



Quinebaug Valley Community College Accreditation Documents Related to:

- Changes in Location of Willimantic Instructional Site
 - Relocating to Windham Technical High School Facilities (2017)
 - Back to 729 Mainstreet Location (2019)
 - Initiation and Progress of Brooklyn Correctional Institution (BCI) Second-Chance Pell Program
 - NEASC/NECHE Acceptance of Reports and ***Points of Emphasis for Comprehensive Review****
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- 1) **Second Chance Pell Plan.** Document: *2015-16 Proposal*.
 - a. Initial proposal with the State of CT, Regarding Second Chance Pell Program With Students at the Brooklyn Correctional Institution (BCI)
 - 2) **Memorandum of Agreement** For Use of Windham Technical H S Facilities. Document: *Aug. 2017*
 - 3) **QVCC Change Report to NEASC** Re: Move to Windham Tech H.S. Site. Document: *Aug. 2017*
 - 4) **NEASC Letter** Accepting QVCC's Report on the Move to Windham Technical HS of its Willimantic Instructional Site. Letter: *Oct. 27, 2017*
 - 5) **NEASC Evaluator On-Site Report** for Brooklyn Correctional Location. Letter: *April 2018*
 - 6) **QVCC: Two Year Progress Report**, Including BCI and Windham Tech Locations, Letter: *Aug. 2018*
 - 7) **NECHE Approval Letter**, Accepting Second Chance Pell Report. Letter: *Oct. 22, 2018*
 - a. Acceptance of inclusion of BCI Instructional Location
 - b. Confirmed Fall 2021 Evaluation
 - c. Requests inclusion in 2021 Self Study of
 - i. *update on BCI-- Second Chance Pell Program**
 - 8) **NECHE Letter** re: QVCC Two-year Update Report and 2021 Visit Reminder. Letter: *Jan. 22, 2019*
 - a. Acceptance of Two-year Update Report
 - b. Reconfirmed Fall 2021 Comprehensive Evaluation
 - c. Requested inclusion in Self-Study of update on:
 - i. *"continued success in assessment of student learning" **
 - ii. *"achieving goals to improve retention and graduation rates" **
 - 9) **Visit Reminder**, With Possible Dates. Letter: *July 23, 2019*
 - 10) **Confirmation of Visit Date**, Oct. 3-6, 2021, Letter: *Aug. 29, 2019*
 - 11) **Correspondence With NECHE**: Regarding Move Back to Willimantic. emails: *Jan. 2020*
 - 12) **Follow-up Letter From QVCC CEO to NECHE** Re: Willimantic Return to 729 Main Street



QUINEBAUG VALLEY COMMUNITY COLLEGE

Financial Aid Office • 860-932-4003

Quinebaug Valley Community College Second Chance Pell

Financial Aid Administrator, Kimberly H. Rich

***Pell for Students who are Incarcerated Experimental Site
(Second Chance Pell)***

Overview

Through the Pell for Students who are Incarcerated experiment (also known as “Second Chance Pell”), the Department of Education (the Department) will provide a limited waiver of the statutory ban on individuals incarcerated in Federal or State penal institutions (penal institutions) from receiving Federal Pell Grants to pay for postsecondary education and/or training programs (see section 401(b)(6) of the Higher Education Act of 1965, as amended (HEA)). The Department will select a limited number of postsecondary educational institutions (institutions) to participate in this experiment. This information collection instrument will collect information that will be used by the Department in selecting a diverse set of qualified institutions for participation in the experiment.

Please provide thorough responses, and documentation if available, for each of the prompts below.

Note: Several of the items below ask for information at the program level. If the response to an item is the same for all programs, one response is sufficient. Otherwise, please indicate the differing information for each program offered by the institution.

Program Information

Program Description

How many postsecondary education and/or training programs will your institution offer to incarcerated students under this experiment?

Quinebaug Valley Community College will offer two programs: Advanced Manufacturing Certificate and Business Administration Associate’s Degree (embedded in this degree is a Certificate in Applied Management)

Provide the name and a detailed description of each postsecondary education and/or training program your institution will offer under this experiment. The program description must address the following:

Whether the proposed program is currently being offered by your institution, and if so, is it currently being offered to students who are incarcerated in federal or state penal institutions?

The published length of the program in weeks and in clock or credit hours;

The mode(s) of instruction (i.e. classroom-based, correspondence, distance, etc.), the proportion of time devoted to each of mode of instruction, as well how that mode is expected to operate, any applicable materials and technology provided or utilized;

A list of required and elective courses that will be offered as part of the program;

The postsecondary credential(s) that will be awarded upon completion of the program;

If applicable, the specific recognized occupation for which the program prepares students,

The Business Administration Associate’s Degree seeks to provide the information and understanding necessary for effective leadership and intelligent decision-making. Students completing the degree should be ready to enter a supervisory position in business or industry:

- 1. It is currently offered at QVCC but not currently offered to incarcerated students.**
- 2. The current program is 64 weeks and 60 credit hours.**
- 3. The program is classroom-based. Each class is taught for 16 weeks with 3 hours of lecture per week.**
- 4. See Attached (Appendix A) for program requirements.**

5. **An Associate's Degree.** Student will also receive a Certificate in Applied Management upon completing 3 semesters in the program.
 6. **Human Resources, Market Research, Public Relations, Sales and Financial Analysis.**
- The Advanced Manufacturing Certificate prepares students for a career with CNC (computer numerically controlled) machines as well as computer-aided manufacturing (CAM).**
1. **It is currently offered at QVCC but not currently offered to incarcerated students.**
 2. **The current program is 32 weeks and 34 credits.**
 3. **The program is classroom-based. Each class is taught for 16 weeks with a variety of lecture hours per week**
 4. **See Attached for program requirements**
 5. **A Certificate in Advanced Manufacturing**
 6. **Manufacturing**

iii. For career-oriented training programs, provide relevant data and evidence indicating how the program aligns with high-demand or high-growth occupations, local and regional employment trends. Data can include labor market information (LMI), evidence of employer demand, industry and/or current or expected job demand growth, documentation from the Department of Labor, evidence of employer partnerships etc.

Industries employing the college's CNC (Advanced Manufacturing) graduates include machine shops, aircraft manufacturing, precision-turned product manufacturing, metalworking machinery manufacturing, and metal crown, closure, and other metal stamping (except automobile). Over 1,700 industry jobs were available within the state in 2015 with the greatest number of positions at machine shops and precision-turned product manufacturing; 12% and 10%, respectively.

Based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-employed and Extended Proprietors), strong employment projections exist for the CNC (Manufacturing) occupations of computer numerically-controlled machine tool operators and programmers within Quinebaug Valley community college's service area (Windham county) and neighboring counties (New London, CT county, Tolland, CT county, Worcester, MA county, and Providence, RI county). Windham, CT county is projected to see an increase of 29% within the next ten years with more modest expectations for the combined counties and state; 10% and 5%, respectively. Nationally, a 17 percent increase is forecasted for the same period.

Business graduates from Quinebaug Valley community college can expect to find employment in such occupations as office and administrative support, business and financial operations, and sales and related occupations in a large variety of industries.

Over two hundred thousand jobs were identified within QVCC's immediate service area of Windham county and neighboring counties for 2015 (Based on Occupational Employment Statistics- QCEW and Non-QCEW). Windham county had over eleven thousand of those positions while the northern county of Worcester, MA had over 100,000 thousand.

QVCC's immediate service area of Windham county is projected to experience a 10% increase of jobs in these areas of the next decade. Nationally, a 9 percent increase is forecasted.

iv. Provide an assurance that there are no Federal, State and/or local legal barriers to the incarcerated students finding employment in the field for which they are to be trained while incarcerated, including for any work-release programs, or upon release.

For the Business Programs there are no restrictions. For Manufacturing there are some large companies are unable to offer employment due to security clearances. However, most of the Manufacturers in Northeast Connecticut are smaller firms.

v. Describe how students' readiness for postsecondary coursework will be determined and what, if any, remedial or supplementary instructional services will be provided to ensure the incarcerated students served will be able to benefit from the postsecondary education and/or training provided.

Students will take the basic skills test. A placement in college Math and college English is expected for Business Administration. A placement in High School Math is required for Advanced Manufacturing. We don't anticipate not finding sufficient students to meet these minimum requirements. Students who do not meet minimum requirements will be able to work on skills through prison resources and education to prepare to join program at later date. As students in Advanced Manufacturing are accepted with High School Math, we will be providing a 1 credit Interdisciplinary Studies class titled First Year Experience. This class will focus on Math skills, college readiness, study skills, etc. This class will replace our Math bootcamp that students typically take prior to enrolling in Advanced Manufacturing.

Describe how the institution, in collaboration with a federal or state penal institution, will provide academic and career guidance as well as transition services to incarcerated students in order to support successful community reentry.

Each student will meet with a QVCC academic advisor at the beginning and end of each semester. Students will receive academic and career guidance targeted towards their progress in the program and their release date.

Describe whether any portion of the program is designed to only be completed after the student is released from the penal institution.

Business Administration- Students will have completed 36 of 60 credits over the three year program. They will have achieved a Certificate in Applied Management and be advised on where and how to complete the remaining classes for an Associate's Degree.

Advanced Manufacturing- Students will have completed the classroom component of the Manufacturing degree. Upon release they will engage in lab work at QVCC's Advanced Manufacturing Center to complete their Certificate.

Describe the academic options available to students if they are not able to complete the program while incarcerated. For example:

Will students have the opportunity to continue their enrollment in the academic program at your institution?
Will students have the opportunity to continue their enrollment in another academic program at your institution?

Will students be able to transfer their earned credits to another postsecondary institution? What, if any, additional steps would students have to take in order to receive transfer credit?

All 3 options are available for students. Students will be able to complete both programs at QVCC. They will also be able to take their accumulated credits and use them towards a different program at QVCC. For example, Advanced Manufacturing students could use their credits towards enrollment in a STEM Associate's Degree. Finally, students will be able to finish their program at another Community College in CT. To transfer credits students will simply have to obtain a transcript (they are currently free) and have it sent to the receiving CT Community College. All credits will transfer.

Describe the financial options available to students if Federal Pell Grants made available through this experiment do not cover the total cost of a program in any given award year. For example:

What State-based student aid would incarcerated students be eligible to receive?

For students released prior to program completion, describe the any State-based student aid available to meet the post-release costs of program completion.

What institution-based student aid would incarcerated students be eligible to receive?

For students released prior to program completion, describe any institution-based student aid available to meet the post-release costs of program completion.

For students who become eligible for the Federal Pell Grant as a result of institutional inclusion in this experiment (those who are incarcerated and/or are due to be released prior to program completion), both institutional- and state-based funds would be available to supplement any Federal Pell Grant shortfall in order to meet the direct program costs, to the extent funds are available.

Institutional-Based Financial Aid

Our institution is required to set aside (minimally) 15% of prior year tuition revenues to be redistributed in the form of need-based financial aid for those Connecticut residents who are otherwise eligible to receive federal student aid under the Title IV programs and demonstrate need. Awards are made annually in accordance with our institutional packaging policy in an effort to distribute need-based financial aid to meet direct program costs, including tuition, fees, and an allowance for books and supplies. Awards are made to both full-time and part-time students, typically on a first-come first-served basis.

State-Based Financial Aid

Effective July 1, 2013, the Office of Higher Education established the [Governor's Scholarship Program](#) (GSP) to annually make need-based financial aid and need-based merit aid available to eligible Connecticut residents enrolled as undergraduates at Connecticut's public and nonprofit, independent institutions of higher education, beginning with new or transfer students in fiscal year 2014. To help meet retention and completion criteria, the Academic Incentive Award Program has been created as part of the need-based grant component to provide awards to students who return with sufficient credits to remain on a timeline to graduate in two or four years and who meet the minimum satisfactory academic progress standards determined by the Office of Higher Education (See General Statutes of Connecticut, [Sec. 10a-173](#)).

Need-Based Grant

This program provides need-based grants to Connecticut residents who are enrolled as full-time or part-time undergraduates and are pursuing their first baccalaureate or associate degree. Awards are available for 1.5 times the minimum time to graduation (three years for a two-year school and six years for a four-year school). Eligible students must attend a Connecticut public or nonprofit, independent institution of higher education. Students receiving a Governor's (Need-Merit) Scholarship award cannot be awarded a Governor's Need-Based Grant.

Eligible students must attend a Connecticut public or nonprofit, independent institution of higher education. Students must have an EFC equal to or below the eligible cutoff, as determined by the Office of Higher Education, for the academic year.

For two-year programs, an award amount of up to \$3,000 per year is available for full-time students; \$900 per year for part-time 9-11 credits; and \$650 per year for part-time 6-8 credits.

Academic Incentive Award

This program was created to encourage retention and completion for any student who receives the Governor's Need-Based Grant with sufficient credits to complete an associate's degree in two years or bachelor's degree in four years and exceeds the minimum satisfactory academic performance standards. Students will become eligible beginning in the second year of their enrollment.

Eligible students must attend a Connecticut public or nonprofit, independent institution of higher education and must have been a recipient of the Governor's Need-Based Grant in the prior year. Students must have a minimum GPA of 3.4 and a minimum 30 credits completed from the prior year.

An award amount of \$1,200 per year for those students maintaining a GPA of 3.4 – 4.0.

Need-Merit-Based Scholarship

This program provides scholarships to Connecticut residents who are enrolled as full-time or part-time undergraduates and are pursuing their first baccalaureate or associate degree. Awards are available for 1.5 times the minimum time to graduation (three years for a two-year school and six years for a four-year school). Eligible students must attend a Connecticut public or nonprofit, independent institution of higher education. Students receiving a Governor's (Need-Merit) Scholarship award cannot be awarded a Governor's Need-Based Grant.

High school seniors who ranked in the 20th percentile of their high school junior year class or college undergraduates who ranked in the top 20th percentile of their high school senior year class and/or have a combined score on the Scholastic Aptitude Test (SAT) of 1800 or higher or an ACT score of 27 or higher. Additionally, applicants must submit a Free Application for Federal Student Aid (FAFSA) by February 15th of the year prior to the academic award year. Applicants must have an EFC equal to or below the eligible cutoff, as determined by the Office of Higher Education, for the academic year.

For two-year programs, an award amount of up to \$3,500 per year is available for full-time students; \$1,000 per year for part-time 9-11 credits; and \$800 per year for part-time 6-8 credits.

x. Indicate whether and how the credentials of faculty teaching incarcerated students under this experiment will differ from the credentials of faculty teaching non-incarcerated students in comparable programs offered by the institution.

There is no difference in faculty credentials.

Student Admission and Support Services

Explain whether potential students will complete the Free Application for Federal Student Aid (FAFSA) online or by using a paper FAFSA.

Students will complete the paper FAFSA as there are not sufficient computer facilities at the prison.

Describe any counseling or guidance that the educational institution and/or penal institution will offer to potential students to assist them in completing the FAFSA.

Conntac, Inc. (Conecticut Talent Assistance Cooperative) will provide counselors to assist in completing the FAFSA. (See separately attached letter of support). Conntac, Inc. provides postsecondary educational support services including FAFSA completion through a Federal Title IV TRIO Grant.

Describe the method or criteria the institution will use to determine which incarcerated students will be admitted into the program.

QVCC will admit students based on meeting academic requirements and prison recommendations. QVCC has an open admissions policy and thus will work with the prison to identify 30 students for both programs who have met academic requirements, who have a career goal which fits are program and through prison recommendations.

Describe any institutional policies that may limit the participation of otherwise qualified students (i.e. class size limitations, entrance examinations, etc.).

Class size limitations. Classes will be limited to 30 students.

If applicable, list any community-based organizations, non-profit organizations, and/or other entities with which you will collaborate to offer support services to potential students.

Conntac, INC as noted above (see attached letter of support).

Program Costs

Describe how tuition and fees will be assessed to students enrolled in the program, including how the amount of charges will be calculated.

Students will be charge the same tuition and fees amount charged for any credit class at QVCC. The amount has not yet been set for 2016-2017. Tuition and fees for 6 credits in 2015-16 was \$1034.00

Estimate the costs of books and other academic supplies that will be charged to the student.

Books are estimated to cost roughly \$150 per class. However, total tuition, fees and book costs will be kept under a full Pell award to ensure students are able to financially afford the program.

If your institution currently offers postsecondary education at a penal institution, explain specifically how your institution will use Pell Grant funds made available to eligible students under this experiment to supplement, not supplant, existing investments in current prison-based postsecondary education initiatives by the postsecondary institution, the penal institution, or outside sources.

Not applicable

Penal Institution Information

Identify the penal institution(s) where your institution will be offering one or more postsecondary education and/or training programs under this experiment.

Brooklyn Correctional Facility. 59 Hartford Road Brooklyn, CT

Provide an assurance, such as a joint letter, contract, or a memorandum of understanding, indicating that the relevant correctional authority has agreed to enter into a partnership for the purposes of this experiment. Please specify the name and title of the highest correctional agency official with whom the institution has reached agreement.

See Attached Letter of Support from Scott Semple- Commissioner of the State of Connecticut Department of Correction

Describe how the penal institution(s) will support the implementation of newly-formed or newly-expanded postsecondary programs under this experiment. Please include information about additional necessary security, staffing, facility space, and budget changes as well as other additional necessary accommodations.

The implementation of newly formed or expanded post-secondary programs in association with the Pell Grant Experiment Program is fully supported at all levels within the Connecticut Department of Correction (CT DOC), beginning with the Commissioner's Office, and extending to Unified School District #1, Wardens at participating facilities, and Parole Officers in the community. The CT DOC has a history of working with the state's community colleges through active open-ended Memoranda of Agreement

Describe any policies that the participating penal institution(s) has in place that may limit the participation of otherwise Pell Grant eligible students.

The CT DOC will permit College staff to operate programs within correctional facilities, within the limits of departmental directives, policies and procedures meant to ensure compliance with safety and security. The majority of the eligible population for the experimental pilot should not be affected by restrictive policy which would preclude them from participation. For example, an inmate who has had recent disciplinary infractions, such as, but not limited to, fighting, gang affiliating, assault on staff, or interfering with safety and security protocol, may not be selected for admittance. This represents a small percentage of the inmate population and is not expected to impact the numbers of offenders participating in the experiment. However, CT DOC will approve participation of the inmates selected for admittance in the program and may deny participation of any inmate

Student Information

For existing postsecondary education and/or training programs in penal institutions, indicate how many students are currently enrolled.

N/A

For each proposed program, provide an estimate of the total number of incarcerated students to be enrolled in each program included in this experiment for the initial award year and for each of the subsequent three award years.

60 Students in the first year. 30 in Advanced Manufacturing and 30 in Business Administration. We would enroll a new cohort of 30 each subsequent year. Thus, we would have up to 120 students in year two and up to 180 students in year 3.

Of the total number of students expected to enroll in each program, estimate the number who may qualify for Federal Pell Grants in the initial award year and for each of the subsequent three award years.

All students would qualify for Pell Grants. 60 in year 1, up to 120 in year 2 and up to 180 in year 3.

For existing postsecondary education and/or training programs in penal institutions, estimate the number of currently enrolled students who may be eligible to receive Federal Pell Grants in the initial award year and for each of the subsequent three award years.

N/A

PRA Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1845-0139. Public reporting burden for this collection of information is estimated to average 75 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit (487A(b) of the Higher Education Act of 1965, as amended). If you have comments or concerns regarding the status of your individual submission of this information, please contact Experimental Sites at experimentalsites@ed.gov directly.

APPENDIX A- BUSINESS ADMINISTRATION REQUIREMENTS

Business Administration

Associate in Science Degree (60/62 semester hours minimum)

The business administration degree program seeks to provide the information and understanding necessary for effective leadership and intelligent decision-making. Students completing the degree should be ready to enter a supervisory position in business or industry.

In addition to General Education Outcomes, learners who complete the Business Administration degree will:

Understand individual business disciplines and their relationship to the world of business

Realize the importance of and understand the U.S. economic system

Understand the importance of synergy in and functions of management

Know the importance of satisfying consumer needs and the central role of marketing in the business process

Know how to utilize people as an effective resource for management

Understand the U.S. legal system and those facets of law applicable to the world of business

Be able to apply computer skills to business

Understand, create and analyze basic financial statements

Understand the basic principles of financial analysis and be able to apply these and other basic mathematical calculations to the business world

Understand the principles of problem solving including creative and critical thinking, and apply these to both business and personal situations so as to be intelligent decision makers, individually and in groups

Demonstrate elementary proficiency in a foreign language and understand the importance of business globalization

Appreciate the liberal arts and their relation to the business world.

While students entering the program are not required to have successfully completed the Basic Skills Assessment requirement to enroll in Program Core courses without prerequisites, practice has shown that for success students should first complete the BSA courses or be taking them concurrently with Program Core courses. Students are also recommended to have basic keyboarding skills.

For more information contact Program Coordinator [Jennifer Oliver](#).

General Education Core

Dept. & No.	Title of Course	Credits
Communication Skills 6 Credits		
ENG* 101	Composition	3
	Communication Elective (BMG* 204 recommended)	3
Humanities 6 Credits		
	Humanities Elective ¹	3
	Humanities Elective	3
Math/Science 6 or 8 Credits		
MAT* 137	Intermediate Algebra	
or	or	
higher	Higher level Math	3/4
	Science Elective	3/4

Social Sciences 9 Credits

ECN*	102	Principles of Microeconomics	3
Choose one course from the list below:			
ANT*	105	Introduction to Cultural Anthropology	
or		or	
HSE*	213	Conflict Resolution	
or		or	
SOC*	101	Principles of Sociology (PSY* 111 recommended)	
or		or	
PSY*	111	General Psychology I	
or		or	
PSY*	112	General Psychology II	3
History Elective ³			3

Program Core

ACC*	113	Principles of Financial Accounting	3
ECN*	101	Principles of Macroeconomics	3

LAS Electives 15 Credits

LAS Electives⁴ 15

BUS/ACC Electives 12 Credits

BUS/ACC Electives⁵ 12

Total Program Credits 60/62

APPENDIX B- ADVANCED MANUFACTURING TECHNOLOGY REQUIREMENTS

Advanced Manufacturing Machine Technology

Certificate (34 semester hours minimum)

This is a one year, 34 credit certificate program. The first semester provides basic skills in operating lathes, milling machines, and grinders. This also includes some conversational CNC programming and machining. The second semester teaches advanced skills to prepare the student for an entry level machines position, at the conclusion of the Advanced Manufacturing Certificate. Additionally, 24 credits earned in this certificate can be applied to the COT's Technology Studies: Advanced Manufacturing degree option which can be used for seamless transfer to receiving four-year universities (Central Connecticut State University and the University of Hartford).

Learners who complete the Advanced Manufacturing Machine Technology certificate will:

Demonstrate an understanding of shop safety

Demonstrate an understanding of blueprint reading and its application in machine technology

Demonstrate an understanding of precision layout procedures

Demonstrate an understanding of tool geometry for lathe cutting tools

Demonstrate an understanding of the use and selection of different cutting tools and cutter holders for the Vertical Milling Machine

Demonstrate an understanding of CNC Programming

Solve oblique triangle problems using the Law of Sines

Demonstrate an understanding of quality control tools and systems and their applications

Demonstrate an ability to determine the acceptability of manufactured parts based on GDT requirements

For more information contact the Director, Steve LaPointe.

Program Requirements

Dept. & No.	Title of Course	Credits
MFG* 105	Manufacturing Math II	3
MFG* 124	Blueprint Reading I	2
MFG* 151	Manufacturing Machinery - Drill Press and Saw	1
MFG* 152	Manufacturing Machinery - Grinding	2
MFG* 153	Manufacturing Machinery - Benchmark	2
MFG* 154	Manufacturing Machinery - Lathe I	2
MFG* 155	Manufacturing Machinery - Milling I	2
MFG* 156	Manufacturing Machinery - CNC I	2
CAD* 220	Parametric Design (SolidWorks)	3
QUA* 114	Principles of Quality Control	3
MFG* 125	Blueprint Reading II	3
MFG* 254	Manufacturing Machinery - Lathe II	3
MFG* 255	Manufacturing Machinery - Milling II	3
MFG* 256	Manufacturing Machinery - CNC II	3
Total Program Credits		34

CONNTAC - EOC OFFICES

Capital Community College
950 Main Street, 2nd Floor
Hartford, CT 06103
(860) 906-5073

Gateway Community College
20 Church Street Rm N213
New Haven, CT 06510
(203) 285-2216

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
(203) 332-5041

Manchester Community College
Great Path Road
P.O. Box 1046
Manchester, CT 06040
(860) 512-3556

Middlesex Community College
Meriden Center
55 West Main Street
Meriden, CT 06451
(203) 808-3026

Naugatuck Valley
Community College
750 Chase Parkway
Waterbury, CT 06708
(203) 574-1140

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
(203) 857-7109

Quinebaug Valley
Community College
742 Upper Maple Street
Danielson, CT 06239
(860) 932-4125
(860) 336-0904 (Willimantic)

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
(860) 215-9238

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
(860) 255-3535



March 11, 2016

Connecticut Talent Assistance Cooperative
Educational Opportunity Center

Central Office

35 Pleasant Street, Suite 1C Meriden, CT 06450
Tel: (203) 634-7669 Fax: (203) 634-7822
www.conntacinc.org

Mr. Warren Farr
U.S. Department of Education, Federal Student Aid
830 First Street, NE
Washington, DC 20002

Re: ESI 2015—Pell for Students Who are Incarcerated —Request to Participate

Dear Mr. Farr:

The Connecticut Talent Assistance Cooperative, Inc. (CONNTAC, Inc.) has maintained a successful partnership with the Connecticut State Colleges and Universities and the Connecticut Department of Corrections since 1980 assisting ex-offenders with educational support services while incarcerated and nearing their date of release. We are pleased to partner and continue to provide support with the Board of Regents for Higher Education in this request to provide Pell for Students Who are Incarcerated.

The postsecondary educational support services CONNTAC, Inc. will continue to provide through the Federal Title IV TRIO Educational Opportunity Centers project include: completion of the Free Application for Federal Student Aid (FAFSA), completion of postsecondary admissions application forms, workshops on financial aid and financial literacy, and pre-employment workshops to prepare offenders who are near their date of release. Of the 3,200 participants that CONNTAC-EOC services statewide on an annual basis, at least 25% of these participants have been consistently identified as inmates or ex-offenders. We will continue to share important information with the Department of Correction and BOR in order to assess the success and impact of our services through this new initiative.

CONNTAC, Inc. is a non-profit agency organized in 1967 to promote and expand equal educational access and opportunity for Connecticut residents. CONNTAC advocates issues that provides support services for residents from low-income, first-generation educational backgrounds. Our mission is to provide these individuals realistic opportunities to succeed and be empowered socially and economically. If you have additional questions or concerns, please contact Cecilia F. Nugent, Executive Director at 203-634-7669 x 12.

Sincerely,

Cecilia F. Nugent, Executive Director
CONNTAC, Inc. – TRIO Title IV Educational Opportunity Centers

TRIO
EDUCATIONAL
OPPORTUNITY CENTERS



Dannel P. Malloy
Governor

STATE OF CONNECTICUT
DEPARTMENT OF CORRECTION
OFFICE OF THE COMMISSIONER



Scott Semple
Commissioner

October 2, 2015

Mr. Warren Farr
U.S. Department of Education, Federal Student Aid
830 First Street, NE
Washington, DC 20002

Dear Mr. Farr:

I am writing as the Commissioner of the Connecticut Department of Correction (CT DOC) to give full support and the highest endorsement on behalf of the Board of Regents for Higher Education for Connecticut State Colleges and Universities letter of application for consideration and selection as a **Second Chance Pell Pilot Program Initiative Experimental Site**.

As a state-operated correctional system of 15 jails and prisons, which include the York Correctional Institution for females and Manson Youth Institution for males under the age of 21, the CT DOC is responsible for more than 16,000 inmates. In addition, CT DOC Parole and Community Services supervises 3,900 offenders in communities across the state.

The opportunity for the CT DOC to join with the state's community college and university system will help our inmate population obtain education and training that prepares them to obtain employment in high demand occupations when they leave prison. Connecticut's participation as an experiment site is in direct alignment with Governor Dannel Malloy's Second Chance Society Initiative, which is giving offenders a second chance to turn their lives around, in part by obtaining education and training to become gainfully employed once they are released. In addition, as a Department of Justice *2015 Second Chance Act Statewide Adult Recidivism Reduction Strategic Planning Program* grantee, I look forward to receiving input from my colleagues in higher education as the CT DOC with other state agencies and judicial branch work during the next 12-months developing a plan to implement comprehensive strategies that address the challenges posed by reentry and recidivism reduction.

The CT DOC has an extensive history partnering with Connecticut's Community Colleges providing postsecondary educational opportunities to the benefit our inmate population. CT DOC's Unified School District 1 has worked with multiple community colleges to provide college level courses and long-distance learning once paid for with federal funds from a Youthful Offender grant that is no longer available, and using limited state funds. Due to the State's budget challenges, the CT DOC is presently unable to finance college level courses and training without shifting the cost to inmate, which is unfeasible when most of our population lack the means to pay for their education while in prison.

Phone: 860.692.7482 + Fax: 860.692.7483
24 Wolcott Hill Road + Wethersfield, Connecticut 06109
Website: www.ct.gov/doc

An Affirmative Action/Equal Opportunity Employer

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The opportunity that is being offered by the U.S. Department of Education for eligible incarcerated individuals to receive Federal Pell grants will provide necessary financial assistance directly to those qualified individuals in our correctional system to attend college, while they are incarcerated.

There is tremendous **Value** to consider in the Board of Regents application - both in the **Affordability** and in the **Network** of the state's Community Colleges. Federal Pell grants more than adequately covers the cost to obtain an education from a community college. Hence, a greater number of inmates will be able to enroll as students, and then to continue his or her education in the community, either at the same college or transfer to another community college closer to where the person plans to live after leaving prison. By taking a coordinated approach, we will be helping to ensure that ex-offenders remain engaged and continue their education post-release toward their quest to obtain employment, housing, and pro-social affiliations that keep them on a positive track and less likely to recidivate and be re-incarcerated .

My staff has worked closely with the administrators and educators at the Board of Regents and Community Colleges assisting with the preparation of their letter of application. We are committed to working with each of the colleges to identify eligible individuals, assist filling out financial aid (FAFSA) packet, coordinate logistics, arrange for instructional space, address barriers or problems that may arise within correctional facilities, and offer other assistance that ensures students and experimental success.

We look forward not only to partnering with Connecticut's Board of Regents, but collaborating with the United States Department of Education to put higher education and training within reach for this population. Thank you for considering the Board of Regents application and the opportunity to advance to round two of the application process.

Sincerely,

Scott Semple

MEMORANDUM OF AGREEMENT

Between

THE STATE DEPARTMENT OF EDUCATION

And

BOARD OF REGENTS FOR HIGHER EDUCATION

And

THE DEPARTMENT OF ADMINISTRATIVE SERVICES

THIS MEMORANDUM OF AGREEMENT (the "Agreement") is entered into this ____ day of _____, 2017, by and among the Connecticut State Department of Education ("SDE") and the Board of Regents for Higher Education ("BOR"), with the approval of the State of Connecticut Department of Administrative Services ("DAS"), pursuant to the provisions of Section 4b-30 of the Connecticut General Statutes (CGS), as amended.

WITNESSETH:

WHEREAS, Section 10-95 of the Connecticut General Statutes permits the SDE to operate and maintain a technical high school system;

WHEREAS, SDE has custody and control of the property known as Windham Technical High School (Windham Tech) located at 210 Birch Street, Willimantic, Connecticut (the "Campus");

WHEREAS, Section 10a-72 of the Connecticut General Statutes authorizes the BOR to administer the constituent unit colleges, including Quinebaug Valley Community College (QVCC) in Willimantic, CT; and

WHEREAS, QVCC and Windham Tech seek to operate a satellite program under which college-level courses are offered at Windham Tech for QVCC students, Windham Tech students, and members of the community.

NOW THEREFORE, the SDE and the BOR hereby agree as follows:

1. PREMISES

1.1. The SDE and DAS agree to and do hereby permit the BOR and QVCC to have use and occupancy of the classrooms and Library located on the first and second floors of Windham Tech on the Campus, more particularly shown in Exhibit A attached hereto and made a part hereof, as well as access to lavatories and other common areas, during the hours of 2:30PM to 10PM Monday through Thursday of each week during the college semester, together with necessary ingress and egress to and from the Campus as designated by SDE.

1.2. BOR and QVCC shall also have the right to use on-site surface parking spaces at the Campus, on a non-exclusive basis.

2. TERM

This agreement is for a one-year term commencing August 29, 2017, subject to the approval of the Commissioner of the DAS (the "Commencement Date") and shall end at the one-year anniversary thereafter. The Agreement will automatically renew for successive one-year terms unless and until terminated earlier by either party. The SDE and BOR reserve the right to terminate this Agreement, in either party's sole discretion, at any time upon one hundred twenty (120) days prior written notice to the other party.

3. CONSIDERATION

3.1. The SDE and Windham Tech shall provide BOR and QVCC the right to use and occupy the classrooms and library within Windham Tech at the Campus at no cost to BOR and QVCC.

3.2. In exchange for SDE and Windham Tech providing the classrooms and library at no cost, BOR and QVCC agree that QVCC shall provide a minimum of three partnership slots per class so that Windham Tech students may register for the available courses, providing they meet admission and prerequisite criteria. However, the enrollment of QVCC students must be a priority in order for QVCC to meet certain graduation deliverables.

3.3. The BOR and QVCC, at its sole cost and expense, are responsible for reimbursing SDE and Windham Tech for increased security and custodial personnel during the hours of 2:30PM to 10PM Monday through Thursday, and a fee of \$1,500 per semester for increased utilities and trash removal.

4. USE

4.1. The BOR and QVCC shall occupy the classrooms and library within Windham Tech on the Campus in conjunction with QVCC providing college-level courses identified in Exhibit B attached hereto and made a part hereof. QVCC reserves the right to substitute course offerings each semester and cancel classes that do not meet sufficient enrollment.

4.2. SDE and BOR agree each party has responsibilities in the delivery of college-level courses at the Campus. The responsibilities are included in Exhibit C attached hereto and made a part hereof right.

4.3. BOR and QVCC's use of the classrooms and library within the Campus shall be subject and subordinate to any rules or regulations, including, but not limited to, security procedures and orders, promulgated by the SDE and Windham Tech and DAS from time to time concerning the Campus, whether or not attached to this Agreement.

4.4. Windham Tech will permit QVCC to install food and drink vending machines for the use of QVCC students. The machines will be locked out during the Windham Tech school hours.

5. SECURITY

BOR and QVCC shall promptly report all security incidents occurring in, on, or at the Campus to Campus security and DAS and to the local or State Police, as applicable, with a follow up written report to SDE and DAS.

By their signature below, BOR enters into this Agreement with SDE with the approval of DAS.

BOARD OF REGENTS FOR HIGHER EDUCATION

By: Alice Pritchard
~~Mark E. Ojakian, President~~ Alice M. Pritchard, Chief of Staff
Connecticut State Colleges & Universities
Duly authorized pursuant to Conn. Gen. Stat. 10a-1b
Date: 8-15-17

STATE DEPARTMENT OF EDUCATION

By: Dianna Wentzell
Dianna Wentzell
Its Commissioner
Date: 8/14/17

DEPARTMENT OF ADMINISTRATIVE SERVICES

By: Melody A. Currey
Melody A. Currey
Its Commissioner
Date: 8/16/17

OFFICE OF POLICY & MANAGEMENT

By: Susan Weisselberg
Susan Weisselberg
Its Deputy Security Secretary
Date: 8/17/17

STATE PROPERTIES REVIEW BOARD

By: _____
Edwin S. Greenberg
Its Chairman
Date: _____

EXHIBIT A

Floor Plan – First Floor
(Rooms B118, B120, B122 and Copy RM/Staff Lounge)

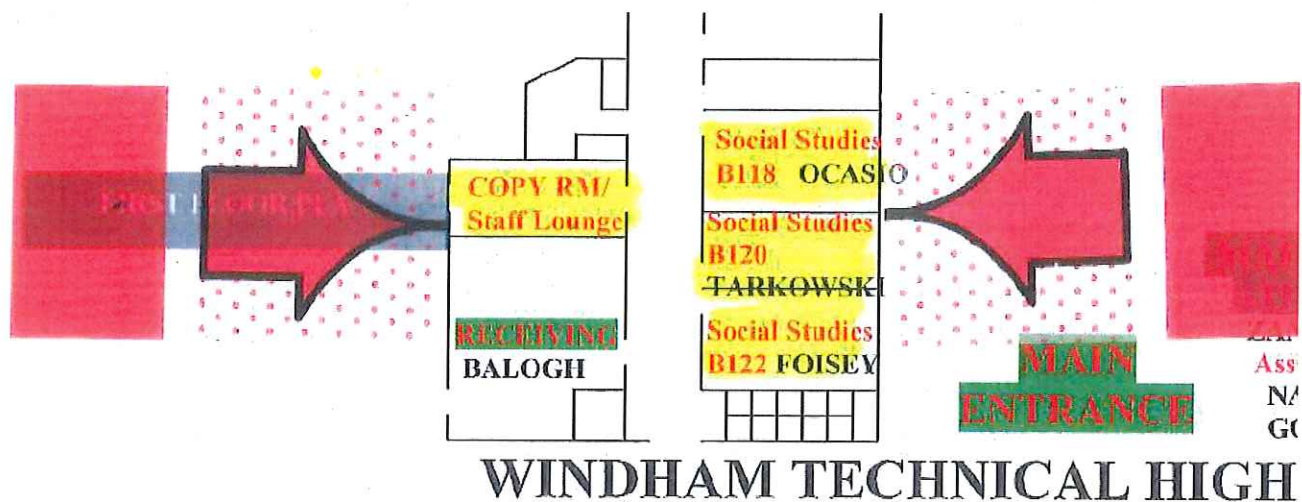


EXHIBIT A

Floor Plan – Second Floor
(Rooms B224, B226 and B223-LMC)

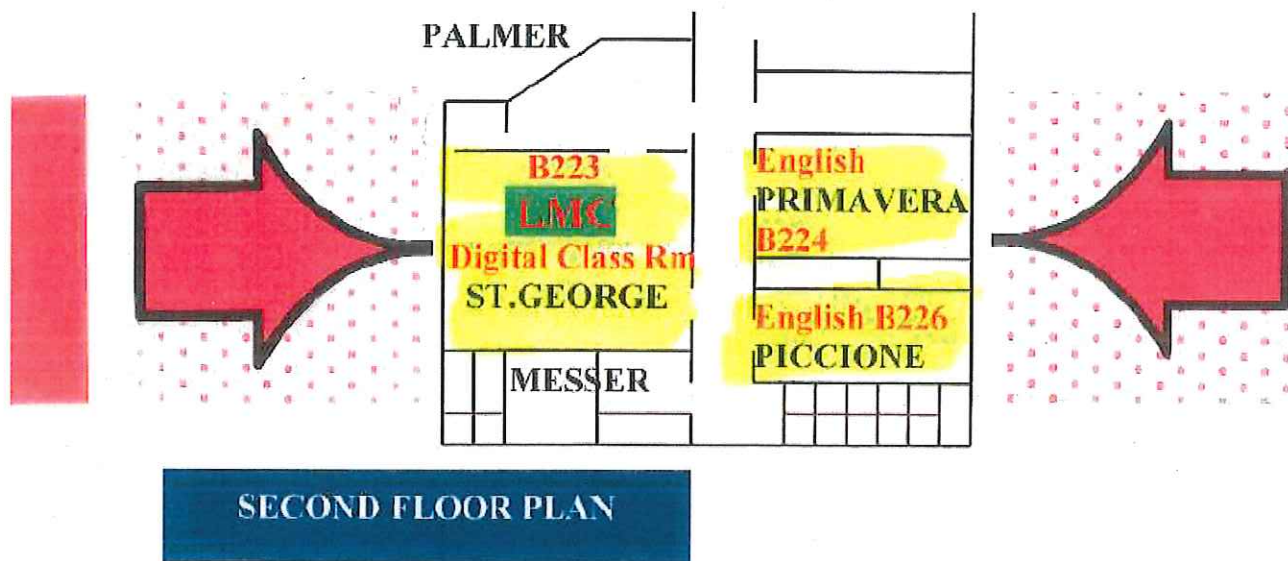


EXHIBIT B

The following courses shall be a part of this QVCC program in Academic Year 2017-2018:

Business 101	Humanities 101
Communications 173	Interdisciplinary Studies 103
Computer Studies 105	Math 085
Creative Writing	Math 095
English 096	Math 137
English 101	Math 137S
History 102	Political Science 111
History 201	Psychology 111

Classes will meet at the following times:

Monday – Wednesday, 3:30 – 4:55 p.m.
Monday – Wednesday, 5 – 6:25 p.m.
Monday – Wednesday, 6:30 – 7:55 p.m.
Monday – Wednesday, 8 – 9:25 p.m.

Tuesday – Thursday, 3:30 – 4:55 p.m.
Tuesday – Thursday, 5 – 6:25 p.m.
Tuesday – Thursday, 6:30 – 7:55 p.m.
Tuesday – Thursday, 8 – 9:25 p.m.

EXHIBIT C

Responsibilities of the Parties

QVCC will be responsible for:

- Providing curricula and instructors to teach the classes at Windham Tech;
- Establishing the admissions criteria for the classes and providing the necessary pre-enrollment testing for potential students;
- Notifying Windham Tech when QVCC classes are running on days Windham Tech would normally be closed;
- Notifying Windham Tech when scheduled QVCC classes are cancelled because of inclement weather (no QVCC classes will meet at Windham Tech on such days, even if Windham Tech remains open);
- Providing class specific supplies, as necessary;
- Reimbursing Windham Tech for additional security for the building between 2:30 and 10 p.m.; and
- Reimbursing Windham Tech for additional custodian for the building between 2:30 and 10 p.m.
- Installing food and drink vending machines for the use of QVCC students. The machines will be locked out by QVCC during the WTHS school hours.

Windham Tech shall be responsible for:

- Providing appropriate classrooms for QVCC classes;
- Providing access to the Windham Tech Library;
- Providing access to the building for QVCC personnel during vacations or holidays when Windham Tech is closed and QVCC is open;
- Notifying QVCC if the classrooms will not be available for QVCC during normally scheduled hours because of inclement weather or other unscheduled reasons;
- Providing standard classroom supplies (i.e. markers) as necessary;
- Providing and paying for all maintenance and utilities related to the use of the premises including, but not limited to, trash removal, electricity, heating, and cooling; and
- Promoting the availability of classes to Windham Tech students.



**Report to the Commission on Institutions of Higher
Education, New England Association of Schools and
Colleges**

Relocation of Classes in Willimantic, Connecticut
Effective August 29, 2017

Carlee Drummer, Ph.D.
President

Quinebaug Valley Community College
742 Upper Maple Street, Danielson, CT 06239

Relocation of Classes in Willimantic, Connecticut

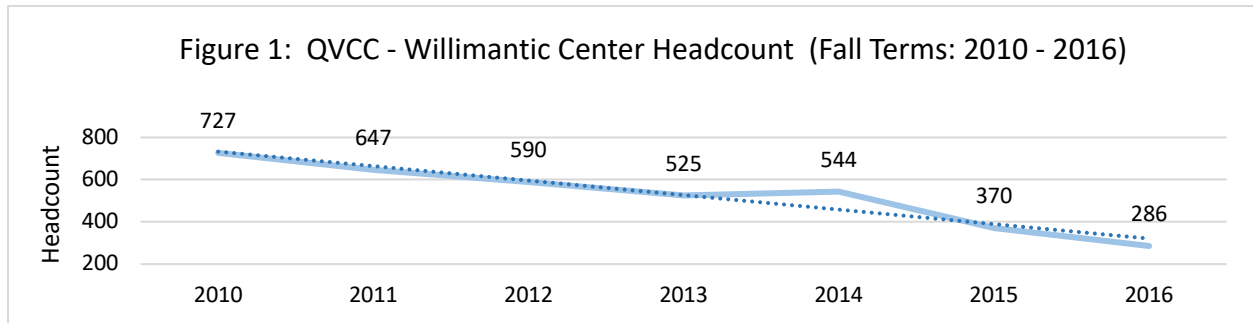
Background

In 1986, Quinebaug Valley Community College opened a satellite location in Willimantic, Connecticut, to provide an accessible and affordable education to the residents in southern Windham County, approximately 20 miles from the Danielson campus.

From the end of the Civil War to the outbreak of World War II, Willimantic was a thriving center for producing silk and cotton thread. In the nineteenth century, immigrants from all parts of Europe flocked to the city to work in the mills, followed by an influx of Ukrainians and Puerto Ricans in the early twentieth century. Today Latinos comprise 36 percent of QVCC's Willimantic population.

Sadly, the city has become one of the most impoverished communities in northeast Connecticut. (According to the 2015 *United States Census*, the median household income in Willimantic was \$36,481 compared to Connecticut's reported median household income of \$71,346.) As a result, the population has declined precipitously, affecting the number of students who graduate from the two area high schools: Windham Public High School and Windham Technical High School.

Since 1999, QVCC's Willimantic classes have been meeting at 729 Main Street in downtown Willimantic, a 12,000-square-foot leased space that formerly housed a retail store. Since 2010, enrollment has declined 60 percent, from 727 students to 286 in fall 2016 (see figure 1).



Connecticut Fiscal Crisis

In recent years, Connecticut's finances have come under scrutiny with billion-dollar deficits and an epic debt load that ensures high taxes for many years to come. (*National Review*, March 7, 2017). In early February 2017, Governor Dannel Malloy released his budget proposal for fiscal year 2018 that included a budget reduction to Connecticut's community colleges of 4.4 percent. Between 2013 and 2017, Quinebaug Valley Community College's approved budgets have dropped from \$20,599,542 to \$16,694,801 – a 19 percent reduction.

Mark Ojakian, President of the Connecticut State Colleges and Universities (CSCU), directed QVCC to terminate the \$145,000-per-year lease at the satellite center in Willimantic and explore other options to house the College's classes.

Relocation Options

The College first met with Dr. Elsa Núñez, President of Eastern Connecticut State University – the four-year institution of choice for most QVCC graduates – with the hope of finding space at her campus. Although wanting to help, Dr. Núñez explained that a major ECSU building was undergoing renovation, putting classroom space in limited supply. In addition, she cited potential discord from the collective bargaining units with respect to QVCC using ECSU's resources.

QVCC then met with the Superintendent of the Windham Public Schools to ascertain if space might be available in Windham High School. After several weeks of discussions, the Windham Public Schools' Board of Education ultimately voted against having QVCC classes in the building.

As the word of QVCC's search for space spread throughout the community, Windham Technical High School indicated its interest in affiliating with the College. Interim Superintendent of the Connecticut Technical High School System Jeffrey Wihbey shared his enthusiasm for collaborating with QVCC and capitalizing on increased opportunities for WTHS students to enroll in college-level classes. At the beginning of June 2017, the Board of Regents for Higher Education (BOR) issued a proposed Memorandum of Agreement between the BOR, the State Department of Education, and the Department of Administrative Services.

Budget Savings

The new arrangement will save Quinebaug Valley Community College and the state of Connecticut more than \$500,000 each year by eliminating the lease and additional expenses related to personnel, maintenance, utilities, and office supplies and equipment.

QV@WT

While change always presents challenges, the College remains confident the relocation will afford enhanced opportunities not only for QVCC students but also for Windham Technical High School students as well. (QVCC will supply three tuition-free slots per class for WTHS students.)

Course offerings remain exactly the same as those offered at the Main Street location (general education core classes including art, business, communications, computer studies, early childhood education, economics, English, English as a Second Language, history, humanities, interdisciplinary studies, mathematics, political science, psychology, and Spanish). The College will be occupying a wing of the high school building that offers a separate entrance, five classrooms, and ample free parking.

QVCC students will have access to Windham Technical High School's Library / Learning Center. A QVCC librarian will be available at least eight hours per week to meet with students before and after classes. Students will have access to all of the QVCC Library's electronic offerings, and physical resources from the Danielson campus may be requested and delivered to the high school the next day.

QVCC students also will make use of three state-of-the-art computer labs, a manufacturing center, and a gathering space with vending machines and a microwave oven. A designated faculty lounge offers a coffee maker, microwave oven, and copy machine.

Because of high school regulations, QVCC students cannot occupy the building until the WTHS students have finished their day. Therefore, QVCC classes will meet between 3:30 p.m. and 9:25 p.m. A security guard will be on duty from 2:30 p.m. until 10 p.m. Tutors and advisors will be available for in-person meetings or via Skype.

Although the College is unable to offer classes in the morning and early afternoon, students may enroll in on-ground classes at the Danielson campus or select an online option. In addition, as Windham Technical High School sits adjacent to Eastern Connecticut State University, students

have the opportunity to take a morning or early afternoon class at ECSU and get a jump start on earning their bachelor's degree. (In fact, full-time QVCC students may take a fifth class at ECSU for free.)

Epilogue

All in all, students who wish to attend QVCC in Willimantic will experience the same exemplary education offered by the College during the last three decades, with top-notch faculty and unparalleled facilities for learning. As noted above, change can be difficult, but so far, the College's relocation from Main Street to Windham Technical High School has been seamless, thanks to the cooperation of WTHS leadership and dedicated QVCC faculty and staff who remain committed to helping students acquire the knowledge and skills they need to be productive global citizens in the twenty-first century.



NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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DAVID QUIGLEY, Vice Chair (2018)
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Brandeis University

CHRISTINE ORTIZ (2018)
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Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

October 27, 2017

Dr. Carlee Rader Drummer
President
Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239

Dear President Drummer:

I am pleased to inform you that at its meeting on September 28, 2017, the Commission on Institutions of Higher Education considered the information submitted by Quinebaug Valley Community College and took the following action:

that the information regarding the College's plans to relocate its off-campus instructional site from 729 Main Street, Willimantic, CT, to Windham Technical High School in Willimantic, CT, be accepted and the new location be encompassed within the institution's accreditation, with an effective date of September 28, 2017.

The Commission gives the following reasons for its action.

The information submitted by Quinebaug Valley Community College (QVCC) regarding its plans to relocate its off-campus instructional site from 729 Main Street, Willimantic, CT, to Windham Technical High School in Willimantic, CT was accepted and the new instructional site encompassed within the institution's accreditation because the Commission finds the activity to be substantially in compliance with the *Standards for Accreditation* and relevant Commission policies.

We appreciate being apprised that QVCC is relocating its off-campus instructional site from Main Street to Windham Technical High School (WTHS) in Willimantic, CT, for several reasons including a budget savings of more than \$500,000 each year and enhanced opportunities for both QVCC and WTHS students. We understand that classes offered at WTHS will be identical to those offered at the Main Street location and, in addition to sufficient classroom space, QVCC students will have access to the WTHS Library/Learning Center, "state-of-the-art" computer labs, a manufacturing center, and gathering space.

The Commission expressed appreciation for the report submitted by Quinebaug Valley Community College and hopes its preparation has contributed to institutional improvement. We appreciate your cooperation

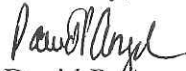
Dr. Carlee Rader Drummer
October 27, 2017
Page 2

with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



David P. Angel

DPA/sjp

cc: Mr. Matt Fleury

Report to the
Faculty, Administration, Trustees, Students
of
Quinebaug Valley Community College
Danielson, CT

by

An evaluator representing the
Commission on Institutions of Higher Education
of the
New England Association of Schools and Colleges

Prepared after study of the institution's
Substantive Change Requests and a visit to the
Prison Education Partnership Locations

April 2, 2018

Submitted by:

Todd Slover
Director Institutional Effectiveness, Planning, and Compliance
Granite State College
Concord, NH

This report represents the views of the external evaluator. Its content is based on his evaluation of the institution with respect to the Commission's criteria for accreditation. It is a confidential document in which all comments are made in good faith. The report is prepared both as an educational service to the institution and to assist the Commission in making a decision about the institution's accreditation status.

Introduction

In October 2016, Quinebaug Valley Community College (QVCC) submitted a substantive change request to the Commission requesting permission to establish instructional locations at the Brooklyn Correctional Institution (BCI) in Brooklyn, Connecticut.

A site evaluator for the Commission visited QVCC and the correctional facility in April 2018 to confirm QVCC's capacity to administer its off-campus locations, meeting with administration, faculty, and staff, and students, including one who was released from Brooklyn and has since enrolled in QVCC to continue his education.

Background

In spring 2016 QVCC was selected to participate in the Second Chance Pell pilot program, which allows eligible incarcerated individuals to receive Pell Grants and pursue postsecondary education. QVCC is currently offering an Applied Management certificate (30 credits), which can then be applied to an associate's degree in Business Administration: Management Option. The college is also offering an Advanced Manufacturing Machine Technology certificate.

There are currently approximately 74 students enrolled in the programs. QVCC offers (on average) 9 courses each term, and students take 2 classes per term.

Relationship between the institution and the Department of Corrections

The success of the Second Chance Pell program is highly dependent on a cooperative, respectful relationship between the college and the Department of Correction (DOC). The Dean of Academic Affairs and Student Services is the main liaison between the college and the facility and he appears to interact easily and professionally with DOC staff, the facility's principal, and the incarcerated students.

Interestingly, the warden of BCI is very supportive of the program for pragmatic reasons. He notes that students enrolled in the program are much less likely to be involved in disciplinary issues and thus the program contributes to the safety and security of the facility.

Status of Second Chance Pell Program

The Second Chance Pell program is a three-year pilot program launched in 2016 and will tentatively expire in spring 2019. At the time of the visit there was no indication of whether or not it will be renewed. The college claims that current Pell funding covers all of the program's operational expenses and that there is currently no other external funding available. In the original substantive change application the college outlined additional possible sources of funding such as institutional aid, state-based financial aid, and grants. However, since that application, the state-wide community college system (including QVCC) has encountered significant financial challenges, making such funding unlikely.

Staff and faculty at QVCC are fully aware of the potential of Second Chance Pell being discontinued, however, and are actively seeking alternative strategies such as scholarships. The

college is also managing new enrollments in the program such that in spring of 2019 most students will be at or near the end of their programs. QVCC faculty and staff have been very candid about the funding situation with students, and the college has indicated that even if funding were to suddenly end and the program were to discontinue, the college would ensure that all active courses would proceed uninterrupted until the end of the term.

Admissions

Students are selected for admission into the Pell program via a partnership with the DOC and QVCC. The DOC advertises enrollment and provides the initial screening to ensure that all students meet the disciplinary requirements (e.g. they have been incident-free for a period of time). QVCC's Dean of Academic Affairs and Student Services then travels to the facilities and coordinates with the on-site prison principal to provide orientation, verify admissions requirements, and administer the Accuplacer exam which —like the FAFSA forms—must be completed on paper rather than electronically.

Access to Academic Resources/Student Support

Access to resources such as information technology, external support, and basic student services (e.g. financial aid) is all complicated by DOC regulations that by necessity are focused on operations, safety, and security. Given the challenges faced, QVCC is remarkably creative and diligent about securing resources for its students. The college has donated textbooks to the prison library and equipment such as projectors to the classrooms. Financial aid personnel enter the facility to process applications by hand, and then again when the applications are inevitably selected for verification by the U.S. Department of Education. Tutoring is provided by faculty on-site and by volunteer inmates with advanced degrees. The Brooklyn facility has an unusually high number of degreed inmates and is thus well-positioned to provide tutoring support.

The students interviewed at the Brooklyn facility confirmed that they were always able to access the resources and support they needed and were adamant about the commitment QVCC has demonstrated to their success.

Quality Control

Despite the challenges noted above, the college makes every effort to ensure that the Pell students have an experience as similar as possible to all QVCC students. They are integrated into the campus enrollment management system, the courses they take are the same as those offered on campus, and they complete the same faculty evaluations each term.

The college's success in offering a high-quality academic experience is evident in both student outcomes and the testimonials of students themselves. In the spring term of 2017, 10 Brooklyn students (out of 77) achieved Dean's List status, and the overall completion rate in Brooklyn courses is approximately 93%, with the average grade of "A-." Thirteen students have already graduated with the Applied Management certificate, with another fifteen on track to complete all of the manufacturing courses offered at Brooklyn in spring 2018.

Other traditional measures of student achievement are hard to apply to the Pell program. Course retention rates, for example, are unreliable because students who do exit the program are often doing so for reasons connected to DOC policies (such as transfer or parole) rather than satisfaction with QVCC.

Every person interviewed during this visit attested to the motivation and academic ability of the Pell students, and the students expressed deep gratitude for this literal second chance at an education. Especially grateful was the student interviewed who earned the Advanced Manufacturing Machine Technology certificate before being released from the facility. He then enrolled in the associate's degree in Technical Studies and travels an hour each way to the QVCC campus. He claims that his "success story" is (at least partly) the result of QVCC faculty and staff encouraging him and pushing him to achieve, and that his sentiments were widely shared by his classmates.

Department of Correction personnel, while hesitant to connect Second Chance Pell to reduced recidivism, claim that students in the program have fewer (if any) disciplinary incidents and often serve as informal mentors to their peers, sharing textbooks and class materials. They also appreciate that personnel from QVCC realize that unforeseen circumstances can arise in prisons that challenge the established schedules, and that flexibility is essential to continued success.

Faculty

Faculty teaching in the prison programs are either full-time or part-time QVCC faculty, selected, assigned, and evaluated according to standard QVCC protocol. Teaching in the program is, of course, optional and all faculty interviewed clearly value the experience and most stated that they will participate again when the opportunity arises. They receive an in-depth orientation through the DOC's VIP (Volunteers, Interns, and Professional Partners) training and are provided with a handbook specific to working in the prisons.

Four faculty members (one full-time) were present for an interview with the evaluator, and all insisted that the quality of teaching and learning is in no way diminished at Brooklyn and is at times noticeably higher. Several spoke at length about how teaching in the program has been a transformative experience and now describe themselves as "outspoken advocates" for Second Chance Pell programs in general and QVCC's specifically.

Summary

Strengths

The Second Chance Pell program is a clear fit with the college's mission and purposes and the college is fulfilling the commitments it established in the substantive change application. As one staff member claimed, QVCC is the local educational institution best-positioned to welcome former inmates into the community and support them post-release. The college has established effective, collegial relationships with DOC personnel at Brooklyn, notably with the educational

staff at each. The program has the full support of QVCC faculty, staff, and administration, including the president. Every QVCC faculty and staff member interviewed has enthusiastically embraced the endeavor.

QVCC is providing a quality education to students almost totally invisible to traditional higher education, and they now have an opportunity to earn degrees that—according to the literature—will benefit them upon release. At the time of the visit, at least 15 released inmates have enrolled at one of the colleges within the Connecticut Community College system (not necessarily QVCC), which underscores the importance of the work being done by QVCC.

Concerns

When launched, Second Chance Pell was described as a three-year pilot program that may end by spring 2019. However, a representative from the Experimental Sites Initiative at the U.S. Department of Education has recently indicated via email that there is currently no end date set, and that if funding were to cease, institutions would have a year to wind down the programs. This lack of clarity has made planning difficult.

If funding ceases, the college will need to develop a plan for a graceful withdrawal. If funding is renewed and the college elects to continue at the prisons, it may need to develop a long-term strategy for sustainability. Currently, many staff appear to be supporting the program in addition to their regular duties because they've embraced its mission and potential. In the long-term, however, this reliance on "good-will" may require reassessment.



Progress Report to the Commission on Institutions of Higher Education, New England Association of Schools and Colleges

August 14, 2018

Quinebaug Valley Community College
Main Campus: 742 Upper Maple Street
Danielson, CT 06239

Instructional Locations:

Windham Technical High School
210 Birch Street
Willimantic, CT 06226

Brooklyn Correctional Facility
59 Hartford Road
Brooklyn, CT 06234

This report details the progress made by Quinebaug Valley Community College between 2016 and 2018 on the following items as requested by the CIHE in its acceptance of QVCC's Five-Year Self Study:

- Implementing the Board of Regents' Transfer and Articulation Program (TAP);
- Continuing to assess educational effectiveness, including the assessment of student learning in TAP and other academic programs;
- Achieving its goals to improve retention and graduation rates; and
- Implementing and evaluating the effectiveness of initiatives to improve its retention and graduation rates.

Carlee Drummer, Ph.D.
President

INTRODUCTION

This two-year update, as requested by the CIHE, addresses several key points the College highlighted in its Five-Year Interim Report in 2016. As indicated, the focus of this report is on continuing work at the College to address institutional effectiveness particularly regarding:

- Ongoing institutionalization of student learning assessment, in the context of implementing the Board of Regents' (BOR) Transfer and Articulation Program (TAP), and in relation to at least one other program that is far along in the process (Early Childhood Education);
- Ongoing work to improve "student success" through a number of institutional processes and projects to improve student retention and graduation rates.

Each of these areas in question involves a number of related challenges and opportunities for the College. Local efforts are, in fact, increasingly framed and shaped by emerging plans at the state level reportedly to consolidate processes and resources for analyzing, evaluating, and programmatically addressing the overall assessment of student outcomes, both in the areas of student learning and in standard measures of student success. These, in turn, are components of a larger plan aimed ultimately at some model of consolidating the state's 12 community colleges.

The current practical implementation of these areas of assessment, and the overarching consolidation plan of which they are a part, already have their impact on administration and functioning at the local level in ways that offer both promise of a larger System operation, and a challenge to coherence of such operation both locally and statewide. For example, while the College appears successful implementing statewide projects such as TAP (Transfer and Articulation) and its promise of better transfer and success rates of students, or appears successful implementing a statewide tool, Degree Works, for facilitating student advisement, each of these also poses pitfalls and questionable value in at least some aspects of implementation. The statewide projects that drive these do not readily resolve challenges at the local level because System leadership presumes the future value of these projects will ultimately outweigh any issues or challenges currently faced by the College.

REPORT PREPARATION

This report represents a collaborative effort by a variety of people at the College in the midst of significant recent institutional change. Data, for example, about student retention and completion rates were provided by the College's Dean of Institutional Research and Effectiveness, who has since relocated to an institution in California. Other data about the College's implementation of a System project for student success (Guided Pathways) were provided by the Dean of Academic Affairs and Student Services and the Registrar, who likewise took positions outside of Connecticut as this report was under way. The Director of Educational Technology, and a full-time faculty member, each with their experience in NEASC reporting, have collaborated to complete and submit this report in concert with the new Interim Dean of Academic Affairs and Student Services.

This complex teamwork in completing such a basic progress report, if nothing else, highlights how current System planning and processes impact the College. The changing roles noted in this picture have affected the basic process of accreditation reporting, and are, in fact, at least

an indirect result, if not a direct result, of CSCU System changes. Meanwhile, the work of the College continues.

INSTITUTIONAL OVERVIEW

Quinebaug Valley Community College is one of the 12 public community colleges overseen by Connecticut's Board of Regents and the Connecticut State Colleges and Universities System (CSCU). Established in 1971 as a community college, QVCC became a comprehensive community college that includes technical programs in January 1993. As of its 2017 year-end report (the latest figures provided to the institution), the College's headcount stands at 1560 students with an FTE of 886.

Under the CSCU System, the Board of Regents has begun to develop policies and programs to align QVCC and the other community colleges with the four state universities and Charter Oak, to improve transfer, articulation, and student success between the two and four-year institutions. Statewide efforts are also underway at the community colleges to highlight and develop regional programs relating to the workforce and career training.

QVCC serves most of Windham County in Northeastern Connecticut. The main 68-acre campus in Danielson offers classes in a building opened in 1983. The College also has an off-site center in Willimantic to better meet the needs of students in that part of the service area, particularly Hispanic citizens. In September 2017, the College relocated from its leased building on Main Street to classrooms and related space in Windham Technical High School. The CIHE has incorporated this change into the College's accreditation.

The College also offers courses in Business and Manufacturing through the Second Chance Pell Grant Pilot Program at the Brooklyn Correctional Facility in Brooklyn, Connecticut.. QVCC anticipates this grant will continue through the 2019 academic year.

In addition, the College offers a growing number of courses through distance learning technology supported by network resources of the CSCU System.

A new wing of the main campus opened in fall 2016 housing the College's advanced manufacturing programs recently bolstered by initiatives and support at the state and federal level. As well, a new wing on the main campus has housed the Quinebaug Middle College (a magnet high school) since 2014; the school began enrolling students in 2008, and in the interim shared the main facilities with regular College programming.

AREAS OF FOCUS

Implementing the Board of Regents Transfer and Articulation Program (TAP)

The Connecticut Board of Regents' Transfer and Articulation Program (TAP) is a project begun in 2012 to improve students' ability to complete degrees in the state's community colleges that will articulate with bachelor's degrees at the state's four universities. In the early stage of this project, articulation was expected to be improved by aligning a core of courses -- a potentially unique core at each community college -- with a set of expected learning outcomes (11 in all) that would be used to define the courses necessary for a student to be considered a rising junior at a receiving institution.

Avoiding the idea of developing associate degree majors, the project instead defined “pathways” that would consist of a set of course choices that would be the equivalent of the first two years of a corresponding major at the university. Students who enrolled in a given pathway would be guaranteed transfer of all 30 “framework” courses (usually the lower-level general education courses) and most, if not all, “pathway” courses (generally upper-level courses corresponding to major requirements at receiving institutions). As of spring 2018, the CSCU System has developed 26 such pathways, with QVCC implementing 17 so far.

Implementing pathways involves providing them to students as choices, through the College catalog, online web information, and in-person advising. These pathways also have been coded into the CSCU’s student information system (Banner) for official maintenance of student enrollment and achievement records, as well as into the separate Degree Works system used for student advisement.

Each pathway begins with a core of 30 credits of courses that represent a prescribed set of learning outcomes (referred to as “competencies” in the 2018 language of the project). Students will choose from a suite of corresponding courses determined at each college to reflect the prescribed number of learning outcomes. These competencies, in fact, are taken directly from NEASC Standard 4:15 (2016 edition). While coverage of all competencies is required through careful definition of corresponding credits taken for each, rubrics used to assess student achievement of these outcomes are defined by each college through local academic governance processes.

A further development that has emerged from the TAP process is that many colleges in the System basically have identified the “Framework 30” courses with their general education core. One result is that in assessing for competencies for TAP, the College also will be assessing for what can be considered general education outcomes. QVCC has adopted this approach.

The CSCU System TAP implementation team (the statewide body of faculty who have carried out the TAP development process) now expects each college to develop a cycle of learning assessment around the TAP competencies, to be reported on beginning in the fall 2018 semester. Each college determines its cycle of assessments, as well as its means of assessment, including its definition of assignments/assessments used and their corresponding rubrics.

One further aspect of potential support for this assessment comes from a separate CSCU Assessment Council that has begun to offer interested colleges the use of an assessment management software provided statewide. Initially there has been no clear emphasis on the use of this software for TAP assessment, as each participating institution determines its approach.

A driving assumption at the System level in the development of TAP is that coupled with effective advisement and student support, this initiative will enable students to make more informed degree choices earlier in their studies than they have in the past. A further assumption is TAP will give them a more defined sense of direction, and more incentive to complete an associate degree in a timely fashion.

As noted earlier, QVCC has implemented 17 of the 26 TAP pathways. Students can monitor their TAP pathway choices and progress through the Degree Works advisement software which has been carefully coded by College staff.

While working to implement TAP, the College has encountered a number of challenges at least in the short-term, as the System continues to move in the direction of consolidating the 12 community colleges. One of these is the System expectation that the College offer all the BOR-approved pathways, despite the College itself determining that because of its size and the size of its local community, along with budget considerations, it would not be feasible to offer some of the pathways. The College must deal with this as much as possible through local advisement, while the CSCU System continues to advertise otherwise. Another challenge is the very new nature of Degree Works for the College; even as staff continue to refine its programming, students, advisors, and faculty are learning to use it. The College will offer further training in the fall 2018 semester.

Meanwhile, the impact of the TAP project is yet to be determined. Preliminary data about retention, completion, and transfer are insufficient at this early stage to assess possible results. Meanwhile, much work continues to be called for at the System level to be able to assess the value of TAP and to improve its implementation. QVCC continues to participate in this project through faculty membership on development, implementation, and assessment teams at the state level, as well as through local improvement and implementation at the College itself.

Assessing Educational Effectiveness: Assessment of Student Learning

The College continues to implement an approach to student learning outcomes assessment through the framework of the TAP program. TAP defines courses at the College that relate to specific learning “competencies” or outcomes; these are 11 elements drawn from NEASC Standard 4:15 and each faculty member who teaches a related course in a given semester is now expected to ensure that some part of that course addresses and assesses that competency. The possible selection of courses for this purpose has been determined by faculty in each of the College’s disciplines, and approved through local governance processes. As noted above, this selection of courses now represents the general education core as well, so that paying attention to the TAP “Framework 30” courses also addresses general education requirements.

Competencies and their defined outcomes are assessed through assignments determined by each faculty member in their respective course, using a general rubric scale adopted College wide. At QVCC, assessment results have been collected for at least three semesters consistently, both from adjunct and full-time faculty -- a learning process for all, as faculty have discussed the general value of TAP, and the purpose(s) for such assessment. Gathered data finally has been recorded in a newly revised information management system that the College has been using for a number of years (eLumen); this is the first phase of such usage in a consistent, cross-disciplinary process. Results of this first body of TAP data will be shared among faculty in the fall 2018 semester to determine its best usage and to improve TAP assessment in coming semesters. A full report from this body of data also will be brought to the CSCU TAP Implementation Committee, as well as to the Learning Assessment Council, in fall 2018 to inform TAP improvements.

Confusion exists at the System level about efforts in the process of TAP implementation and development of consistent learning assessment. This involves at least three aspects of plans

and processes simultaneously taking place: the definition of a general education core, implementation of consistent and meaningful student learning assessment, and the definition of accessible outcomes and rubrics that will be coherent among institutions in the CSCU System, with or without the consolidation.

First, while colleges independently define their “Framework 30” course selections for TAP, and independently decide whether to make their “Framework 30” courses their general education core, a new committee is in process at the System level to define a common general education core for all colleges. These two parallel processes may eventually be worked out together over time, but at present, they are happening independently of each other.

Similarly, while each college follows its own definition of assessing competencies, through locally defined assessments and rubrics, an assessment committee at the System level is beginning to look at approaches to learning assessment that may differ significantly from what is already being locally adopted at each college. As the impetus continues to consolidate the colleges, with a statewide common curriculum, and the aim to have a uniformity of experience throughout the System -- as well as to have a centralized management of student information -- the role local efforts and definitions will play (if any) remains unclear.

Likewise, as noted previously, the CSCU System through its Assessment Council is offering software support to any college in the System where there is interest in using it for learning assessment information management. Currently institutions are using this software for a wide variety of purposes, reflecting a model of diversity contrary to the System trend toward centralized and uniform definition (including a common curriculum and common general education core). This gives such efforts a tone of being provisional and highly experimental, with the likelihood that they will be superseded by something more consistent statewide under the rubric of central consolidation.

The revision of learning assessment efforts also is on the horizon for the Connecticut community colleges, including QVCC, as the TAP Implementation Committee addresses its charge to implement such assessment. A realization exists at the committee level that the 11 competencies at the heart of the TAP Pathways are now in need of major revision or overhaul even as the first reports on their assessment come due in fall 2018. Committee deliberations note that the 11 “competencies” are themselves sound, but the various “sub-outcomes” originally defined for each during the early work of the committee now appear in some instances unwieldy, overly precise, and, in places, not at all realistically assessable. Since the 12 colleges, including QVCC, are now entering a third year of TAP implementation, this will call for yet another round of revisions at each college and a discontinuity of data collected should new outcomes and/or rubrics be defined and implemented. QVCC has been through such a process before in its own local development of learning assessment, and should be ready for such change.

Finally, the Early Childhood Education program (ECE) at the College continues to assess its program through carefully, incrementally developed rubrics addressing the standards of its accrediting body, the National Association for the Education of Young Children (NAEYC). The coordinators of this program have integrated learning assessment into their curriculum, sharing rubrics with their students, and giving them assessment feedback with each key assignment. They have, in fact, turned the process into both a formative and summative one, using the learning assessment management software, eLumen, eventually to turn reports into

program assessment that have been part of their regular reporting to NAEYC. Their subsequent annual reports have been readily accepted and commended by NAEYC, and they are fully confident in their ability to now focus on their reaccreditation self-study for 2018-2019. These coordinators also will be assisting in 2018-2019 to inform the wider faculty further into the process of learning assessment for TAP competencies and courses and the effective use of resulting data.

Achieving Goals to Improve Retention and Graduation Rates

Initiatives Implemented

Different departments and constituencies at the College have made a concerted effort to achieve goals to improve retention and graduation rates. One such goal centered on initiatives implemented between 2016 and 2018 to address student readiness for college:

- The College continues to offer math and English courses with embedded support to address deficiencies in college readiness. Between fall 2016 and spring 2018, 20 embedded English and eight embedded math courses ran. Data continues to be collected to determine the efficacy of these initiatives.
- Between fall 2016 and fall 2017, 44 students registered for the First-Year Experience course (now referred to as “First-Year Seminar” through the Guided Pathways initiative). For new students whose preliminary assessment scores place them below the intensive level of remediation, the College continues to offer “transitional strategies” courses (primarily non-credit classes and math and English). Between the fall 2016 and spring 2018 semesters, 52 students registered for these courses.
- The College continues to increase its offering of College Career Pathway (CCP) courses at the local high schools. QVCC works diligently to assess current resources and curricula for compliance with NEASC standards. High school faculty must meet the same hiring standards as College faculty to teach College Career Pathway courses at the high schools. QVCC faculty evaluate high school courses to insure that the same rigor and standards are met for each class offered at the high schools. These courses fold into career-focused degrees or certificates at the College. The high school students have the opportunity to experience the demands and challenges of college courses that lead to retention and completion of their college coursework.
- Some 90 percent of QVCC faculty use Blackboard, the CSCU System’s learning content management system, to provide students with timely and continuous feedback on course progress via the software’s grade center. In addition, educational technology directors from the 12 Connecticut community colleges are working with the CSCU System Office to train faculty members on said principles, thus enabling students to focus on course content as opposed to course navigation.

Advanced Manufacturing

Although the first four years of QVCC’s Advanced Manufacturing program occupied physical space at both the College and Ellis Technical High School, for the fifth year, the program was moved to the newly constructed Advanced Manufacturing Technology Center on the QVCC campus. This change enabled the College to offer both credit and non-credit

training as well as flexible class scheduling. In 2017, overall retention was 68 percent. With the great demand for workers, students who did not complete the program obtained employment anyway. In addition, the program director expects students taking only one or two classes will at some point consider full-time status in the certificate program.

Open Educational Resources/Food Insecurity Initiative

Another potential barrier to student retention is the financial burden of textbook purchases. Textbook prices have risen astronomically in recent times. Some textbooks can cost as much as \$300 for a single course. One way to lessen this burden on students is to make use of materials known as Open Educational Resources (OER). OER are freely accessible materials for teaching, learning, assessment, and research. In fall 2018, QVCC will offer classes that use OER materials costing \$40 or less. Instructors may also use free web-based materials, library resources, or older editions of textbooks. These classes will receive the designation #NoLo (No Cost/Low Cost) in Banner Self-Service and have been advertised to students via the QVCC website and fliers posted throughout the College. Research shows that when students can afford to access their materials, they do so immediately, and achieve higher grades and withdraw less frequently. Currently QVCC has 40 classes that will run with the #NoLo designation in the fall.

A recent study conducted by the Connecticut Coalition to End Homelessness for the Connecticut State Colleges and Universities (CSCU) system revealed that of the students surveyed, 17.5 percent were either homeless or experiencing housing instability. The CSCU director of workforce development and strategic services suggested that if housing is an issue, food may be another barrier to student retention as well. A study conducted by the Urban Institute in 2017 confirmed that more than 13 percent of community college students struggle with a lack of access to food. In response, QVCC launched a pilot Meal Ticket Program in spring 2017 that provides students with tickets to the cafeteria for breakfast (worth \$3 for a fruit, muffin, yogurt, and milk or water) or lunch (worth \$4.50 for pizza and salad or soup and salad, milk or water). Originally funded through private donations and support from the QVCC President, the pilot is enjoying enormous success and will continue through the fall 2018 semester.

In addition, QVCC formed a Taskforce on Student Food Insecurity in fall 2017. The taskforce raised money from faculty, staff, and community partners to fund “Help Yourself Boxes”. These boxes contain healthy grab-and-go items such as oatmeal cups, granola bars, soup, and crackers and are in the Library, Learning Center, Student Success Center, Reading Room, and the 10 most heavily used classrooms. Student volunteers from the Student Government Association (SGA), Phi Theta Kappa (PTK), and the Early Childhood Education Club refill the boxes daily. With generous donations from local sponsors, the Taskforce also has been able to set up a “Pop-Up Pantry” with pasta and sauce, peanut butter and jelly, cereal, and the like for students to take home to their families. The Taskforce continues to meet monthly to monitor the Meal Ticket and “Help Yourself” programs, and to plan for future initiatives and sustainability. Students also receive referrals to local soup kitchens and food pantries.

Disability Services

In January 2018 the College hired a Supportive Counseling Services Counselor whose responsibilities include orienting to the College system, disability and advising services, and

developing counseling services. The counselor meets regularly with faculty and staff members to address students' concerns and provides counseling services to many students every week. The counselor also hosted a Lunch 'n Learn workshop for faculty and staff to provide information about interacting with students who disclose Title IX scenarios.

Disabilities Services has another professional on staff who provides accommodations to students with documented disabilities and tutors part time in the Learning Center. The College offers disabilities services at the Willimantic location one day per week and by appointment. A Disability Services provider in the Student Affairs Office at the Danielson campus serves walk-in students and those with appointments every day of the week.

Like other colleges, QVCC sees students with a wide variety of disabilities and special needs -- psychiatric, physical, mobility, sensory (visual and hearing impairment, blindness, deafness), learning disabilities, autism, and attention deficit disorder. The College has seen a marked increase in students with more complex needs and combinations of needs, especially in the areas of autism and psychiatric disabilities that supported the need for a new Counselor position.

Disabilities Services staff also fulfill the role of student advisors, and keep pace with any changes that occur with college advising and concomitant student services, by meeting regularly with advising staff and faculty to discuss changes in curricula and opportunities within programs.

Information for students about how to access Disability Services is available on the College website, course syllabi, postings in classrooms, and in acceptance letters to new students. Disabilities Services staff present information at New Student Orientation, and also are available to speak with groups from local high schools. Disabilities Services staff also provide suggestions to faculty and answer questions on a regular basis, as well as meet jointly with students and instructors in the event of a lack of agreement/understanding, or in light of certain behavioral issues that impact the classroom environment.

In 2017, the Human Services/Social Work Studies Coordinator facilitated six 30-minute psychoeducational discussion sessions for students, faculty, and staff entitled, "Mental Health Minutes". The topics included: "Grief and Loss as Opportunities for Growth"; "Depression Awareness"; "Anxiety Awareness"; "Substance Use Awareness"; "Procrastination: Avoiding the Things that Matter Most (or Least)"; and "What Does it Mean to be Mentally Healthy"?

Goals for the 2018-2019 academic year include but are not limited to: creating operating procedures and standardized forms for Supportive Counseling Services; training faculty and staff members on the implementation of procedures and the use of said standardized forms; creating a guide for faculty and staff members on identifying levels of student distress and ways to help; providing faculty members, staff members, and students with opioid use prevention education; providing students with mental health and substance use screenings; providing Mental Health First Aid or QPR trainings for staff members; and collecting data on counseling services utilized by students. During the spring 2018 and summer 2018 sessions, the counselor collaborated with the Director of Educational Technology to create a Supportive Counseling webpage on the QVCC website.

Second Chance Pell Experiment

In spring 2016, QVCC was one of 67 community colleges in the country selected to participate in the Second Chance Pell Grant Experiment. This program enables eligible incarcerated individuals to receive Pell Grants and pursue postsecondary education. In October 2016, with permission from NEASC, QVCC established an instructional location at the Brooklyn Correctional Institution (BCI) in Brooklyn, Connecticut. The College offers an Applied Management Certificate (that can be applied toward an associate's degree in Business Administration: Management Option) and an Advanced Manufacturing Machine Technology Certificate. Some 80 prisoners are taking advantage of this opportunity.

Although access to academic resources and student support are more restricted because of Department of Corrections regulations, QVCC has identified workarounds for providing resources for BCI students. The College has donated textbooks and equipment such as projectors for the classrooms. Financial aid personnel come to the facility to help with application processing. Tutoring is provided onsite by other instructors and volunteer inmates.

In spring 2017, 10 BCI students (out of 77) achieved Dean's List status. The overall completion rate in BCI courses is approximately 93 percent, with an average grade of "A-." Thirteen students already have graduated with an Applied Management certificate, and another 15 completed all of the manufacturing courses in spring 2018.

Special Events

The College has continued its "On Cue: Conversations at QV" series, organizing events and activities that focus on issues of race, identity, and social justice. The Cultural Programming Committee collaborated with the On Cue Speaker Series Committee to host Bishop John Selders, Jr. whose riveting presentation provided a historical background for contemporary anti-racist work, and described the current Moral Monday movement, "a statewide Connecticut-based coalition of individuals and organizations brought together by the power of the Black Lives Matter movement, rooted in the social justice and civil rights movement started by the Reverend Doctor William Barber of North Carolina in response to recent restrictions on voting rights." In addition, two Cultural Programming Committee members, both certified in Safe Zone training, facilitated Safe Zone training for faculty and staff in spring 2016 and fall 2017.

During 2016-2017, the Cultural Programming Committee organized a series of activities under the theme of "The Good Life". Between September 14, 2017 and April 26, 2018, the College sponsored 15 lunchtime presentations and talks delivered for the benefit of students, faculty, and staff. The Committee also continued to organize critical, challenging, and inspiring conversations through major cultural celebrations and observational month activities (e.g. Hispanic Heritage Month, Black History Month, Women's History Month, LGBTQ Awareness Month, and Chinese New Year). Central to the mission of the committee is the belief that a "good life" involves exposure to a diversity of cultures, ideas, and viewpoints. Toward this end, QVCC makes available a broad range of opportunities for students at the main campus in Danielson and at the Willimantic Center.

In 2017-2018, the Cultural Programming Committee and the On Cue Committee combined and implemented the year-long learning theme for the College, *Civility and Freedom in a Connected World*. Events included "Digital Nation: Life on the Virtual Frontier: A Screening

and Discussion”; “Jane Doe No More: Sexual Assault Survivors Fighting for Change”; “Encountering the Second Amendment”; “Bringing in the Bystander”; “Social Justice: A Native Perspective”; “LGBTQIA Safe Zone Training”; and “Free Speech, Hate Speech, and (In)Civility in 2017”. The Committee also continued to organize critical, challenging, and inspiring conversations through major cultural celebrations and observational month activities (e.g. Hispanic Heritage Month, Native American Heritage Month, Women’s History Month, Chinese New Year).

In early August 2018, the Director of Educational Technology and a QVCC Student Services advisor attended a week-long intensive session sponsored by the National SEED Project to learn best practices in facilitating voluntary student, faculty, and staff workshops on race and class; gender and sexual identities; and schools and systems in a focused effort to establish justice and equity in the academic community and beyond. Monthly workshops will be co-facilitated during the 2018-2019 academic year.

Veterans Oasis

The QVCC Veterans Oasis has both facilitated and participated in programs and projects to increase services and support for veterans and other military family members. These activities include the following:

- In fall 2017, QVCC secured federal approval to apply veteran education benefits to the College’s Mechatronics Automation Technician program that prepares students to enter the workforce as automation technicians and maintenance mechanics in the field of advanced manufacturing. QVCC is currently working on securing VA Education Benefits for its new CyberSecurity program.
- In spring 2017, QVCC obtained federal approval to apply VA Education Benefits to many of the College’s non-credit workforce development programs that provide short-term training and certifications necessary for students to begin new careers as certified nursing assistants, real estate salespersons, pharmacy technicians, and veterinary technicians.
- To help students better understand and navigate the process of utilizing their veteran benefits, QVCC designed and produced new informational guides for each veteran student.
- In summer 2018, QVCC further invested in its Veterans Services department by establishing a full-time Veterans Associate who provides veteran students with enrollment, benefits, and academic guidance.
- Each November, in connection with Veterans Day, QVCC hosts a Veterans Connection Photo Exhibit in the SPIROL Gallery. QVCC staff, students, and local community members are invited to submit military service photos of either themselves or their family members. This year the exhibit will be on view November 9 - 30, 2018.
- QVCC annually invites the local Veteran community to participate in a Veteran's Day celebration. Local Congressmen and State Representatives participate. Typically the College presents Veteran Wartime Service medals.
- A QVCC representative sits on the Veterans’ Advisory Committee comprising local Veterans and members of Veteran organizations, including the Danielson Veterans Coffeehouse. This committee meets once a month to discuss any Veteran-related events, issues, and has been instrumental in helping to plan annual Veterans Day and Stand Down events.

- Quinebaug Valley Community College's Veterans' Garden celebrates the men and women who have served their country through the Armed Forces. QVCC continues this project by adding to the brick walkway each year, with bricks being dedicated at the annual Veterans' Day event. Orders for bricks are taken throughout the year. Bricks can be purchased by veterans themselves, by individuals who would like to honor a family member or friend who served, or in memory of a deceased veteran.
- Each June, QVCC hosts a Veterans Stand Down, where state and local Veteran organizations gather to provide information and services to the local Veteran community. In partnership with the Northeast District Department of Health, QVCC expanded the scope of medical screenings and services offered to veterans at this event.
- In summer 2018, QVCC expanded the space of the Veterans OASIS to include a dedicated space for studying, as well as a space for recreation and socialization.

Marketing

QVCC continues to work on ways to increase outreach and communications to current and prospective students. Since the rollout of a new website in 2016, the College has undergone multiple modifications to academic program pages, the College homepage, and new landing pages for admissions, workforce development programs, and resources for students and advanced manufacturing. Between fall 2016 and fall 2017 the homepage has seen a 16.53 percent increase in traffic.. Site navigation continues to improve, and search engine optimization tactics ensure immediate access to information from the College site and from web-based searches. The College is in the process of a website accessibility audit and any remediation needed will occur by early fall 2018.

In January 2017, the College implemented a new platform for the College catalog, ACALOG, and with the increased capabilities, now published a web-based Student Handbook annually.

The College continues to use diverse traditional and digital channels for outreach to constituents including e-mail marketing, search engine marketing, social media platforms, radio, television, and print material. The Academic Advising and Retention group sends targeted e-mails to currently enrolled students during the course of the year with advising, financial aid, and registration information. The group also uses Constant Contact to communicate with prospective students in the admissions in the funnel. In 2017, the College created two Instagram accounts for the College and the QVCC Foundation and Alumni Association.

Implementing and Evaluating Effectiveness of Initiatives to Improve Retention and Graduation Rates

Student Services

In spite of a number of staff changes, the Student Success Center (SSC) continues to enhance the services provided to students. Efforts to increase retention begins with the admissions process. The SSC follows an open door policy; prospective students have access to SSC computers, and staff members are available to assist in completing the application for admissions, signing up for basic skills assessment (if needed), and in registering for a student success LEAP (Learn, Enroll, Assess, Proceed) workshop. To date, 96 students have attended LEAP workshops.

Incoming students also become familiarized with the College's web portal that provides student access to course registration (Banner Self-Service) and course content (Blackboard). Staff members meet with all students on a walk-in basis; appointments are not required. This flexibility, combined with the individualized attention, provide a welcoming atmosphere – a vital aspect of student retention. From these initial contacts with QVCC, students receive the support they need to become successful college students.

All advisors participate in advising workshops each semester. Program coordinators present updates on each program and certificate they oversee. These information sessions not only benefit students but also allow advisors the opportunity to stay current on the expectations of each program offered at QVCC.

As noted above, the newly integrated Degree Works enables students and advisors to monitor curriculum requirements and track progress. Degree Works easily identifies the courses students have completed along with the courses they still need to take in order to graduate.

Additionally, early in their tenure at QVCC, students are made aware of transfer opportunities. Three of the most popular articulation agreements include:

- University of Connecticut Guaranteed Admissions Program (GAP);
- Eastern Connecticut State University (COMPACT); and
- Nichols College Affordable Business and Leadership Education (ABLE).

Each October, QVCC hosts a transfer fair that traditionally attracts some 30 colleges and universities. Many of these institutions also visit the SSC throughout the academic year on an individual basis.

The SSC staff promote the TAP and Guided Pathways initiatives discussed earlier in this report. Staff and faculty members also serve on the Guided Pathways Taskforce; the Support, Choice, and Recruitment Architecture Groups; the Maps and Plans Subcommittee; the First-Year Experience Subcommittee; and the General Education Subcommittee.

Another strategy to improve retention is the New Student Orientation offered before the beginning of each fall semester. In spring 2016, the Dean of Academic Affairs and Student Services created a taskforce to brainstorm ideas for an enhanced New Student Orientation with the ultimate goal of improving the graduation rate. The committee created an interactive orientation event modeled after a conference-type gathering complete with workshops relevant to student engagement and success. Students attend a Welcome and Question and Answer period, followed by two workshops with six individual breakout sessions from which students can select. Topics include: how to get involved, self-care tips for college students, monitoring academic progress, program and transfer overview, and math tips for success. Immediately following the breakout sessions, students meet and interact with faculty, staff, and other students during an informal dinner, enabling them to make connections that will help foster their success as new students. This orientation is well attended by incoming students.

During the first two weeks of each semester, an e-mail is sent to all full-time and adjunct faculty members promoting the support of Advising Services (a component of the SSC). This

“early alert” initiative continues to be an important way to become aware of students who may be no-shows or who may be struggling at a very critical stage in the semester.

Advising Services continues to be a presence throughout the academic year. Each October and March the SSC makes efforts to engage students in “Advising Month” activities that include career-based workshops, Student Government Association (SGA) opportunities, and academic program information workshops. Students are encouraged to look ahead to the next semester by planning their academic schedule with an assigned advisor.

Throughout each registration period, staff members contact students who have not signed up for classes. This outreach includes some or all of the following:

- Constant Contact e-mails;
- Text messages;
- Telephone calls;
- Post card mailings.

The Student Success Center offers extended hours periodically throughout the year as well as a number of Saturday registration events at both campus locations in Danielson and in Willimantic. Career Services staff members readily engage with all QVCC students and alumni. Most recently, the College has been an active participant with the American Job Center in Montville, Connecticut. The services provided include:

- Career counseling
- Career exploration
- Career workshops
- Interview skills
- Job Search skills
- On-campus employer recruiting
- Resume and cover letter

With respect to campus life, faculty and staff strongly encourage QVCC students to participate in the Student Government Association (SGA) and its activities. Student interest in the SGA has grown exponentially in the past four years. Recent SGA-sponsored events include:

- 24-Hour Comics Day
- Baugstock Music Festival
- Club Fair (promotion of student clubs)
- Fall Festival
- Meet Your Candidates
- Movie Nights
- Pizza with the President
- Sports tournament
- Weekly Lunchtime Music Jams

QVCC continues to be aware of the best practices surrounding student retention and completion. The College’s continuous enrollment initiatives allow Student Services staff to serve as an integral component of support throughout students’ time at QVCC. This support

begins when students apply to the College and lasts for the duration of their time here and often continues beyond their postsecondary experience. The College believes the services and activities described above have contributed to a combined retention and graduation rate of 72 percent (see Appendix IV).

Appendix

- I. Transfer And Articulation Program (TAP) Pathways Adopted by QVCC Including Pathway Enrollments and Completions
- II. Courses Aligned With TAP Outcomes
- III. Guided Pathways Essential Practices: Scale of Adoption Self-Assessment
- IV. Retention Rate: Fall 2017 to Spring 2018 of All Degree-Seeking Students by Full-time/Part-time Status

Appendix I: TAP Pathways Adopted, Including Enrollments and Completions

TAP Majors:				
Primary Major	Fall 2016	Spring 2017	Fall 2018	Spring 2018
CSCU Transfer: Art Studies			2	5
CSCU Transfer: Biology Studies	5	6	15	17
CSCU Transfer: Business Studies			12	10
CSCU Transfer: Chemistry Studies			2	2
CSCU Transfer: Comm Studies	1		2	2
CSCU Transfer: Comp Sci Studies			5	1
CSCU Transfer: Criminology Studies	3	3	12	8
CSCU Transfer: ECTC Studies				1
CSCU Transfer: English Studies			3	2
CSCU Transfer: History Studies	1	2	2	3
CSCU Transfer: Math Studies	1	1		1
CSCU Transfer: Physics Studies			1	1
CSCU Transfer: Pol Sci Studies	1		6	4
CSCU Transfer: Psych Studies	6	13	17	15
CSCU Transfer: Sociology Studies				1
CSCU Transfer: Social Work Studies	4	10	11	6
CSCU Transfer: Spanish Studies			2	1
CSCU Transfers: Total	22	35	92	80
Note: Unduplicated within term				
TAP Graduates:				
Conferred Degree	116312	117112	117312	118112
	FA16	SP17	FA17	SP18
CSCU Transfer: Socl Wrk Studies				1
CSCU Transfers: Total	0	0	0	1

Appendix II: Courses Aligned with TAP Outcomes

TAP - Competencies													
	Written Communication in English I & II	Quantitative Reasoning	Scientific Knowledge & Understanding	Scientific Reasoning	Historical Understanding & Knowledge	Social Phenomena Knowledge & Understanding	Appreciation of the Humanities	Oral Communication in English	Critical Analysis & Logical Thinking	Creativity (Gen Ed I)	Global (Gen Ed 2)	Ethical Dimension of Humankind Embedded	Continuing Learning & Information Literacy Embedded
Written I: All must take one.	ENG*101	MAT*146	AST*111	BIO*105	HIS*101	ANT*101	ART*107	COM*173	ANT*118	ART*107	ANT*118	ANT*101	CSA*105
	ENG*101S	MAT*167	BIO*110	BIO*115	HIS*102	ANT*105	ART*111	COM*176	ART*101	ART*111	ANT*133	ENG*101	ENG*101
		MAT*186	BIO*111	BIO*121	HIS*121	ANT*133	ART*121	BMG*204	ART*102	ART*121	POL*102	HLT*170	ENG*145
			BIO*160	BIO*122	HIS*122	ECN*101	ART*122		ART*109	ART*122	POL*103	PHL*111	ENG*274
Written II: Choose one of the following			BIO*121	BIO*290	HIS*210	HIS*201	ART*131		CSC*124	ART*141	POL*160	PHL*112	HIS*101
			EV5*100	CHE*111	HIS*211	HIS*202	ART*136		ENG*114	ENG*214	ART*151	PHL*113	SOC*101
	ENG*102		EV5*114	CHE*121	HIS*226	HIS*254	ART*141		ENG*145	ENG*202	ART*161	PHL*116	ENG*101S
	ENG*114		GLG*121	CHE*122	HIS*227	PHL*191	ART*161		ENG*223	ENG*225	ART*167	PHL*117	
	ENG*145		OCE*101	PHY*121		POL*102	COM*101		ENG*255	ENG*262	DGA*111	PHL*118	
	ENG*202		PHY*122	PHY*221		POL*103	HUM*101		ENG*275		ECE*103	ENG*101S	
	ENG*212		PHY*222			POL*111	HUM*146		HIS*249		GRA*151		
	ENG*214		SCI*103			POL*112	HUM*151		HSE*101	HSE*141			
	ENG*223					PSY*111	MUS*101		IS 150	HSE*147	GRA*271		
	ENG*262					PSY*112	MUS*104		MED*245				
	ENG*274					PSY*201	THR*101		POL*160				
	ENG*275					PSY*210	THR*106		PHL*101	PHL*135			
						SOC*101	ENG*281		PHL*140	PHL*165			
						SOC*114	ENG*282		PHL*173	PHL*178			
						SPA*109	ENG*283		PSY*211	PSY*212			
*Part B Designated Competencies: Oral Communication; Critical Analysis and Logical Thinking													
* Embedded Competencies: Students should not be required to take extra courses to meet these competencies; instead these should be in courses for which they are meeting another specified competency, or in general elective courses.													

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
REVISED JUNE 2017*

Institution Name: Quinebaug Valley Community College

Date: November 13, 2017

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The essential practices listed are examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which each essential practice listed in the first column of the tool is currently implemented at your college as of fall 2017. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study

In column three, describe the progress your college has made toward implementing each practice at scale. In column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made little progress implementing any given practice. This assessment will help your college establish a baseline and develop a plan for implementing guided pathways at scale at your college.* Project partners will also use this information to follow your college's progress in implementing guided pathways over time.

For more information, contact Davis Jenkins (davisjenkins@gmail.com) or Hana Lahr (lahr@tc.columbia.edu) of CCRC.

**In June 2017, CCRC revised the essential practices in the fourth practice area, Ensuring that Students are Learning, based on our field research and input from colleges.*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Our programs are 60 credit normalized wherever possible • Have engaged in program review over last two years • Guided Pathways committee (including faculty and advisors) initiated in fall 2016 began reviewing program mapping 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Create program map for each program • Form meta-majors • The students' educational plans/selected Program Maps accurately show what a student should take and the sequence of courses to take. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2018
<p>b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Program information on website does include employment information 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Working on global incorporation of education opportunities for each program on website • Critically analyze the College website and ensure that it provides the students with information/data that is clear, accurate, and easy to navigate • Map career and employment options to all programs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring/Fall 2018
<p>c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Working on implementing Guided Pathways plans of study for each program, to include on and off ramps, credential and certification opportunities, etc. • Completing templates in Degree Works Student Educational Planner (SEP) underway 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Request detailed information from program faculty to facilitate this • Plan to train on Student Educational Planner (SEP) in Degree Works • Need to identify and clearly show key progress milestones in each program and create a map template that is clear to students

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
			<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • <i>Action item at Spring 2018 January staff meeting</i> • <i>Goal is to have draft program maps for all programs of study by fall 2018</i>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Piloting Career Exploration and Planning course Spring 2018 • Incorporated New Student Workshops for students to overcome registration barriers beginning November 2017 • Promote use of Degree Works advising and program audit tool to students, advisors and faculty • Provided information about program areas (meta-majors) at November 2017 Open House 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Pilot Career course • Continue to promote/train on Degree Works • Need to complete program mapping • Need to develop concrete steps for students to explore and choose a program <p><i>Timeline for implementing next steps:</i> Continue work on degree maps during 2017-2018 academic year Goal is to begin more intentional career/program exploration for spring 2018, with at scale implementation, and orientation organized by meta majors by spring 2019</p>
<p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Students are advised about gateway courses • Not currently evident in materials or website which courses are gateway courses • Computer literacy skills need to be addressed and clarified 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Faculty review of gateway courses • Define all gateway courses for programs • Update materials and website to highlight these courses <p><i>Timeline for implementing next steps:</i> • Spring 2018</p>
<p>c. Required math courses are appropriately aligned with the student’s field of study.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Math courses are currently aligned appropriately with students’ field of study • There are dev ed and embedded support math courses available 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to monitor <p><i>Timeline for implementing next steps:</i> • Ongoing</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Early Alert system identifies at-risk students within first 2 weeks of semester • Tutoring in Learning Centers available • Academic boot camps available • Transitional Strategies course available • Embedded support classes in English and math available 	<i>Next steps:</i> <ul style="list-style-type: none"> • Require Early Alert participation from all faculty and adjuncts <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring 2018
e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • We regularly connect with our feeder high schools and provide information about our programs, application, assessment preparation, etc. • We offer introductory college courses or interest/career courses at some high schools for advanced education (Windham ECO, Manufacturing College Connections) • Our admissions staff and student ambassadors visit the high schools several times a year to discuss courses and majors • We offer campus and program tours • Introductory Career Exploration and Planning course offered • Open House events fall and spring semesters include college readiness strategies and major cluster info • College Career Pathways (CCP) courses in high schools offered 	<i>Next steps:</i> <ul style="list-style-type: none"> • Continue to market Open Houses and Early Bird registration events to high school students • Continue to educate high school students about Transfer Ticket programs • Incorporate educating high school students about meta-majors <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring 2018 and ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
3. KEEPING STUDENTS ON THE PATH			
a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Use of Degree Works program audit tool • All students are assigned an advisor or faculty advisor • Continue to develop a “case management model” • Advising months are heavily promoted 	<i>Next steps:</i> <ul style="list-style-type: none"> • Ongoing education on how to use Degree Works tool • Need to develop degree maps and help students make a full educational plan <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring 2018 and ongoing
b. Students can easily see how far they have come and what they need to do to complete their program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Use of Degree Works program audit tool 	<i>Next steps:</i> <ul style="list-style-type: none"> • Ongoing education on how to use Degree Works tool <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> •
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Early Alert system identifies at-risk students within first 2 weeks of semester • Intervention includes outreach and assessment of academic barriers 	<i>Next steps:</i> <ul style="list-style-type: none"> • Require Early Alert participation of all faculty/adjuncts <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring 2018
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Need to make gateway courses evident in materials and website • Advisors provide information and redirection • Continue to build on/off ramps in programs • Promote both credit and non-credit options • Remediation through tutoring and providing boot camps 	<i>Next steps:</i> <ul style="list-style-type: none"> • Faculty review of gateway courses and updating materials and website to highlight these courses • Faculty review on/off ramps <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring 2018

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Continue to analyze and implement strategic course schedules that better suit students' needs Faculty are reviewing course schedules and this information will be included in catalog and materials 	<i>Next steps:</i> <ul style="list-style-type: none"> Offer strategic course schedules that better suit students' needs through timeframe analysis Appeal to system office to purchase scheduling software for all colleges Need to consider regional and system course availability options <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Fall 2018
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> We consistently get positive feedback from employers that our students are well-prepared with industry-aligned skills Students report that they enter the workforce with relevant skills Program faculty meet regularly with area employer advisory boards to facilitate ongoing program assessment 	<i>Next steps:</i> <ul style="list-style-type: none"> Continue to monitor <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Ongoing
b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress	<i>Progress to date:</i> <ul style="list-style-type: none"> Would like to develop more internship opportunities for Liberal Arts/General Studies students 	<i>Next steps:</i> <ul style="list-style-type: none"> Promote heightened focus on developing and promoting internship opportunities Identify ways to include internships and work experience opportunities into

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
active learning activities that program faculty intentionally embed into coursework.		<ul style="list-style-type: none"> • Programs include internship, clinical, practicum and study abroad opportunities for program students • PCs work with aligned employer advisory boards to align learning with employment outcomes • Continue to collaborate with 4 year institutions to ensure that our outcomes meet their requirements 	programs, and include this in program mapping <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Fall 2018 and ongoing
c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • Some programs (Allied Health and ECE) are externally accredited • Dedicated staff person charged with developing and facilitating program assessment through eLumen 	<i>Next steps:</i> <ul style="list-style-type: none"> • Continue to assess learning outcomes <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Ongoing
d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • “Lunch and Learn” faculty/staff workshops and other professional development opportunities through Center for Teaching encouraged • Programs self-study required, and faculty use outcomes assessment to improve teaching 	<i>Next steps:</i> <ul style="list-style-type: none"> • Continue to explore and promote professional development opportunities • Need to encourage adjunct participation <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Ongoing
e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • ECE, Visual Arts, Pathways to Teaching programs require students to create portfolios • Manufacturing programs include industry-recognized credentials 	<i>Next steps:</i> <ul style="list-style-type: none"> • Increase promotion of College Central Network (CCN) e-portfolio option for students, and provide training for staff/faculty <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring 2018 and ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> • CCSSE and SENSE results are regularly presented to all staff/faculty • Not currently used to create targeted professional development 	<i>Next steps:</i> <ul style="list-style-type: none"> • Identify and implement ways to incorporate use of results • Ask Institutional Research staff to design and implement student surveys on student engagement <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • Spring/Fall 2018

Appendix IV: Retention Rate: Fall 2017 to Spring 2018 of All Degree-Seeking Students by Full-time/Part-time Status

Retention Rate: Fall 2017 to Spring 2018 of all degree-seeking students by Full-time/Part-time status						
Student FT/PT	Credit Hours	Cohort Size	Non-graduates enrolled in SP18	Retention Rate	FA17 graduates	Combined Retention and Graduation Rate
All	at least 1	1401	931	66%	72	72%
Full-time	12 or more	502	385	77%	30	83%
Part-time	Between 1 and 11	899	546	61%	42	65%
<i>Quarter-time</i>	<i>Between 9 and 11</i>	257	177	69%	16	75%
<i>Half-time</i>	<i>Between 6 and 8</i>	445	272	61%	19	65%
<i>Part-time</i>	<i>Between 1 and 5</i>	197	97	49%	7	53%



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742 Upper Maple Street
Danielson, CT 06239

Dear President Drummer:

I am pleased to inform you that at its meeting on September 21, 2018 the New England Commission of Higher Education considered the report submitted by Quinebaug Valley Community College regarding its Second Chance Pell location as well as the report of the evaluator and took the following action:

that the report regarding the College's Second Chance Pell program be accepted and inclusion of the instructional location at the Brooklyn Correctional Institution within the institution's accreditation be confirmed;

that the comprehensive evaluation scheduled for Fall 2021 be confirmed;

that, in addition to the information included in all self-studies, the Fall 2021 self-study provide an update on the College's Second Chance Pell program;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of community colleges by 2023 and informs Quinebaug Valley Community College that the advancement of those plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The Commission accepted the report submitted by Quinebaug Valley Community College (QVCC) and confirmed inclusion of the instructional location at the Brooklyn Correctional Institution (BCI) within the institution's accreditation because the report provided evidence that the College is implementing the Second Chance Pell program in a manner consistent with Commission standards and policies.

The Commission is pleased to learn of the initial success of Quinebaug Valley Community College's Second Chance Pell program offered at the Brooklyn Correctional Institution in Brooklyn, Connecticut. We concur with the evaluator

that the program is a “clear fit with the college’s mission and purposes.” The Commission appreciates that students in the Second Chance Pell program take the same courses as those offered on campus and are taught by full-time or part-time QVCC faculty. We note QVCC’s success in providing effective academic and student support resources and services (adapted as necessary to the BCI population) to students enrolled in the program. We share the judgment of the evaluator that QVCC is offering a “high quality academic experience” and are pleased to learn that, at the time of the visit, 13 students had completed an Applied Management Certificate and an additional 15 were on track to have completed their manufacturing classes by May 2018. As noted in the report of the evaluator, should the U.S. Department of Education discontinue funding for the Second Chance Pell program, the College will need to develop a “long-term strategy for sustainability” or a plan for a “graceful withdrawal.”

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. In addition to the information provided in all self-studies, we look forward, in Fall 2021, to receiving an update about the College’s Second Chance Pell program.

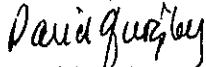
Finally, the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of the community colleges by 2023. Such a re-organization could result in a change in the schedule of monitoring of Quinebaug Valley Community College.

The Commission expressed appreciation for the reports prepared by Quinebaug Valley Community College and the evaluator and hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board of action and the head of the system on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark Ojakian. The institution is free to release information about the report and the Commission’s action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission’s action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



David Quigley

DQ/sjp

Enclosure

cc: Mr. Matt Fleury
Mr. Mark Ojakian
Mr. Todd Slover



DAVID QUIGLEY, Chair (2021)
Boston College

GEORGE W. TETLER, Vice Chair (2019)
Worcester, MA

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Vice President of the Commission
LAURA M. GAMBINO
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Vice President of the Commission
PAULA A. HARBECKE
pharbecke@neche.org

January 22, 2019

Dr. Carlee Rader Drummer
President
Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239

Dear President Drummer:

I write to inform you that at its meeting on November 15, 2018, the New England Commission of Higher Education considered the report submitted by Quinebaug Valley Community College and took the following action:

that the report submitted by Quinebaug Valley Community College be accepted;

that the comprehensive evaluation scheduled for Fall 2021 be confirmed;

that, in addition to the information included in all comprehensive evaluations, as well as the matters specified in our letter of October 22, 2018, the institution give emphasis, in the Fall 2021 self-study, to its continued success in assessing student learning and achieving its goals to improve retention and graduation rates;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of community colleges by 2023 and informs Quinebaug Valley Community College that the advancement of those plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its actions.

The report submitted by Quinebaug Valley Community College was accepted because it was generally responsive to the concerns raised by the Commission in its letters of November 14, 2016 and July 18, 2017.

The Commission appreciates the progress report submitted by Quinebaug Valley Community College (QVCC) and takes favorable note of the College's efforts to implement the Board of Regents Transfer and Articulation Program (TAP), assess student learning, and improve its retention and graduation rates. We understand that QVCC has implemented 17 of the

26 Transfer Articulation Pathways developed by the Connecticut State Colleges and Universities (CSCU) System. We are pleased to note that QVCC has collected assessment data from multiple semesters that will be shared with faculty to “improve TAP assessment” as well as with the CSCU TAP Implementation Committee and Learning Assessment Council. The Commission also commends the College on its multiple initiatives to improve retention and graduation rates by addressing student readiness for college, including embedded support in math and English courses, the First-Year Experience course, and its College Career Pathway (CCP) course offerings at the local high schools. We further appreciate that QVCC is working to reduce other barriers to student success: there were 40 classes with a “#NoLo” (No Cost/Low Cost) textbook designation in the Fall 2018 semester, and the College addresses food insecurity issues through a Meal Ticket Program and Help Yourself Boxes. In addition, the Student Success Center offers a LEAP (Learn, Enroll, Assess, Proceed) workshop for students and a New Student Orientation each fall. Advising Services uses email, text messages, telephone calls, and post card mailings to connect with students for advising and registration services. The Commission is gratified to learn that QVCC’s efforts have contributed to a combined retention and graduation rate of 72 percent.

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The College is asked, in the Fall 2021 self-study, to give emphasis to its continued success in assessing student learning and achieving its goals to improve retention and graduation rates. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College’s sustained attention over time; hence, we ask that further information be provided in the self-study.

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of the community colleges by 2023. Such a re-organization could result in a change in the schedule of monitoring of Quinebaug Valley Community College.

The Commission expressed appreciation for the report submitted by Quinebaug Valley Community College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board and the head of the system of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark Ojakian. The institution is free to release information about the evaluation and the Commission’s action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission’s action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



David Quigley

DQ/sjp

Enclosures

cc: Mr. Matt Fleury
Mr. Mark Ojakian



July 23, 2019

Dr. Rose R. Ellis
Interim Chief Executive Officer
Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239-1440

Dear Dr. Ellis: *Rose*

On behalf of the New England Commission of Higher Education, I write to remind you that the Commission, consistent with its "Policy on the Periodic Review of Accredited Institutions," has plans to evaluate Quinebaug Valley Community College during the Fall of 2021.

The Commission anticipates that an evaluation team will visit your institution sometime during the period from September 26 to November 10. So that we are able to arrange the visit and accommodate the schedule of the team chair selected to lead the evaluation, please indicate on the attached response form which two options from the dates provided below (preferably a Sunday-to-Wednesday sequence) would be most convenient for your campus to host a visiting team:

September 26-29, 2021

October 24-27, 2021

October 3-6, 2021

October 31-November 3, 2021

October 17-20, 2021

November 7-10, 2021

So that we can begin making plans for the evaluation, we would like your response by August 23, 2019.

We hope that the evaluation process will be mutually beneficial, and we look forward to working with you and your colleagues to that end. A member of the Commission's staff would be glad to visit with you and your colleagues at any mutually convenient time, in order to be of assistance with your planning for the self-study and evaluation.

Sincerely,

Patricia O'Brien, SND
Senior Vice President of the Commission

POB/srh
cc: Dr. Brian M. Donohue Lynch

DAVID QUIGLEY, Chair (2021)
Boston College

GEORGE W. TETLER, Vice Chair (2019)
Worcester, MA

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New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Tel: 781-425-7785 | Fax: 781-425-1001 | www.neche.org

PLEASE FAX OR EMAIL YOUR RESPONSE TO:

Paula Harbecke – 781-425-1001

Email: pharbecke@neche.org

Quinebaug Valley Community College

Comprehensive Evaluation Visit Dates

Option #1: _____

Option #2: _____

Please indicate your institution's preference, if any:

Chief Executive Officer: _____ Date: _____



DAVID QUIGLEY, Chair (2021)
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lgambino@neche.org

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PAULA A. HARBECKE
pharbecke@neche.org

August 29, 2019

Dr. Rose R. Ellis
Interim Campus Chief Executive Officer
Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239-1440

Dear Dr. Ellis:

Thank you for indicating the preferred dates for the upcoming comprehensive evaluation of Quinebaug Valley Community College. We are pleased to confirm the dates of October 3-6, 2021 for the on-site visit.

Sincerely,


Barbara Brittingham

BB/srh

cc: Dr. Brian M. Donohue Lynch

From: [Lewis, John](#)
To: [Clifford, Pauline M](#); [Ellis, Rose R](#)
Cc: [Lynch, Brian M](#)
Subject: RE: Question about location
Date: Tuesday, January 28, 2020 8:22:17 AM
Attachments: [Willimantic Relocation Approval Letter.pdf](#)

Pauline,

Application was made to NEASC when the relocation to WTHS occurred. I have attached a copy of the NEASC approval letter for your files.

John Lewis

From: Clifford, Pauline M <PCLifford@qvcc.commnet.edu>
Sent: Monday, January 27, 2020 11:29 AM
To: Ellis, Rose R <REllis@qvcc.commnet.edu>; Lewis, John <JLewis@qvcc.commnet.edu>
Cc: Lynch, Brian M <BLynch@qvcc.commnet.edu>
Subject: FW: Question about location

Was this done when we moved from Main Street to Windham Tech?

Pauline

From: Patricia O'Brien, SND <pobrien@neche.org>
Sent: Monday, January 27, 2020 8:33 AM
To: Ellis, Rose R <REllis@qvcc.commnet.edu>
Cc: Lynch, Brian M <BLynch@qvcc.commnet.edu>; Clifford, Pauline M <PCLifford@qvcc.commnet.edu>
Subject: RE: Question about location

Rose,
Thank you for your message. The relocation of an existing site is a change that will need to be reviewed by the Commission. Typically, we don't ask for a full substantive change proposal. Rather, a report of 2-3 pages that describes what you are going to do, why you are going to do it, how the new location will be better, and how you will inform students is what is needed.

I'd be happy to speak with you by phone about this if that would be helpful.

All the best,
Pat

Patricia M. O'Brien SND
Senior Vice President
New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425-7712 (office)

781-425-1001 (fax)

pobrien@neche.org



From: Ellis, Rose R <REllis@qvcc.commnet.edu>

Sent: Sunday, January 26, 2020 11:20 AM

To: Patricia O'Brien, SND <pobrien@neche.org>

Cc: Lynch, Brian M <BLynch@qvcc.commnet.edu>; Clifford, Pauline M <PClifford@qvcc.commnet.edu>

Subject: Question about location

Hello Pat:

I hope this email finds you well and enjoying the new year.

I have a question in regards to adding a new location or actually an existing location but a physical move to another part of Willimantic? QVCC currently has a Willimantic site with NECHE approval. However we are looking into moving to a more student friendly location and adding back operational as well as the day-to-day functions that were let go due to the limited hours of operation of the current location. Would this constitute a substantive change, even though QVCC already has an existing site in Willimantic?

Please advise

Thank you

Rose

Rose R. Ellis, Ph.D.
CEO/Campus President
Quinebaug Valley Community College
742 Upper Maple St
Danielson, CT 06239
860/932-4140



OFFICE OF THE CAMPUS CEO
QUINEBAUG VALLEY COMMUNITY COLLEGE

TO: Patricia M. O'Brien SND, Senior Vice President, NECHE

FROM: Rose R. Ellis, Ph.D., Interim QVCC CEO

SUBJ: Relocation QVCC Willimantic site

DATE: May 9, 2021

Relocation of Classes in Willimantic, Connecticut

In 1986, Quinebaug Valley Community College opened a satellite location in Willimantic, Connecticut, to provide an accessible and affordable education to the residents in southern Windham County, approximately 20 miles from the main campus in Danielson, Connecticut. From the end of the Civil War to the outbreak of World War II, Willimantic was a thriving center for producing silk and cotton thread. In the nineteenth century, immigrants from all parts of Europe flocked to the city to work in the mills, followed by an influx of Ukrainians and Puerto Ricans in the early twentieth century. Today Latinos comprise 36percent of QVCC's Willimantic population. Sadly, the city has become one of the most impoverished communities in northeast Connecticut. (According to the 2015 United States Census, the median household income in Willimantic was \$36,481 compared to Connecticut's reported median household income of \$71,346.) As a result, the population has declined precipitously, affecting the number of students who graduate from the two area high schools: Windham Public High School and Windham Technical High School. Since 2017, QVCC's Willimantic classes have been meeting at Windham Technical High School (WTHS), 210 Birch Street, Willimantic, CT. Because of high school regulations, QVCC students cannot occupy the building until the WTHS students have finished their day. Therefore, QVCC classes met between 3:30 p.m. and 9:25 p.m.

The College is unable to offer classes in the morning and early afternoon, and what QVCC found was the students who were enrolling in the courses at QVCC@Willimantic were parents who would drop their children off at school and then come to the Willimantic site during the morning hours. This in-turn caused the enrollment to once again drop at the site, causing QVCC to evaluate the move in 2017. In July 2019, a new Interim CEO arrived, and she heard loud and clear the necessity to move back to the previous QVCC Willimantic site at 729 Main Street in downtown Willimantic, CT.



OFFICE OF THE CAMPUS CEO
QUINEBAUG VALLEY COMMUNITY COLLEGE

QVCC has a middle-college on campus, which is run by EASTCONN, a public, non-profit, Regional Educational Service Center. EASTCONN also runs a program out of the old QVCC site at 729 Main street in Willimantic. QVCC and EASTCONN already have a thriving partnership with the middle college, so it was a natural fit to request to hold classes back at the main street site. EASTCONN welcomed QVCC to the expanded partnership at no cost to QVCC.

Effective January 2020, QVCC once again will be offering courses at their previous site on main street in Willimantic. The College remains confident the relocation will afford enhanced opportunities not only for QVCC students but also for EASTCONN students as well. (QVCC will supply tuition-free courses for the EASTCONN students.)

Course offerings will be expanded as we repopulate the site (general education core classes including art, business, communications, computer studies, early childhood education, economics, English, English as a Second Language, history, humanities, interdisciplinary studies, mathematics, political science, psychology, and Spanish). The main street site is on the local bus route and there is ample free parking as well, creating easier access for QVCC students.

QVCC and EASTCONN faculty and staff are committed to preparing their students to be career and workplace ready.