet.edu/finance/statements.asp		Audited financial statements available in the QVCC library and the office of Director of Finance & Administrative Services
	Institutional catalog	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm	.	Catalogs produced: 00-01, 01-02, 02-04, 04-06, 06-08, 08-09*(printed 11/08), no 09-10, 10-11
	Obligations and responsibilities of students and the institution	http://www.qvcc.commnet.edu/static_groups/docuroom/students/StudentHandbook2009.pdf	.	Student Handbook & the College Catalog Pg. 4, 7, 23
	Information on admission and attendance	http://www.qvcc.commnet.edu/static_groups/docuroom/general/AdmissionsPolicy.html ; http://www.qvcc.commnet.edu/marketing/documents/Quinebaug%20Valley%20Catalog%202010-2011.pdf#page=66		Print advertising for tour & info. sessions, registration. Credit Course guides - 3 issues/yr includes Summer College; Non-credit course guide; College catalog Pg. 66-72, 80
	Institutional mission and objectives	http://www.qvcc.commnet.edu/static_groups/docuroom/StudyDocs2011b.html#ColMission		College catalog Pg. 7
	Expected educational outcomes	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm		General education outcomes in the catalog Pg. 7, 8-83
		In Catalog, see "QVCC: An Overview > General Education Outcomes;		
		Also found in : http://www.qvcc.commnet.edu/static_groups/docuroom/OAGeneral/Report2008.pdf page 9		

		Outcomes are also found in the official "Course Records," the electronic version of which can be found online, and official paper copy kept in the Academic Dean's office. http://www.qvcc.commnet.edu/static_groups/council/docs.asp		Official Course Records are filed in the office of the Academic Dean.
	Requirements, procedures and policies re: admissions	http://www.qvcc.commnet.edu/static_groups/docuroom/general/AdmissionsPolicy.html		Welcome to QVCC brochure; Credit & non-credit course guides College Catalog Pg. 66-68
	Requirements, procedures and policies re: transfer credit	http://www.qvcc.commnet.edu/advising/transfer.asp http://www.qvcc.commnet.edu/marketing/documents/Quinebaug%20Valley%20Catalog%202010-2011.pdf#page=66		UCONN GAP brochure; Technology Studies & Engineering Brochure; Business Transfer brochure; STRONG-CT materials
	Student fees, charges and refund policies	http://www.qvcc.commnet.edu/fin_aid/index.asp		Credit course guides; College catalog Pg. 73-76; Summer College
	Rules and regulations for student conduct	http://www.qvcc.commnet.edu/static_groups/docuroom/students/StudentHandbook2009.pdf	.	Student Handbook & the College Catalog Pg. 86-92
	Other information re: attending or withdrawing from the institution	http://www.qvcc.commnet.edu/marketing/documents/Quinebaug%20Valley%20Catalog%202010-2011.pdf#page=66		College catalog Pg. 71-72; Credit & non-credit course guides
	Academic programs	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm		College Catalog Pg. 8-38
	Courses currently offered	http://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch		Current Course Guide Spring 2011 Pg. 10-17; College Catalog Pg. 39-65
	Other available educational opportunities	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm; http://www.qvcc.commnet.edu/Community/index.html; http://www.qvcc.commnet.edu/cpl/index.asp		College Catalog Pg. 83-84

	Other academic policies and procedures	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm		College Catalog Pg. 77-82
	Requirements for degrees and other forms of academic recognition	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm		College Catalog Pg. 77, 80
	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm		College Catalog Pg. 97-100
	Names and positions of administrative officers	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm		College Catalog Pg. 94-95
	Names and principal affiliations of members of the governing board	http://www.commnet.edu/board.asp		Pg 93 (No Affiliations)
	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	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug Valley Catalog/index.htm; http://www.qvcc.commnet.edu/willimantic/		Brochures, College Catalog Pg. 6, course offering booklet Pg 9
	Programs, courses, services, and personnel not available in any given academic year.			Not Listed. Current courses and instructors are listed in the course offering booklet
	Size and characteristics of the student body			College Catalog Pg. 4
	Description of the campus setting	http://www.qvcc.commnet.edu/about/		College Catalog Pg. 4-6
	Availability of academic and other support services	http://www.qvcc.commnet.edu/student_services/		College Catalog Pg. 5, 72

	Range of co-curricular and non-academic opportunities available to students	http://twitter.com/#!/QVCC; http://www.facebook.com/myQVCC		College Catalog Pg. 72
	Institutional learning and physical resources from which a student can reasonably be expected to benefit			
	Institutional goals for students' education	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/index.htm		College Catalog Pg. 7
	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.commnet.edu/planning/srk.asp; http://www.qvcc.commnet.edu/static_groups/docuroom/IR/SuccessCohort2004.pdf; http://www.ctdhe.org		Labor Market Outcomes for CT Community College System: 2008 Graduates
	Total cost of education, including availability of financial aid and typical length of study	http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/2435.htm; http://www.qvcc.commnet.edu/admissions/tuition.asp; http://www.commnet.edu/finance/tuition.asp; http://www.qvcc.commnet.edu/static_groups/docuroom/students/IPEDS_2010_net_price_calc.pdf		College Catalog Pg. 68-69, 73
	Expected amount of student debt upon graduation	Not Listed		Not Listed
	Statement about accreditation	http://www.qvcc.commnet.edu/college_admin/accreditation.asp		College Catalog Pg.85

Standard 10 Documents:

Audit State Internal Control Audit, FY08-09

Audited Financial Statements

Audited Financial Statements, QVCC Foundation

Audits, 2009 and 2010 (System financial audits of the College)

College Accreditation Information

College Catalog

Paper Copies (past editions) In Workroom

Current Full Catalog Online (Smart Catalog)

Online PDF Version

Past Electronic Editions (password currently required)

Cost to Student (of an Education: Cost Calculator)

Catalog Listing On College Website (Tuition and Fees)

Comparison over 7 years Provided by CCC System Website

Net Price Calculation From 2010 IPEDS reports (soon to be available live)

Learning Outcomes

Newsline

Program Brochures (Paper, in workroom)

Quick Facts

QVCC Website Facebook Twitter

Real Values of this Education

Student Handbook

Student Retention and Success Rates

Tuition and Fees

Viewbook (Paper copy in workroom)

Standard 11: Integrity

Co-chairs: Jan Hall and Jon Andersen
Donna Albeke
Krissy Larrow
Nan Hirst
Barbara Presson
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Description

As the following material documents, ethical behavior, professionalism, and a constant evaluation process focused on improvement are ingredients used to ensure the integrity of programs and activities at QVCC. While the College experiences dramatic growth in the student body and the consequent workload, a commitment to integrity is practiced throughout all areas of the institution.

The CCTC Board of Trustees authorizes the President to award Associate's degrees to students who have completed the requirements of programs approved by the BOT. In addition to completing program requirements, students must complete a satisfactory **graduation paper**. The BOT designates the areas of jurisdiction in which each State community college conducts its activities.

The expression and dissemination of the College's ethical standards are accomplished by several means. A non-discrimination statement is printed on all marketing materials: "Quinebaug Valley Community College does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or age in its programs or activities." **Policies for Service to Students with Disabilities** is found in the **student handbook** and College catalog, the latter both in print and online. A **self disclosure form for students with disabilities** is sent to all potential students in their application packets and located in hard copy at both the Danielson campus and the Willimantic Center. A statement about how to obtain disability services is a mandatory part of all course syllabi.

As mandated by the BOT, all students upon admission must take a **Basic Skills Assessment**, which is administered by the Learning Center staff in Danielson and by most Willimantic staff members. A student has the right to take a challenge test if she or he feels an assessment is not accurate. Information is made available in person to students and on the Learning Center page of the website.

Grievance procedures are an important area of student rights. A brief introduction concerning student grievances is located in the College catalog, which directs readers to the **student handbook**, where a detailed grievance procedure is stated. The

handbook is a dynamic document, updated every other year, containing a number of policies pertaining to integrity, including a new plagiarism policy, an updated discipline policy, and a weapons policy.

Policies and training regarding **faculty and staff ethics** are in place and accord with BOT policy. The College's Human Resources office assures that its **Affirmative Action Plan** is followed during each hiring process, to ensure that QVCC is an Equal Opportunity employer. The Director of Human Resources orally charges each hiring committee to observe Equal Opportunity law, and each committee provides the Director with a detailed report that attests to satisfactory observation of the law. Training programs are offered in the areas of diversity awareness and the prevention of sexual harassment. **State and System Policies** such as the Connecticut Policy for a Drug Free Workplace, the Ethical Conduct Policy, and the Policy on Violence Prevention and Response are included in new hire packages.

The College follows a number of policies and procedures articulated by the BOT and by the **collective bargaining agreements** between the various unions and the BOT to ensure the rights and responsibilities of faculty and staff. The freedoms of research, publication, and teaching, as well as processes for grievances, evaluation, and promotion, are stipulated in the Collective Bargaining Agreement between the Congress of Connecticut Community Colleges (4Cs) union and the BOT. The College follows guidelines for employee relations with three other unions: the Connecticut Employees Independent Union (maintenance), the American Federation of State, County, and Municipal Employees (clerical), and the Administration and Residual Employees Union, Local 44.

Currently, student rights and policies and student admission documents are found on the website through the link to the student handbook. Policies affecting faculty and staff are found in a variety of locations, including the faculty and staff link on the College website and the BOT policy manual on the System office website.

Program integrity is part of the purview of Program Coordinators, who meet monthly. Coordinators develop **advisory boards** consisting of professionals in the relevant program field, students, and community members. Advisory boards meet at least once a year for program review and to complete self studies.

In accordance with its mission statement and the CBA between the BOT and the 4Cs, QVCC strives to assure the rights of faculty and students to pursue knowledge freely through teaching, study, and research. To this end, there are **learning outcomes** in all disciplines designed to foster critical thinking and the free exchange of ideas. Guest lecturers, poets, and artists representative of a broad diversity of political, religious, and philosophical perspectives are regularly invited to address classes and groups at the College. QVCC provides Free Speech and Global Discussion boards, as well as a second floor Posting Wall in Danielson, on which students, faculty, staff, and community members may express viewpoints with pen, post, or paint. Challenges to academic freedom, while infrequent, are taken seriously by the College community.

The Library's dedication to providing the free pursuit and dissemination of knowledge is evidenced in its daily operations, which are informed by the Library's commitment to the **American Library Association's policies** and statements regarding academic libraries, especially the ALA Code of Ethics. Students at the Willimantic Center are afforded the same access to Library resources as students in Danielson, including all databases, resources, books, and documents, as well as support from full time staff.

Appraisal

The College's commitment to institutional integrity manifests itself in deliberate steps taken to reorganize and adjust to new leadership under the new President and two subsequent acting Deans of Academic Affairs. For example, the President regularly solicits faculty and staff opinion during full staff and various division meetings on a number of issues. Recent critical instances of this process include the reorganization of the Learning and Student Development division into two divisions (Academic Affairs and Student Services) and the search for a new Dean of Academic Affairs. Furthermore, the President's Cabinet, the Division Council (which will be replaced by the Executive Board of the Academic Council in the new governance structure), Policy and Planning (which will be eliminated in the new governance structure), and the Academic Issues committee all meet monthly and post meeting minutes (**Academic Issues committee minutes**) on a shared network drive (QV-Common), as do other organizational committees, including the Program Coordinators, the Leadership Team, and the College Council.

The College maintains a high degree of pedagogical and institutional integrity as the use of technology grows. QVCC leads the 12 Connecticut community colleges in class **use of Blackboard Vista**, at a current rate of approximately 80%; many courses are offered in online or hybrid formats. The President recently has introduced the program **Quality Matters**, which helps institutions support best practices in online instruction and course design. Four full time faculty members and an Educational Assistant have completed the nine weeks of training required to have their courses certified by Quality Matters.

Furthermore, the CCTC System office offers a program called **iTEACH**, which places faculty members in the position of students in an online course in order to train them in the best online pedagogy. This program is very popular, and staffing levels cannot meet the demands of the 12 colleges in the System. Currently, one QVCC faculty member has been trained in this program. The Director of Educational Technology and an Education Technology Specialist provide training for individuals and groups of faculty, students, and staff, either in person or by WebEx teleconference.

Instructional integrity is valued and regularly enhanced through professional development activities for full time faculty and adjunct instructors. For example, the QVCC Center for Teaching sponsors numerous lunch workshops and webinars during the semester and usually offers summer **Instructional Skills Workshops**. The CFT at the College also links faculty to **System-wide professional development** opportunities.

Projection

The new Executive Board of the Academic Council and the College Council will continue to ensure all **local policies** are revised, developed, or removed. This will become a major focus of the new governance system. While new policy proposals may originate from various areas of the College, the College Council will ensure that policies affecting Student Services and policies affecting Academic Affairs will be reviewed and approved by the appropriate constituencies. All policies affecting academics will be reviewed by the elected members of the Executive Board and the Curriculum, Issues and Policy committee of the Academic Council. The Council will consist of full time faculty and staff members of the Academic Affairs division, and members will have full voting rights.

Growth of QVCC's online presence requires a commitment to ensuring integrity of all online course delivery systems; this will be accomplished by a variety of measures, including professional development and training through Quality Matters and System programs.

The College will continue its self evaluation process and compliance with established standards of academic and institutional integrity as prescribed by the NEASC-CHIE. The College responds and will continue to respond to all requests of NEASC-CHIE. All College policies from disparate documents are being assembled and organized by the College Council for easy access and will be available through the new website beginning with the 2011-12 academic year. This will help ensure that the College functions as a cohesive institution (**College Policies**).

Part of achieving cohesion will be committing to a culture of open communication and transparency. Meetings are intended to encourage a free exchange of ideas, where institutional information is generously disseminated to the staff. This communication extends to continued dialogue and sharing of resources and planning with the Middle College. The President's regular dissemination of the latest information on the State's budget crisis and its effects on the future of the College is one good example of open practice.

Finally, as the College continues to grow, so does the need to continue production of clear and effective policies that will encourage the relatively open administration of the College and a robust commitment to academic freedom for faculty and students.

Institutional Effectiveness

QVCC is committed to the highest degree of integrity in all its affairs. The College seeks to maintain this commitment through the current period of tremendous change and growth, through self evaluation and the ongoing development of policies and guidelines. As part of the strategic planning process, QVCC will include the entire College community in the development of new goals, which will be informed by reflective dialogue. The College believes that reflective practice is essential not only for effective teachers, but effective institutions. Time at staff meetings will be devoted to the

identification and discussion of pressing College issues; notes from these meetings will be taken into consideration and presented as items for action. For example, at the December 16, 2010 staff meeting, College staff identified a number of priorities, which the Leadership Team then analyzed and broke into categories of Communication, Facilities, Student Engagement, Middle College High School, and assorted division-specific issues. These priorities will be brought back to the staff as the College moves forward in strengthening its effectiveness. All policies will be reviewed on a periodic basis or as needed. Description, assessment, and projection concerning the maintenance of institutional integrity emphasize growth and the College's ability to realize its vision of being a learner centered community force for intellectual and cultural enrichment and economic development.

Standard 11: Integrity

?	Policies	Last Updated	?	URL Where Policy is Posted	Responsible Office or Committee
	Academy honesty	2008		http://www.qvcc.commnet.edu/static_groups/docuroom/students/StudentHandbook2009.pdf#page=6	QVCC Academic Council
	Intellectual property rights	4/2011		http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf#page=125	Board of Trustees
	Conflict of Interest	4/2011		http://www.commnet.edu/emprel/Policy_docs/EthicalConductPolicy.doc	Board of Trustees
	Conflict of interest	4/2011		http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf#page=80	Board of Trustees
	Privacy rights	4/2011		http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf#page=196	Board of Trustees
	Fairness for students	2008		http://www.qvcc.commnet.edu/static_groups/docuroom/students/StudentHandbook2009.pdf	QVCC College Council
	Fairness for faculty	2009		http://www.the4cs.org/Admin/Assets/AssetContent/629dedca-fcd8-4297-a1f9-312b494ee032/546bfa9e-94e2-495f-9d30-54cc81f55e47/02be613b-6969-473d-91a5-0639eb25e761/1/Merged%20Contract%2007-10.pdf	State of CT/ Congress of Connecticut Community Colleges (4C's)
	Fairness for staff			http://www.ceui.org/	State of CT/ CT Employees Ind Union
	Academic freedom	4/2011		http://www.commnet.edu/emprel/Contracts/4Cs contract_final_1-15-08.pdf#page=17	Board of Trustees

	Other ____					-				
	Non-discrimination policies									
	Recruitment and admissions				4/2011		http://www.qvcc.commnet.edu/hr/AffirmativeAction.asp		Board of Trustees	
	Employment				4/2011		http://www.qvcc.commnet.edu/hr/AffirmativeAction.asp		Board of Trustees	
	Evaluation				2009		http://www.qvcc.commnet.edu/static_groups/docuroom/Studydocs2011b.html#evaluation		State of CT/ 4C's	
	Disciplinary action				2009		http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf		State of CT/ 4C's	
	Advancement				2009		http://www.the4cs.org/contracts/Default.aspx		State of CT/ 4C's	
	Other _____									
	Resolution of grievances									
	Students						http://www.qvcc.commnet.edu/static_groups/docuroom/students/StudentHandbook2009.pdf		QVCC College Council	
	Faculty						http://www.the4cs.org/Admin/Assets/AssetContent/629dedca-fcd8-4297-a1f9-312b494ee032/546bfa9e-94e2-495f-9d30-54cc81f55e47/02be613b-6969-473d-91a5-0639eb25e761/1/Merged%20Contract%2007-10.pdf		State of CT/ 4C's	
	Staff						http://www.ceui.org/		State of CT/ CT Employees Independent Union	
?	**Other**				**Last Updated**		**Relevant URL or Publication**		**Responsible Office or Committee**	
	1 QVCC Adjunct Handbook				2011		http://www.qvcc.commnet.edu/adjuncts/handbook.asp		Dean of Academic Affairs	
	2 AFT Administrative and Residual Employees Union				2007		http://www.andr.org/contract.asp		State of CT/ AR Union	
	3 Council AFSCME Local 704 Employees Union				2007		http://www.council4.org/local704/		State of CT/AFSCME	
	4 Congress of Connecticut Community Colleges (4 C's)				2010		http://www.the4cs.org/contracts/Default.aspx		Congress of Connecticut Community Colleges (4C's)	

	5 American Library Association - Code of Ethics		1/22/2008		http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm		American Library Association
	6 CT System-wide Center for Teaching		2010		http://www.commnet.edu/centerforteaching/systemprogram.asp		CT System-wide Center for Teaching
	7 CT Community College Policies		7/95		http://www.commnet.edu/emprel/policies.asp		Board of Trustees
	8 Quality Matters Program - Certification of online courses		2011		http://www.qmprogram.org/higher-education-program		Quality Matters
	9 Affirmative Action Plan		2011		Affirmative Action Plan		QVCC Director of HR
	10 New Employee Packet		2011		New Employee Packet		QVCC Director of HR
	11 Information and Self-Disclosure for Students with Disabilities		2011		http://www.qvcc.commnet.edu/static_groups/docuroom/Studydocs2011b.html#disability		QVCC Dir. Learning Disabilities

Standard 11 Documents:

Academic Issues Committee Minutes (Flash drive)

Academic Research Paper

Adjunct Faculty Handbook

Advisory Boards (Programs: In Workroom)

Affirmative Action Plan (In Workroom)

American Library Association Policies (Policy Manual)

Application for Enrollment

Basic Skills Assessment

Blackboard (Vista) Usage Statistics

Board of Trustees Policy Manual (BOT Manual)

Center For Teaching (CFT) see Professional Development online

Collective Bargaining Agreement Full-time or Part-time Staff and Faculty

College Catalog

Paper Copies (past editions) In Workroom

Current Full Catalog Online (Smart Catalog) Online PDF Version

Combined Source or Past Electronic Editions (password currently required)

Faculty and Staff Ethics

Instructional Skills Workshops

ITEACH

Learning Outcomes

Local Policies (See *College Policies* in new Policy Manual)

New Employee Packet (In Workroom)

Policies for Service to Students with Disabilities

Quality Matters

QVCC Website

Self-Disclosure Form For Students with Disabilities (In Workroom)

State and System Policies

Student Handbook

System-wide Professional Development

General Resources for Faculty and Staff

Willimantic Center

Full-Study: Documents Cited

2008 QVCC CCSSE mean data

24 Hour Technical Support

4C's Website (Collective Bargaining Unit for Most Faculty and Staff)

5 Year Process of Review (Program Review Process)

Academic Affairs Division Bylaws

Academic Council

Academic Freedom (BOT Policy Manual)

Academic Issues Committee Minutes (Flash drive)

Academic Research Paper

Accuplacer

Additional Responsibilities (Workroom)

Adjunct Faculty Handbook

Admission Policy

- BOT Policy
- QVCC Policy

Advisory Boards (Programs)

Affirmative Action Plan (Workroom)

American Library Association Policies (Policy Manual)

Application for Enrollment

Approval Letter, DHE

Approval Letter, NEASC

Articulation Agreements

Audit State Internal Control Audit, FY08-09

Audited Financial Statements

Audited Financial Statements, QVCC Foundation

Audits, 2009 and 2010 (System financial audits of the College)

Basic Skills Assessment

Blackboard (Vista) Usage Statistics

Board of Trustees (Membership)

Board of Trustees Policy Manual (BOT Manual)

Board of Trustees Policy Manual (section 3.8)

Board of Trustees Policy Manual (section 5.7)

Bookstore Committee Report

Budget Planning Committee

Business Services Brochure (on paper in workroom)

Cabinet

- Makeup and Function
- Minutes (Flash drive)

Campus Crime Report (Current Annual *Clery Report*)

- Archived Reports

CCC report data

CCSSE (Community College Survey of Student Engagement)

Center For Teaching (CFT) see Professional Development online

CFT Report

Collection Development Policy (Library)

Collective Bargaining Agreement (Full-time staff and faculty)

Collective Bargaining Agreement (Part-time faculty and staff)

College Accreditation Information

College Career Pathways/Perkins

College Catalog

- *Paper Copies (past editions) In Workroom*
- Current Full Catalog Online (Smart Catalog)
- Online PDF Version
- Past Electronic Editions (password currently required)
- Combined Source

College Goals (College Strategic Goals)

College Governance Charter

College Governance

Committees (See Committee Membership List)

College Mission Statement

College Strategic Goals

College-wide Policies (See College Policies)

Community College Survey of Student Engagement

2004, 2006, 2008

Community Health Worker (certificate example)

Connecticut Talent Assistance Cooperative

Continuous Improvement Model

Cost to Student (of an Education: Cost Calculator)

Catalog Listing

On College Website (Tuition and Fees)

Comparison over 7 years Provided by CCC System Website

Net Cost Calculator (Live) to be added as available from System Office

Net Price Calculation From 2010 IPEDS reports (soon to be available live)

Course Record

Credit By Transfer (Set by BOT)

BOT Policy

Credit for Prior Learning

Crime Reports (Clery Report)

Archived Reports

Cycle of Program Reviews (Program Review Process)

Debt to students (See Cost to Student)

Deferred Maintenance Projects

Degree Objectives

Developmental Education at Connecticut Community Colleges (2011 Report)

Developmental Education project

Disability services

Disaster Preparedness and Response programs

Discipline Self-studies

Divisional Goals and Strategies

Dual Enrollment Program (Hartford High/ ECSU)

Early intervention form

Early Intervention Initiative

EASTCONN

eLumen Achievements

EMI 2008 Study (Economic Contribution of the College)

Enrollment Reports

Environmental Health and Safety committee

Environmental Health and Safety programs

Environmental Management Plan

Facebook

Facilities-Documentation

Faculty Additional Responsibilities (Examples in Workroom))

Faculty and Staff Ethics

Faculty Development and Review Plan (FDRP)

FERPA (Brochure)

FERPA (College Website)

First Year Experience Course

Foundation Audits (QVCC Foundation Audits)

FY2008 FY2009 FY2010

Governmental Accounting Standards Board (GASB) Statement

GASB 35 GASB 37 GASB 38 GASB 39

Graduation Paper As Found on Library Website

Grant Development

Guaranteed Admission Program U. Conn.

Guidelines for QVCC Student Organizations

Hartford High Schools (Dual Enrollment Program)

Indices of Success and Related Report

Industrial Safety check lists

Information Protection and Retention Policies

Instructional Skills Workshops

IT Inventory list

IT Strategic Budget Plan

ITEACH

Job descriptions

Academic and Student Support

Minimum Qualifications and Equivalencies for Faculty (p. 82 of Contract)

Lead Planning Agendas/Minutes (Flash drive)

Leadership Team

Learning Assessment (Projects, Models, Processes at QVCC)

Learning Center Operating Budget

Learning Center Usage

Learning in Retirement

Learning Outcomes

Library Exit Surveys

Library Operating Budget

Library Reports

Library Website/ Homepage

Loan default rate

Local Policies (See *College Policies* in new Policy Manual)

Material Safety Data Sheets

McKenna Award

Mentoring of Adjunct Faculty (College Policy Manual, p.5)

Mid-year and Year-end Reports (Flash drive)

Minutes of EHSC meetings

Multi-year Planning Matrix (Electronic; also on paper, in workroom)

myCommnet

New Employee Packet

Newsline

Online Patron Satisfaction Survey

Opportunity for Success

Organizational Charts

Outcomes Assessment of ILI (Library Instruction)

Outcomes of Probation and Suspension (Page 116 of BOT Policy Manual)

    See Related Documentation on Satisfactory Academic Progress

Outcomes Record (legacy version)

    Recent Version (Rev. 2008)

Patient Care (Certificate example)

Pilot Initiatives (Early Intervention, grant funded: 2010-12)

Policies for Service to Students with Disabilities

Professional Development

Professional Development Funds

Program Brochures (Paper Copies in Workroom)

Program Inventory (Maintained on DHE website)

Degrees/Certificates Activated or Deactivated Since 2003-2005

Program Review Process

Programmatic Models (of learning assessment)

Public Act 97-293 (Related to a permanent CCC Endowment Fund)

Public and Industrial Safety programs

QMC (Quinebaug Middle College High School)

Quality Matters

Quick Facts

Quinebaug Valley Manufacturing Institute

QVCC Mission Statement

QVCC Organizational Chart

QVCC Website

Real Values of this Education

Recruitment and Hiring Practices

Regional Advisory Board

Report to the Community

Role and Scope Statement

Scholarships

Section 10-283 Connecticut General Statutes

Self-Disclosure Form For Students with Disabilities: (On paper in workroom)

Self-studies (Examples, found at Program Review Process link)

SENSE (Survey of Entering Student Engagement)

SGA Constitution

Spirol Art Gallery (See reference in AACC Policy Brief, p.8)

Staff Meetings (Flash drive)

Staff Resumes (On paper in workroom)

State and System Policies

State Budget FY2012-2013

Statutory Mission of the Connecticut Community College System

Strategic Budget and Implementation Plan

Strategic Plan

Strategic Planning Committee

Strategic Planning minutes

Strategic Planning Process

STRIDE program

Student Conduct (BOT Policy Manual Sect. 5.2.1, p. 181ff.)

Student Government Association (Constitution)

Student Handbook

Student Retention and Success Research Project, 2009

Student Retention and Success Rates

Student Rights (BOT Policy Manual Sect. 5.2.2)

Student-Right-To-Know (Clery Reports)

Archived Reports Online

Survey of Entering Student Engagement (SENSE Survey)

System-wide Professional Development

General Resources for Faculty and Staff

Toward Evidence (Outcomes Record/Map, Rev. 2008)

Transfer Compact

Transfer Fair Materials

Tuition and Fees

Twitter

Viewbook (Paper copy in workroom)

Willimantic Center

Willimantic Needs (Information Technology Needs)

Appendix A:

Affirmation of Compliance with Federal Requirements of Title IV

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 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.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/3426.htm ; http://www.qvcc.commnet.edu/admissions/Transfer.asp
Print Publications	College Catalog 2010-2011, pp. 90-91;

2. **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	To be provided, Sept. 2011
Print Publications	To be provided, Sept. 2011

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	College Catalog page online: http://www.qvcc.commnet.edu/CollegeCatalog/Quinebaug%20Valley%20Catalog/3371.htm
Print Publications	College Catalog, 2010-2011, p. 88

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 college uses a password-protected login to a student's registered account, based on their unique student-registration number, allowing them exclusive and private access to their own course work. In addition, faculty are expected to develop pedagogical practices that give them regular and frequent online engagement with students so that they are aware of the consistency and quality of each student's specific work.

5. **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.)

Institutional policies and procedures for determining the credit hours awarded	On ground classes are specified with the requisite, traditional number of minutes in class typically required under particular credit-hour specifications. (Carnegie Units) Instructors, likewise, are expected to notify students of the expected balance of in-class and out of class work (1:2 ratio) in a given class—this information is typically included in each syllabus. Further, through the formal course-record maintained by the college (for each specific course), which is to be adhered to in the development of syllabi, standard, expected course learning outcomes are formally stated for a typical course in relation to standard credit-hour measures. Expectations for these standards are evaluated by a formal academic committee of the college (Academic Council), maintained and updated by full-time faculty who oversee discipline areas, and evaluated in practice by full-time faculty who oversee adjunct instructors, or by academic management (Dean) who oversees full-time faculty. In the case of defining and verifying equivalence of credit hours in online classes, faculty are expected to adhere to the same course-learning outcomes established in the official college course-record, to be reflected in their subsequent course syllabus. The college is also developing further professional development training for faculty toward this end, as well as implementing new processes for the regular assessment of online teaching to insure consistent and comparable quality across sections and across modes of delivery.

The undersigned affirms that __Quinebaug Valley Community College_ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

_____ __August_5, 2011_____

Chief Executive Officer Date

Appendix B:

E1 a & b Forms: Inventory of Educational Effectiveness Indicators

Inventory of Specialized and Program Accreditation

S1 Form: Retention and Completion Rates

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 using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	General education learning outcomes	Summary list in college catalog: (link is to sub-frame in catalog):	College has been working on integrating an "evidence management" approach, to collect and analyze evidence "from micro level assessment to macro level analysis" (see below for further details) ***Chart of evidence-processes:** **http://www.qvcc.commnet.edu/static_groups/docuroom/GantCha**	Technology use has not matured to the necessary level for in-depth analysis yet at the institutional level. Matured collection will provide systematic evidence to departments and Academic Affairs Division. Current analysis is by individual instructors in discipline areas; fine arts, writing assessment, and the early	Continued adjustment to the overall process, to understand where it has taken root, and where it needs further adapting; this includes changing focus from "all at once" institutional adoption, (2003-2005) to focusing in 2006-2010 on cluster areas across institution that can then model integrated assessment for rest of the institution.	2010-11

			rtAssessmentBAK3c4.htm ***Presentations: http://www.qvcc.commnet.edu/static_groups/docuroom/presentations/workshopList1.html**	childhood program are reviewed annually by faculty teams in those areas.		
For general education if an undergraduate institution:	General education Learning outcomes mapped to courses throughout curriculum	►See 2000 version at: http://www.qvcc.commnet.edu/static_groups/outcome/index.html ►2008 Updated version published on paper and online http://www.qvcc.commnet.edu/static_groups/docuroom/OAGeneral/Report2008.pdf ►Each course includes statement of course learning outcomes in official Course Record. Syllabi are also expected to be more	Graduation research paper (capstone for writing, critical thinking, communication, research, information literacy, and discipline outcomes); college is learning to use appropriate technologies to gather these and other assessments where they take place, to then analyze and interpret their meaning for regular, ongoing improvement	Preliminary writing analysis done within English department; additional analysis both of work assessed and the process itself has been done through an outcomes assessment team looking to build the process out of the existing work of faculty, using appropriate and effective tools	Research paper requirement, coupled with insights from CCSSE (2006/08) results, has been under modification (2008-2010) to integrate writing across the curriculum as a tool of learning assessment—from being generally a detached requirement for many students, to one integrated within disciplines and programs.	In addition to the learning outcomes process under development, each discipline and program is on a regular, generally 5yr cycle of program assessment. The cycles are staggered so that a manageable portion of the college's programs are under review each year. **http://www.qvcc.commnet.edu/static_groups/docuroom/programs/reviews/ProgRevList.html**

		explicit about learning outcomes				
List each degree program: 1. Fine arts	Yes	http://www.qvcc.commnet.edu/academic/programs/art/	Students are assessed through peer-review, juried review, and self-review, including written final research/reflection paper; this is a capstone project that culminates from at least a year-long process; this also sets the expectations for students entering the program, to begin learning to reflect on their developmental achievement of the expected outcomes of their program	Instructors (full and adjunct) assist students in the early stages of this process; final capstone is reviewed by a series of audiences including Fine Arts faculty, peers, and invited faculty from across disciplines.	Making intended outcomes explicit has led to revision of curriculum, to align courses, eliminate others, and clarify with faculty about the necessary, intended expectation for each course in its curriculum-sequence. General college research (capstone) paper has been integrated into an art-portfolio process where the assessment of writing will have direct relevance for students as they learn to reflect critically on their work.	http://www.qvcc.commnet.edu/static_groups/docuroom/fine_arts/FAprogRev.pdg
2. Liberal Arts and Science	General Ed. Outcomes	Writing across curriculum (not a formal WAC program): Outcomes	A "capstone" writing assessment (research paper) has been used	Evidence is currently being interpreted by individual faculty using a shared set	As part of the process of establishing a more consistent use of the established	http://www.qvcc.commnet.edu/static_groups/docuroom/programs/reviews/ProgRevList.html

		published on graduation research paper sheets, related to general education outcomes that are published in college catalog (on paper and online); needs further reference. Math and social science examples in progress; these are both gen. ed outcomes and more discipline specific; needs more detail	and is being refined; rubrics for this assessment are being updated and data from the resulting assessments is being gathered. As well, writing assessments of a variety of types are being used, and data from these being gathered in a number of courses apart from the research paper.	of rubrics, through an assessment defined by the (academic) college community. A further level of analysis and interpretation is being carried out by a faculty member who is coordinating the collection effort in order to review the consistency and breath of the assessment process.	rubrics, instructors (adjunct and full-time) have had first-ever discussion about explicit outcomes for each course as well as clarification about how specific assessments can be carried out consistently. Several courses have been eliminated as disconnected from a coherent curriculum map; several have been added to fill in outcomes "gaps." An otherwise potentially disconnected, college-wide requirement for a graduation research paper has now been integrated within a meaningful process of art-production and portfolio review. This has given the general	

					education writing assessment a focused and student-relevant purpose. This overall model has also led at least one other program to consider such an integrated and multi-faceted approach to assessment, and will be shared with other programs/disciplines for their consideration.	
3. General Studies	See initial answer in response to institutional outcomes.	See initial answer in response to institutional outcomes.	→	→	→	→
4. Early Childhood Education	Yes	Outcomes incorporated in Syllabi, made available to students, and to be published online; also incorporated in materials for accreditation				As of Summer, 2011, this program review is still in preparation for its first accreditation assessment by NAEYC in 2012. Work documents for this process will be provided to the NEASC reviewers as they become available.

		through NAEYC				
5. Allied Health	Yes	Allied Health outcomes are published in detail in syllabi and course assignments, in relation to assessed competencies as prescribed by external accreditors.				
6. Medical Assisting	yes	Medical Assisting outcomes are published in detail in syllabi and course assignments, in relation to assessed competencies as prescribed by external accreditors.	Students take the CMA examination upon completion of the program. Statistics are kept for passing rates. Students must also prove proficiency in clinical competencies. Program also collects "positive placement" data. (employment in field, transfer to another program, enter into military)	Internally: Medical assisting program coordinator, medical assisting advisory board Externally: Medical Assisting Educational Review Board (MAERB) and CAAHEP	CAAHEP made extensive changes to the curricular standards in 2008. MA program has made changes to address these new standards. Changes include addition of Electronic Health Records course, collection of all assessments for cognitive, psychomotor, and affective domains	2002. Up for review fall 2011. Documentation for this recent self-study will be provided as it becomes available in the early fall of 2011.

Institutions selecting E1a should also include E1b.

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 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.). *	(6) Date and nature of next scheduled review.
CAAHEP	2002	Change chairs in clinical classroom, follow-up with graduates and employers better, reformat some administrative competencies.	Retention, graduation rate, response from graduates and employers, certification exam passing rates	Oct. 2011
.				

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data						
Associate degree students		48	53	53	56	59
Bachelors degree students						
IPEDS Graduation Data						
Associate degree students		17	13	18	20	22
Bachelors degree students						
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)						
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	Note to remove: IPDES R & G data: First-time, degree seeking students in cohort					
3						
4						
5						
6	QVCC does not currently have an online program; therefore there is no cohort to evaluate.					
7	QVCC does not currently have an online program; therefore there is no cohort to evaluate.					
8	QVCC does not currently offer any program 100% at this Center; therefore there is no cohort to evaluate.					
9	QVCC does not currently offer any program 100% at this Center; therefore there is no cohort to evaluate.					
10						
* An institution offering graduate degrees must complete this portion.						

Appendix C:

Audited Financial Statements

&

Management Letter Containing Specific Recommendations to the Institution

On its Financial Controls and Practices

Pagination on following pages is from original State of Connecticut Document

http://www.commnet.edu/finance/docs/Financial_Statements/FY10/CCC%20Comb%20FS%202010%20and%202009.pdf

Quinebaug Valley Community College — **Primary Institution**

Condensed Statements of Net Assets June 30, 2010 and 2009	2010 (in thousands)	2009	% Change
ASSETS			
Current assets	$ 7,081	$ 6,415	10 %
Non-current assets	12,351	12,782	(3)
Total assets	$ 19,432	$ 19,197	1 %
LIABILITIES			
Current liabilities	$ 2,012	$ 2,039	(1) %
Non-current liabilities	1,708	1,638	4
Total liabilities	3,720	3,677	1
NET ASSETS			
Invested in capital assets	12,351	12,781	(3)
Restricted-nonexpendable	-	-	-
Restricted-expendable	543	810	(33)
Unrestricted	2,818	1,879	50
Unrestricted-mandatory transfer to State	-	50	(100)
Total net assets	15,712	15,520	1
Total liabilities and net assets	$ 19,432	$ 19,197	1 %

Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2010 and 2009	2010	2009	% Change
OPERATING REVENUES			
Student tuition and fees	$ 5,584	$ 4,539	23 %
Less: Scholarship discounts and allowances	(2,696)	(2,135)	(26)
Net tuition and fees	2,888	2,404	20
Government grants and contracts	3,976	2,898	37
Additional operating revenues	770	541	42
Total operating revenues	7,634	5,843	31
OPERATING EXPENSES	17,446	17,007	3
Operating loss	(9,812)	(11,164)	12
NON-OPERATING REVENUES			
State appropriations - general fund *	9,508	9,113	4
State appropriations - bond fund **	86	-	100
Other non-operating revenues (expenses), net	130	215	(40)
Net non-operating revenues	9,724	9,328	4
Net income (loss) before other changes	(88)	(1,836)	95
OTHER CHANGES			
Capital and other additions (deductions)	-	-	-
Interagency transfers	280	805	(65)
Total other changes	280	805	(65)
Change in net assets	192	(1,031)	119
Net assets, beginning of year	15,520	16,551	(6)
Net assets, end of year	$ 15,712	$ 15,520	1 %

* Including fringe benefits
** Including agency and DPW administered

Condensed Statements of Cash Flows Years Ended June 30, 2010 and 2009	2010	2009	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	$ (7,986)	$ (10,783)	26 %
Investing activities	15	85	(82)
Capital and related financing activities	(112)	(39)	(187)
Noncapital financing activities	9,784	9,746	0
Net change in cash and cash equivalents	1,701	(991)	272
Cash and cash equivalents, beginning of year	4,084	5,075	(20)
Cash and cash equivalents, end of year	$ 5,785	$ 4,084	42 %

Quinebaug Valley Community College — Component Unit - Foundation

Condensed Statements of Net Assets
June 30, 2010 and 2009
(in thousands)

	2010	2009	% Change
ASSETS			
Cash and cash equivalents	$ 165	$ 779	(79) %
Receivables	44	52	(15)
Investments	2,105	1,257	67
Other Assets	2	3	(33)
Total assets	$ 2,316	$ 2,091	11 %
LIABILITIES			
Accounts payable and other liabilities	$ 11	$ 3	267 %
NET ASSETS			
Unrestricted	118	68	74
Temporarily Restricted	376	270	39
Permanently Restricted	1,811	1,750	3
Total net assets	2,305	2,088	10
Total liabilities and net assets	$ 2,316	$ 2,091	11 %

Condensed Statements of Activities
Years Ended June 30, 2010 and 2009
(in thousands)

	2010	2009	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	$ 173	$ 311	(44) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	90	66	36
Dividends and Interest Income Total	44	46	(4)
Other	128	(164)	178
Total Revenue, Capital Gains and Losses and other Support	435	259	68
EXPENSES			
Fundraising Expense	32	34	(6)
Program Expense	1	1	-
Financial Aid expenses	128	149	(14)
Administration and Other	57	60	(5)
Total Expenses	218	244	(11)
Change in net assets	217	15	1,347
NET ASSETS			
Net assets, beginning of year	2,088	2,073	1
Net assets, end of year	$ 2,305	$ 2,088	10 %

Quinebaug Valley Community College

Component Unit
Middle College High School

Condensed Statement of Net Assets June 30, 2010 and 2009 (in thousands)	2010	2009	% Change
ASSETS			
Current assets	$ 2,495	$ 25	9,880 %
Non-current Assets	151	-	100
Total assets	$ 2,646	$ 25	10,484
LIABILITIES	$ -	$ -	-
NET ASSETS			
Invested in capital assets, net of related debt	151	-	100
Restricted-expendable	2,495	25	9,880
Total net assets	2,646	25	10,484
Total liabilities and net assets	$ 2,646	$ 25	10,484 %

Condensed Statement of Revenues, Expenses and Changes in Net Assets Year Ended June 30, 2010 and 2009 (in thousands)	2010	2009	% Change
OPERATING REVENUES			
District Contributions	$ 245	$ 122	101 %
Government grants and contracts	533	259	106
Total operating revenues	778	381	104
OPERATING EXPENSES	791	356	122
Operating income	(13)	25	(152)
NON-OPERATING REVENUES			
State appropriations - DPW Administered	2,634	-	100
Net income (loss)	2,621	25	10,384
Change in net assets	2,621	25	10,384
Net assets, beginning of year	25	-	100
Net assets, end of year	$ 2,646	$ 25	10,484 %

Quinebaug Valley Community College

Quinebaug Valley Community College ("Quinebaug" or "QVCC") is a public two-year college governed by the Board of Trustees of Community-Technical Colleges. One of the twelve state-supported institutions in the Connecticut Community College System, Quinebaug's service region is Windham County in the northeastern corner of the State. Quinebaug conducts its education and service programs from two locations: a 68-acre main campus on the outskirts of Danielson, and a center in downtown Willimantic established in 1986.

QVCC offers comprehensive degrees and accompanying certificates, responsive to the needs of northeastern Connecticut. Recent curricular additions include expansions of programming in areas of business, science, technology, composition, education, allied health, and fine arts. QVCC has grown in manufacturing expertise, with the purchase of a Dimension Elite Rapid Prototyper for the plastics program. This instrument was purchased through a variety of funding sources including college, private, and funds acquired from the trade-in of older equipment. QVCC prides itself on offering high quality programs delivered through up-to-date technology and interdisciplinary teaching methods. Graduates transfer regularly to area colleges and universities throughout New England and the nation. QVCC piloted and participates in the Connecticut State University-Community College transfer compact and the University of Connecticut's guaranteed admissions program.

Quinebaug continues to enjoy steady enrollment growth. Over the period from fall 2005 through fall 2009, QVCC has grown 23.1% from 1,714 to 2,110 credit students, representing a 24.5% full-time equivalent ("FTE") change from 948 to 1,180 FTE. To meet the accompanying growth in faculty and staff, Quinebaug leased a modular facility to house programming and staff. These trends accelerated into fiscal year 2011, with fall 2010 headcount and FTE enrollments of 2,288 and 1,260, respectively. The Willimantic Center also grew in headcount, adding non-credit offerings to its programs.

Retention of students is a priority for all departments at QVCC. The *Opportunity for Success* programs in Danielson and Willimantic target 17-21 year old first-generation college students. The 2010 program provided support services for 157 students, a 5.4% increase over 2009. The *Advising Center* attracts non-matriculated students and those enrolled in the liberal arts and sciences or general studies degrees, serving 3,357 students this year, up 26.4% from 2009. *Career Services* served 1,699 individuals, up 6.5% from 2009, reflecting significant increases in Workforce Investment Act (WIA) clients and career advising via e-mail. *Student Activities* provides engaging events such as Hope for Haiti, Visions in Leadership and co-sponsorship of a spelling bee with the QVCC Foundation. A popular activity is the Haunted Hallway which draws approximately 500 community members and students. *Veterans Services* served 119 veterans on the G.I. Bill representing a 33.7% increase from the previous year. *Web registration* is on the rise because of significant shifts in Advising, Admissions and Career Services support via the myCommNet portal. In fall 2009 82.5% of students registered via the web. The *Willimantic Center* continues to provide approximately 25% of land-based college-wide enrollment and is in the process of lease negotiation to expand by adding 4 classrooms, larger library/learning center and a faculty office suite. Willimantic staff was also instrumental in working with Eastern Connecticut State University on its Hartford High program which initially identified 9 at-risk minority students, dormed at ECSU but beginning their classes and student services support with QVCC. This program has grown to 30 students and has won the 2011 New England Board of Higher Education's Robert J. McKenna Award for Program Achievement.

In fall 2010, Quinebaug Valley Middle College High School ("QVMCHS"), an inter-district magnet high school on the QVCC campus, accepted its third class, and grew to 105 students in the tenth, eleventh and twelfth grades. The QVMCHS mission is to provide a challenging, personalized, comprehensive learning environment that fosters the skills, knowledge, habits, and individual discipline necessary for students from diverse backgrounds to realize their ambitions and contribute in a positive, meaningful way to their community and culture. The principle guiding the QVMCHS vision is the development of a new program in which student learning flourishes in an environment where high expectations and achievement are integral; where rigorous, relevant instruction is provided; and where the real-world application of skills is under Section 10-283(a) of the Connecticut General Statutes. Public Act 08-169 amended C.G.S. 10-283(a) effective July 1, 2008 to permit the Board of Trustees of Community-Technical Colleges, on behalf of Quinebaug Valley Community College, to sponsor and apply for funding to construct and operate an inter-district magnet school. During fiscal year 2009, the Board submitted the required application for construction of the new wing for use by the QVMCHS at Quinebaug Valley Community College: design is underway with projected opening September 2013. Day-to-day fiscal operations of the middle college have been assumed by EASTCONN, the local regional educational service agency. The QVMCHS Governing Board includes representation from QVCC, six partner districts, EASTCONN, and local business.

The QVCC Foundation, Inc. ("QVCCF") continues to fulfill its mission to raise funds so that all residents of Northeastern Connecticut are provided the opportunity to attend QVCC regardless of income and to support educational excellence, technological advancement and professional development at the college. In fiscal year 2010, QVCCF held two new friend and fund raising events, a Spelling Bee and Visions in Leadership, as well as the 17th annual golf tournament which raised $35 thousand and the on-line auction whose proceeds totaled $15 thousand. In addition, annual contributions (restricted, temporarily restricted and unrestricted) totaled over $173 thousand which allowed the QVCC Foundation to provide over $128 thousand to the college in scholarship and financial aid support. This fund-raising success is a direct reflection on local businesses and townspeople's engagement with the college and the commitment level of QVCC Foundation members.

During fiscal year 2010, gross tuition and fee revenues increased 23.0% from $4.5 million to $5.6 million, with fall 2009 headcount enrollment up 8.4% to 2,110 students and full-time equivalent ("FTE") enrollment up 11.7% to 1,180 FTE. Student demographics continue to shift with a 21.8% growth in full-time students, and 40.5% growth in part-time students over the five-year period from fall 2005 through fall 2010. Full-time students represented 36.7% of the total student population in fall 2009. Continuing students represented 55.8% of the student body in fall 2009 and 76.1% in spring 2010, with transfer students at 12.1% in fall 2009, and 8.5% in spring 2010 and new/readmit students at 30.8% in fall 2009 and 11.8% in spring 2010, respectively. The average QVCC student is 27 years old, while the mode value is 18 years. The Danielson main campus is the sole course location for 53.7% of students, with another 22.5% at Willimantic, 4.4% in on-line courses, and 19.5% enrolled in courses at both locations in fall 2010.

Financial aid remains an important resource for the school and its students. In fiscal year 2010, $3.9 million in awards were distributed to 1,428 students in the form of federal, state, and institutional grant aid to help cover the costs of tuition, fees and books, a 39.3% increase. QVCC continues to meet student financial aid needs through grant awards that do not require repayment, with only $12,050 or 0.3% of aid awarded as loans.

Community and Professional Learning ("CPL") provides lifelong learning and workforce development options through continuing education programs for business and industry. In fiscal year 2010, 2,104 students enrolled in workforce development and personal development courses. During the year, CPL performed a program review of its 120-hour medical billing with coding program, resulting in a new, more rigorous and lengthy medical office program. The Learning in Retirement ("LIR") program is the most popular program; in FY 2010 LIR's 409 members maintained their tradition of providing seminars, excursions, and social events. Enrollments in business and industry services training totaled 1,076, with program participants enrolled from 64 companies.

The Willimantic Center provides credit and non-credit courses to residents of the greater Windham area. In fall 2009 credit headcount enrollment increased by 24.9% over fall 2008. In fall 2009 and spring 2010 several non-credit programs were also offered at the Willimantic Center, including pharmacy tech, emergency medical tech, certified nursing assistant, real estate principles and practices, and express computer training. Facility occupancy now reaches capacity during many hours of operation. An expansion is planned as part of a new lease, now in the final stages of negotiation.

During fiscal year 2010, QVCC maintained its strong financial condition. Total net assets increased slightly from $15.5 million to $15.7 million. Unrestricted net assets of $2.8 million at June 30, 2010 increased from $1.9 million, and the short-term current ratio of unrestricted current assets to unrestricted current liabilities increased from 3.2:1 at June 30, 2009 to 3.5:1 at June 30, 2010, still considerably higher than the Board's guideline of 2.0 for a college of Quinebaug's size. Continued projects include fire protection sprinkler system, student support services expansion, technology equipment and networks, and reduction of deferred maintenance backlog. An expanded fire sprinkler system will be installed in fiscal year 2011, and continued support for expansion of the middle college, upgrade of technology equipment, modernization of student services space, and enhanced functionality of the continuing education division service window will occur.

QUINEBAUG VALLEY COMMUNITY COLLEGE

Recommendations and resolutions from Auditors of Public Accounts,
Board of Trustees of Community-Technical Colleges
Connecticut Community College System
For The Fiscal Years Ended June 30, 2008 and 2009 (Latest report, posted by auditors May 18, 2011)

Found at:

http://www.cga.ct.gov/apa/Reports2.htm#A

http://www.cga.ct.gov/apa/pdf2011/CCC_System_office_77010_09.pdf

Page: 55

Quinebaug Valley Community College:
• *Quinebaug Valley Community College should require Part-time Lecturers to submit timesheets or equivalent documentation supporting teaching assignments completed.* In our current audit, we noted that the College performs a verification of Part-time Lecturers' hours worked at the end of the semester. The recommendation is being repeated. (See Recommendation 2.)
• *Quinebaug Valley Community College should take steps to ensure that proper authorization is obtained prior to the purchase of goods or services.* We noted improvement in this area in the current audit. The recommendation is not being repeated.
• *Quinebaug Valley Community College should ensure that it obtains the approval of the Office of the Attorney General before entering into personal service agreements exceeding $3,000. In addition, the college should execute an updated written contract with the Early Learning Center and should effectively monitor this agreement to ensure that its terms are being carried out.* We tested personal service agreements in our current audit and noted no exceptions. We also reviewed the College's administration of its affairs with the Early Learning Center and noted improvements in this area as well. The recommendation is not being repeated.
• *Quinebaug Valley Community College should improve its compliance with the Community Colleges'* Purchasing Card Policy and Procedure Manual. In our current audit, we noted several instances of noncompliance with the Community College System's purchasing card policies. The recommendation is being repeated. (See Recommendation 7.)
• *Quinebaug Valley Community College should take steps to improve compliance with Section 1-84, subsection (i), of the General Statutes, which provides, among other things, that no State employee or his immediate family member may enter into any contract with the State, amounting to $100 or more, unless the contract has been awarded through an "open and public process."* We did not note any reoccurrences of this condition in our current audit, so the recommendation is not being repeated.
• *Quinebaug Valley Community College should obtain proper authorization before writing off accounts receivable as required by Section 3-7 of the General Statutes.* In our current audit, we noted improvement in this area. Therefore, the recommendation is not being repeated.

Documentation accessed: July, 2011