

# 2022 NECHE ACCREDITATION SELF-STUDY



QUINEBAUG VALLEY COMMUNITY COLLEGE



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## Institutional Characteristics Form

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

Date: February 2022

1. Corporate name of institution: Quinebaug Valley Community College

2. Date institution was chartered or authorized: 1971

3. Date institution enrolled first students in degree programs: 1971

4. Date institution awarded first degrees: 1973

5. Type of control:

Public

☒ State

☐ City

☐ Other

(Specify) \_\_\_\_\_

Private

☐ Independent, not-for-profit

☐ Religious Group

(Name of Church) \_\_\_\_\_

☐ Proprietary

☐ Other: (Specify) \_\_\_\_\_

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

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

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

☒ Less than one year of work

☒ At least one but less than two years

☒ Diploma or certificate programs of at least two but less than four years

☐ First professional degree

☐ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

- ☒ Associate degree granting program of at least two years
- ☐ Four- or five-year baccalaureate degree granting program
- ☐ A Doctor of Philosophy or equivalent degree
- ☐ Other doctoral programs \_\_\_\_\_
- ☐ Other (Specify) \_\_\_\_\_

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

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

9. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other \_\_\_\_\_

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

- a) Undergraduate 12 credit hours
- b) Graduate \_\_\_\_\_ credit hours
- c) Professional \_\_\_\_\_ credit hours

11. Student population:

a) Degree-seeking students:

(Fall 2021 Update)	Undergraduate	Graduate	Total
Full-time student headcount	395	N/A	395
Part-time student headcount	600	N/A	600
FTE	602.333	N/A	602.333

b) Number of students (headcount) in non-credit, short-term courses: 63

Term	FTPT	Heads	Credits	FTE
Fall 21	Full-time	395	5318	354.5333
Fall 21	Part-time	600	3717	247.8
Fall 20	Full-time	447	5947	396.4667
Fall 20	Part-time	584	3692	246.1333

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2012	March 2019	March 2022
Medical Laboratory Technology Program	Accrediting Bureau of Health Education Schools (ABHES)	Initial Accreditation, Jan.2021	Jan. 2021	February 2024
Advanced Manufacturing Technology	National Institute for Metalworking Skills (NIMS)	Initial Accreditation, 2018	Fall 2018	October 2023

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Willimantic Instructional Location	N/A	3	5.5
B. Out-of-state Locations	None	None	None



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

Name of program(s)	Location	Headcount
None	None	None

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

Name of program	Degree level	% on-line	FTE
None offered as of 2021	N/A	N/A	N/A

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None	N/A	N/A	N/A	N/A

17. List by name and title the chief administrative officers of the institution.

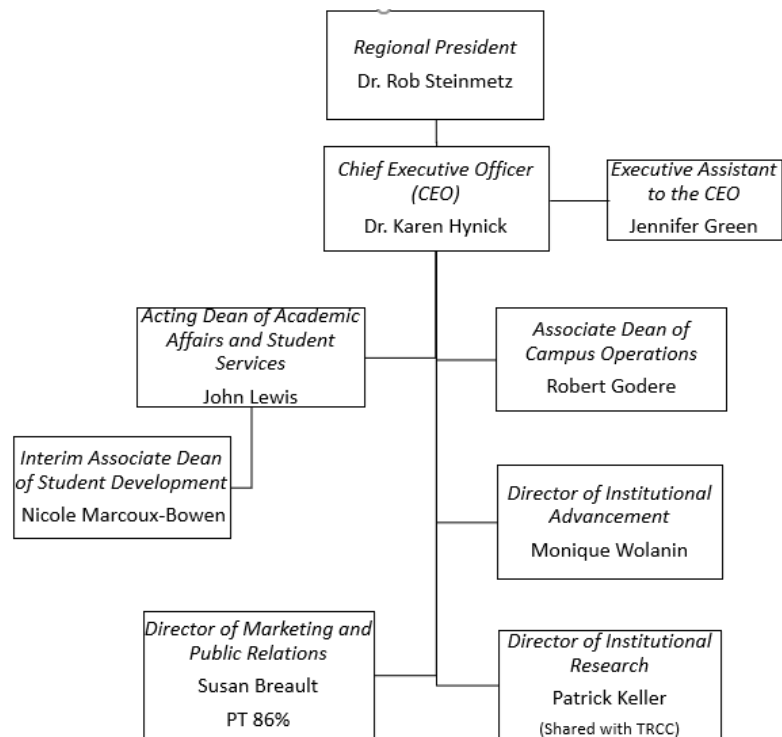
**CHIEF INSTITUTIONAL OFFICERS**

<b>Function or Office</b>	<b>Name</b>	<b>Exact Title</b>	<b>Year of Appointment</b>
Chair Board of Trustees	Matt Fleury	Chair of the BOR	2009
President	Terrence Cheng	President, CSCU System	2021
Regional President	Dr. Rob Steinmetz	President, Capital East Region	2019
CEO	Dr. Karen Hynick	CEO	Summer 2021
Chief Academic and Student Services Officer	John Lewis	Acting Dean of Academic and Student Services	December 2021
Associate Dean of Student Development	Nicole Marcoux-Bowen	Interim Associate Dean of Student Development	2021
Chief Regional Fiscal Officer	Jennifer Gray	Chief Regional Fiscal Officer, Capital-East Region	2020
Associate Dean of Campus Operations	Robert Godere	Associate Dean of Campus Operations	2022
Director of Financial Services	Alessandra Lundberg	Director of Financial Services	2016
Academic Division Director	Elkin Espitia-Loaiza	Interim Academic Division Director	2022
VP of Human Resources	Andy Kripp	Vice President of Human Resources, CSCU System	2019
Director of HR Strategy, COE	Diane Mazza	Director of HR Strategy COE	2020
Human Resource Manager	Shayla Carbone	Regional Human Resource Manager, Capital-East; QVCC HR Generalist	2021
Human Resource Data Analyst	Stephanie Wilcox	Human Resource Data Analyst, QVCC & MCC	2021

Planning, Workforce Development	Diane Bordonaro	Chief Workforce Development Officer, Capital East Region	2020
Institutional Research	Patrick Keller	Director of Institutional Research (2/5 Shared)	2019
Library	M'lyn Hines	Director of Library Services	2019
Chief Information Officer	James Vasquez	Chief Information Officer, CSCU System	2021
Director of Information Technology	Dr. Jarrod Borek	Director of Information Technology	2014-present
Admissions	Michelle Mason	Director of Admissions, QVCC/TRCC	2021
Registrar	Krissy Larrow	Student Services Associate/Records	2016
Associate Vice President for Financial Aid (CSCC)	Steve McDowell	Associate VP for Financial Aid and Title IV Compliance, CSCC	2020
Campus Supervisor, Financial Aid Services	Nicole Lenares	Campus Supervisor, Financial Aid Services	2021
Financial Aid Specialists	Logan Tashae, Gloria Rivera	Financial Aid Specialist	2020
Public Relations	Susan Breault	Director of Marketing, Communications and Public Relations	2020
QVCC Foundation:	Independent Non-Profit Housed with Office at QVCC		
Institutional Advancement/ Foundation	Monique Wolanin	Director of Institutional Advancement	2007
Alumni Association	Sarah Wolfburg	Director of Alumni Relations	2020*
*This position is under the QVCC Foundation which is a non-profit entity separate from the college.			

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

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.



Academic and Student Affairs

- Academic Programs
- Academic Departments
- Manufacturing
- Library
- Disability Services
- Educational Technology
- Learning Center
- Veterans Services
- Student Development
- Code of Conduct
- Title IX

Campus Operations

- Facilities
- Fiscal Affairs

Regional Capital East

- Workforce Development

One College: CCCC

- EMSA
- Financial Aid
- Advising
- Admissions
- Registrar

System: CVCU

- IT
- Human Resources

A more detailed complete organizational chart can be found at

<https://qvcc.edu/wp-content/uploads/2022/01/rev-1.26.22-Org-Chart-Update-QVCC.pdf>

19. Record briefly the central element of the history of the institution:

### **Central Elements in the History of the Institution**

- 1971- College authorized and funded (January); Dr. Robert E. Miller selected as president(July) The College opened in classrooms leased from secondary schools and with some offices housed in trailers. About 200 students enrolled (September).
- 1973- First commencement held. Nineteen graduates received degrees.
- 1976- The associate degree program in Aviation Maintenance was approved. QVCC became the first community college in Connecticut authorized to confer the Associate in Applied Science degree.
- 1979- Initial accreditation received from the New England Association of Schools and Colleges.
- 1980- QVCC began offering English as a Second Language classes in Willimantic in a classroom rented from the YMCA.
- 1982- Reaccredited by the New England Association of Schools and Colleges. Fall semester enrollment exceeded 1,000 for the first time.
- 1983- The college moved to a newly constructed building at the current Danielson location.
- 1986- The Willimantic Center moved into a leased facility on Valley Street.
- 1992- Reaccreditation by NEASC for ten years.
- 1992- Retirement of Dr. Robert E. Miller as president and appointment of Dianne E.Williams as the College's second president.
- 1993- Willimantic Center moved to a larger leased facility.
- 1994- The philosophy of Total Quality was adopted, and the total Quality Council formed.
- 1994- Plastics laboratory secured and set up on the campus.
- 1997- The College changed its organizational structure, including combining two divisions into the Learning and Student Development Division with one dean.
- 1999- Willimantic Center moved to a newly leased facility on Main Street with double the space of previous facility.
- 1999- Willimantic Center was approved by the New England Association of Schools and Colleges to be included in the College's accreditation.
- 2000- The Board of Governors for Higher Education approved the offering of more than 50% of four degrees at the Willimantic Center.
- 2001- The College was reaccredited for 10 years.
- 2006- The College opened its new wing, providing expanded classroom and office space for a growing student population.
- 2008- After several years of planning, a middle college high school was opened at Quinebaug, and plans began for a new building expansion to accommodate the new student population.
- 2010- President Dianne Williams retired after 18 years of leadership at the College. Dr.Ross Tomlin was appointed the third President of QVCC in January 2010.
- 2010-2011- The College organization was restructured, splitting the position of Dean of Learning and Student Development into two new positions: Dean of Academic Affairs and Dean of Student Services. New organizational divisions under these Deans

were developed out of existing institutional functions and newly understood needs. This reorganization proceeded along with a newly defined governance system under a new College Charter.

- 2010- Dr. Susan Huard retired as Dean of Learning and Student Development after more than 10 years of service at the College.
- 2010- Acting Dean of Academic Affairs appointed (7/10-10/10): John Lewis.
- 2010-2011- Interim Dean of Academic Affairs appointed (10/10-7/11): Patty Owen.
- 2010-2011- Total Quality Management model practiced at the College for approximately sixteen years, replaced under new president by a strategic planning process, led by external consultant (Lifeskills Associates).
- 2011- Dean of Academic Affairs appointed July 2011: Dr. Amy DeSonia.
- 2011- Connecticut Board of Regents formed to consolidate and reorganize governance of the 12 Community College System.
- 2012- 50,000 sq ft construction began on the new east wing of the College, to house the Quinebaug Middle College High School (QMC); completed by 2013.
- 2012-2013- Founding President, Dr. Bob Miller returned to serve as interim President.
- 2013-2015- Acting Dean of Academic Affairs appointed: Jayne Battye.
- 2013-2015- Dean of Student Services appointed: Alfred Williams.
- 2013-2014- Academic Division organized under Department structure; Department Chairs appointed.
- 2013-2014- Interim President appointed: Dr. Carmen Cid.
- 2014- President appointed: Dr. Carlee Drummer.
- 2016-2018- Dean of Academic Affairs appointed to newly merged dual position. (Academic and Student Affairs): Alfred Williams.
- 2016- New building and new program in Advanced Manufacturing opened on Danielson Campus.
- 2017- QVCC begins participation in CSCU Guided Pathways program to begin shaping College toward one-college System.
- 2017- NEASC approval to move Willimantic site to Windham Technical High School.
- 2018-2020- Interim Dean of Academic Affairs and Student Services appointed: John Lewis.
- 2018- QVCC begins participation in Guided Pathways Taskforce (CSCU) as step toward integration of Guided Pathways, Achieving Dream, and one-college consolidation.
- 2018- NECHE Approval of proposal to establish Second Chance Pell program at the Brooklyn Correctional Institution (BCI).
- 2019- QVCC begins full participation in Achieving the Dream, in conjunction with Guided Pathways work and one-college consolidation processes.
- 2019- Regions of CSCU System placed under regional presidents; QVCC is joined under new Capital-East regional president, with Capital, Manchester, Middlesex, and Three Rivers Community College, moving these toward eventual one-college consolidation.
- 2019-2021- Dr. Rose Ellis appointed interim CEO, replacing position of President in the changing structure of the CSCU System.
- 2019- Process begun to move Willimantic site back to previous location.
- 2019- Dean of Administration leaves the college; position not filled, in anticipation of new administrative role and structure under Students First plan.



- 2020 Dean of Academic Affairs appointed: Joe Cullen.
- 2020- Interim reorganization of college divisions and offices (Feb. 2, 2020 email from Dr. Ellis).
- 2020- Position of Chief Regional Fiscal Officer created in CSCU System. This changes the planning, reporting, and authority structure at college.
- 2020- CSCU Adopts Holistic Case Management Advising Model (HCMA) under Guided Pathways process and structure. Local authority, planning, and assessment put under regional management.
- 2021- QVCC brought under newly appointed Regional Advising Director (RAD) who now oversees the local and regional implementation of the Guided Pathways Advising program (GPA). This changes authority, reporting, and planning roles at the local campus.
- 2021- (February) QVCC brought under a regional organization of enrollment management and student affairs (EMSA), as part of transition to the one-college consolidated system. This changes local authority, reporting, and planning roles at the local campus.
- 2021- (July) CSCU appoints new CEO for QVCC: Dr. Karen Hynick.
- 2022- (January) QVCC appoints acting Dean of Academic and Student Affairs: John Lewis.
- 2022- (January) QVCC appoints Associate Dean of Campus Operations: Robert Godere.

## TABLE OF NECHE ACTIONS AND AREAS OF EMPHASIS

In its letter dated Nov. 14, 2016, The New England Commission of Higher Education (NECHE) accepted the 2016 Fifth Year Interim Report of Quinebaug Valley Community College at its Sept. 22, 2016, meeting. The Commission also recognized the College's engagement in efforts to improve student retention and completion rates as well as in efforts established at the CSCU System level to develop an extensive Transfer and Articulation Program in which student learning outcomes would be a focus for consistent learning assessment. The Commission also asked for a two-year follow-up report, to include an update on the College's progress in improving student retention and completion rates, as well as in continuing to work toward student learning assessment. These points were also in NECHE's approval of the subsequent two-year follow-up report. In its Oct. 22, 2018, letter accepting the location of a program at the Brooklyn Correctional Institution as part of the College's accreditation, NECHE further asked that QVCC's 2021 self-study include an update on this program (known as "Second Chance Pell").

Table 1: NECHE Actions, and Questions to Address. (To add standards cited and page #'s)

Date of Letter	NECHE Action	Items for Attention	Standards Cited	Self-Study Page Nos.
11/14/16	Approval of 5-Year Report	Two-year update, including progress on student retention and completion rates, and work on learning assessment including participation in CSCU System Transfer and Articulation Project	4.6; 8.3;8.6; 8.8	pp. 9-13 30,38,46, 52-55, 104-108, 113-115, 124-125,132
10/27/17	Letter to accept move of Willimantic programs to Windham Tech High School	No additional requests		
10/22/18	Accept program location at Brooklyn Correctional Institution; Confirmed 2021 Comprehensive visit	In 2021 report, college is to include an update on the progress of the BCI program.	General progress update requested	
01/22/19	NECHE accepted the College's 2 year update report, confirmed 2021 visit	College is asked to include in its standard report further updates on the College's continued success in assessing student learning, progress on student retention and completion rates, and the progress of the BCI program.		pp. xxv, 11, 30,35,108,109, 111,112

## **Introduction**

The self-study process at Quinebaug Valley Community College began in the fall of 2018 with the appointment of steering co-chairs, and their preliminary discussions with President Carlee Drummer, in anticipation of the many college and system changes that would be taking place in the next few years. In the spring of 2019 Standards teams were formed and co-chairs for each working group were selected. These teams were then given their charge and an initial timeline that eventually involved a formal kick-off session with Sr. Pat O'Brien in October of 2019.

Leading up to that date, the steering chairs provided teams with support materials to begin their research process, with emphasis on the importance of data-gathering to inform the narratives that were to follow. Team members were also provided at least one "lunch and learn" session to introduce them to the self-study process and to address any preliminary questions they might have prior to the formal kick-off in the fall.

In the spring of 2019, Microsoft Teams was newly available through the CSCU System, and was picked up at QVCC for use as the primary workspace for the 2019-2021 self-study process. Teams were given access to their individual Standards channels, along with space where collected documentation and collaborative working drafts could be shared within and across working groups. This provided the ability to work remotely, as well as to meet electronically with individuals and groups, which proved fortuitous in coming months. It also gave the project a foundation for putting together a potential electronic workspace for the NECHE visiting review team.

That same spring the CSCU System organized the state community colleges into regions, and Dr. Rob Steinmetz was appointed as President of the region under which QVCC was now to operate. In the process, the position of President at the College was replaced by that of Chief Executive Officer, and Dr. Rose Ellis was appointed as interim to this position. By the time of the October kick-off with Sr. Pat O'Brien, a new Dean of Academics and Student Services was given an interim appointment; the Dean of Administration, who also oversaw Human Resources, resigned and the position was not replaced, but functions were picked up by various members of the current staff (including the CEO) in anticipation of yet further System changes to the regional—and subsequently the local—institutional structure. In the midst of all this, some self-study team members were shifted to new teams or had to be replaced, as individuals retired, roles changed at the college, and some members' positions were redefined under Students First reorganization as System based rather than college employees.

Since the mid-winter of 2020 the self-study steering co-chairs met on a regular schedule with team chairs to discuss their progress and address any questions they have about their narratives, access to data, and necessary revisions to the self-study timeline. Teams were given several key deadlines for submitting drafts of their work in MS Teams, where they could work collaboratively among themselves and where the steering chairs could review work in between scheduled meetings. Documents were compiled, both within each standard and across the standards teams, as teams were also reminded regularly to fill in and use well their data-first forms, aiming for a well-sourced narrative.

Then there was a pandemic.

The self-study process became all virtual when the College went to all-online operations in March 2020. The steering co-chairs continued regular (once or twice a month) meetings with Standards teams chairs and their committees, and in between these continued to monitor data- first forms as well as working drafts, to encourage teams to keep on task. The strain of pandemic adaptations of the whole college—from student services to classroom teaching, and more—grew more obvious as weeks became months. Accordingly, the timeline for the self-study stretched out beyond its original interim goals, as a combination of retirements, institutional changes, and COVID 19 adaptations seemed to slow down every person and every process.

Drafts of the Standards reports were eventually readied for feedback, first from the CEO, and then a NECHE reviewer. Likewise, these drafts were shared with the regional president. After final revisions, the final draft of the report was compiled, edited by an experienced faculty in the English department, and shared electronically with the whole College community through its website. Final copies were made and sent both to the Commission and to the visiting review team by mid-August.

A further part of this process has been to prepare for the visit of the review team in October 2021. The electronic space of Microsoft Teams was initially being prepared in anticipation of a possible virtual visit. As an on-ground visit became the apparent mode of review, the steering chairs initially considered arrangements for the on-ground team, including the option of hybrid meetings that could if desired include small face-to-face meetings along with the option of online participants as well. The online document-room was migrated and organized on the College web so that sources could be linked to the self-study as well as accessed securely by the visiting review team.

A new CEO was appointed at the college as of July 2, 2021, at which point a six-month delay in the October NECHE review visit was requested and granted by the Commission. This was to give the CEO a chance to review the self-study and the institutional conditions reflected in its story. Using this postponement, the report itself was used along with all-college input to develop a strategic plan that would address several the major challenges surfaced by the self-study, while Standards teams were fresh from that process. As well, several tasks were stepped up—such as filling vacant positions, reorganizing several areas of institutional operation in the process, and addressing the rebuilding of the college's commitment to students in its Willimantic service area.

The self-study was completed in June 2021 with an eye on an October NECHE visit; in light of the postponement and subsequent institutional work begun by the new CEO, a small number of revisions have been made in the main document to reflect updates and clarifications of changes in progress at the college. Rather than revising the full document in a more extensive way (including projections) an addendum has been added to the full report to highlight and explain a number of key initiatives now shaping the college under its new CEO.

With this information in mind, in September 2021, a complete alpha draft was shared with the chairs and co-chairs of the Standards Committees and the entire college community during the fall opening day all staff meeting to enable a holistic review of the document in its entirety. After an initial round of comments and input, a beta draft was developed December 2021 and subsequently shared with Senior Management. Upon approval of this group, a final draft was forwarded to NECHE for additional review and feedback which was integrated into the final version. A public

notice regarding the upcoming comprehensive evaluation was drafted and posted to the College's website in January and banner advertisements were deployed throughout the site to draw the attention of visitors. The notice was also scheduled to be sent to the two major area print publications, the Shoppers' Guide and the Turnpike Buyer. The completed Self-Study document was sent to the Commission in February 2022.

The CEO, and gradually the rest of the college, are also being made aware of pending institutional changes and resources that promise to be part of the CSCU Students-First one- college consolidation, many of which may help the college to address the challenges and projections it has written about in the self-study. So much of this has been outside the awareness and understanding of the college as a whole, however, throughout the two-year self-study process. In large measure it is still in a phase of intention, promise, and aspiration as the college continues to operate in what is likely to be its last few years as a separately accredited institution. The promise of quality operations under clearly defined organization and governance, with effective use of data for planning and decision-making, under a single college operation, is yet to be, if not on its way.

### QVCC, NECHE Standards Teams, 2020-2021

<b>Standard 1: Mission and Purpose</b>	
*Dr. Rose Ellis, ( <i>Left QVCC, June 30, 2021</i> )	Interim CEO
Donna Bayer Carreaux	Student Services
Andrew Morrison ( <i>Left QVCC, Fall 2021</i> )	Student Services (Through fall, 2021)
Monique Wolanin	Director of Institutional Advancement
Jodi Clark	Assistant Director, Advanced Manufacturing
Joy Mark, ( <i>Retired August 2020</i> )	Professor of Mathematics
Mark Szantyr, ( <i>Retired August 2020</i> )	Professor of Fine Arts

<b>Standard 2: Planning and Evaluation</b>	
Erin Pagano, Co-Chair. (January 2021)	Professor of Business
Nicole Marcoux-Bowen, Co-Chair (January 2021)	Registrar, Appointed to Interim Associate Dean of Student Development in December, 2021
Joe Cullen, Added as Chair, Spring 2021 to Oct. 2021 ( <i>Left QVCC, Oct. 2021</i> )	Dean of Academic Affairs and Student Services
Jenn Hyatt	Fiscal Administrative Officer
*Patrick Keller	Director of Institutional Research
Jane Carey	English

<b>Standard 3: Organization and Governance</b>	
Bill Army, Chair	Former Coordinator of Learning Center /Faculty of History and Political Science
John Lewis, Chair	Professor, Chemistry/ Acting Dean of Academic Affairs and Student Support Services
Lois Kelley	Assistant to the Dean
Kudzai Zvoma	Professor, Mathematics
David Burdette ( <i>Retired, Dec. 2021</i> )	Information Technology Technician
Adam Greczkowski ( <i>Left QVCC, July 2021</i> )	Tutor
Annie Joly, ( <i>Retired, Aug. 2020</i> )	Professor of Fine Arts; Program Coordinator

<b>Standard 4: The Academic Program</b>	
Brian Kaufman, Co-Chair	Professor, English
Jayne Battye, Co-Chair	Professor, Political Science
Elkin Espitia-Loaiza	Professor, Spanish, Biology
Kevin Davis	Guided Pathways Advisor

Maria Garcia-Alvarez	Guided Pathways Advisor (Fall 2021)
Chris Parden	Assoc. Professor, Computer Services, Program Coordinator
Phil Lemieux	Instructor, Manufacturing Technology

<b>Standard 5: Students</b>	
June Dunn, Co-Chair ( <i>On committee until Spring, 2021; left QVCC in Oct. 2021</i> )	Assoc. Dean of Student Outreach and Enhanced Learning

Michelle Jones, Co-Chair ( <i>added, Fall 2020 Left QVCC in June 2021</i> )	Student Services and Advising
Sandra Gould	CAMI Data and Reporting Specialist
Annie Hill	Admissions
Krissy Larrow	Student Services Associate- Records
Deneuve Hernandez	Library Associate
Denise Walsh	Professor, Mathematics
Sara Van Orden	Academic Division Director (to Aug. 2021)/ Faculty in Science
Robert Kozlowski, ( <i>Retired, Summer 2020</i> )	Student Services

<b>Standard 6: Teaching, Learning and Scholarship</b>	
Cindi Brassington, Co-Chair	Professor, Allied Health
Jon Andersen, Co-Chair	Professor, English
Beth Alves	Professor, English and Communication
Mark Lowe	Associate Professor, Humanities
Fyiane Nsilo-Swai ( <i>Left QVCC in Jan. 2022</i> )	Reference and Instruction Librarian

<b>Standard 7: Institutional Resources</b>	
Alessandra Lundberg, Chair	Director of Financial and Administrative Services
*Jarrod Borek	Director of Information Technology
Martin Charette	Facilities, Maintenance
M'lyn Hines	Director of Library Services
Katie Gregory ( <i>Left QVCC as of March 2021</i> )	Associate Director of Career Services and Advising
Mike Benoit	Information Technology Technician

<b>Standard 8: Educational Effectiveness</b>	
Melissa Phillion, Co-Chair	Professor, Biology
*Patrick Keller, Co-Chair	Director of Institutional Research
Mikaela Kitka ( <i>Left QVCC as of July 2021</i> )	Counselor/Disabilities Coordinator
Debbie Rimkus	Assistant Professor, Mathematics
Gloria Rivera	Financial Aid
Jacob Spjut	Professor, Engineering Science

<b>Standard 9: Integrity, Transparency, and Public Disclosure</b>	
Sue Breault, Co-Chair ( <i>since 2018</i> ) ( <i>Retired from QVCC March 2022</i> )	Director of Marketing and Communication
Sara Hendrick	Associate Director of Admissions
*Stephanie Wilcox ( <i>Moved to System position</i> )	HR Data Specialist
Ling-chuan Chu	Professor, Psychology



Joe Cullen Co-Chair ( <i>Fall 2020-Oct. 2021; Left QVCC, Oct. 2021</i> )	Dean of Academic Affairs and Student Services
*Karla Desjardins ( <i>Moved to System position</i> )	HRSS HR Benefits Analyst (CSCU System)

\*Names representing positions affected by restructuring at the CSCU System level. Several of these, for example are individuals who now work at consolidated tasks at the CSCU System level and reside on campus. Other positions (CEO, IR, IT for example) represent a state of changing configurations of responsibilities under the CSCU consolidation plan, yet to be settled clearly by the spring of 2021.

*Dr. Pauline Clifford, Dr. Brian Donohue-Lynch, Self-Study Co-Chairs*

## **Institutional Overview**

Quinebaug Valley is one of twelve community colleges in the current CSCU System, along with four regional universities and Charter Oak State College. After many years of community advocacy and planning the college was first chartered to offer courses and degrees in 1971, relying on the facilities of the local Ellis Technical High School. Eventually, a new campus was built on land purchased by the State, and students were first welcomed to this new permanent location in 1983. Only three years later the college began to develop programming at an off-site location in Willimantic for the people in that area of its service region. Early programs in Willimantic subsequently grew out of and included non-credit ESL classes, which eventually became part of the credit programs offered through a succession of larger instructional sites to accommodate a growing enrollment.

Since its inception, Quinebaug Valley Community College has been sustained through strong community advocacy, to provide access to affordable higher education in what is one of the most economically depressed areas of the State ([Windham Census Data in Data Folders](#)). For fifty years, efforts have been supported by local college leadership and a broad community base, to address the diverse educational needs of a service area challenged by its distance from the stronger economic and political centers elsewhere in the State. During this time the college has developed a diversity of programs, for students looking to transfer to four-year institutions, and those who are looking for employment after completing certificates or degrees at QVCC itself. Working within almost two distinct centers of population in rural Danielson and more densely populated Willimantic ([Statistical Atlas](#)), the college has been committed to create programs and services both to bridge these areas, as well as to serve them in their sometimes-unique social, cultural, and economic needs ([CSCU Town By Town](#)).

In addition to a range of academic degrees largely for transfer to four-year institutions, several career-focused programs have been built and sustained—in the areas especially of medical assisting, manufacturing, and early childhood education, centered at the Danielson campus and available at least in part through basic courses at the Willimantic center. Other programs have been tried and found unsustainable—such as human services (currently being reviewed for another start-up), construction technology, and several technology-studies degrees. Throughout the trial and growth (or retirement) of these efforts, the college has worked to provide this programming to its whole region, often despite, among other things, the distance between its two locations which are 20 miles apart.

The college also has a commitment to continuing education, through non-credit offerings serving cultural interests as well as employment needs of the area. A Learning in Retirement (LiR) program that first began as part of this commitment to lifelong learning, has grown into a self-governing organization under the auspices of the College, with a membership of around 400 participants. As well, the College has programs in Business and Industry Services, and Workforce Development and Community Education, for which course work in several areas can in fact lead participants into related credit-bearing programs.

At the start of the decade of the new millennium the college identified a need for expansion of its facilities, and by 2006 a new wing was added to the original building to accommodate a growing student population as well as an expanding curriculum. As this was being completed the college also began plans for establishing a middle-college high school on campus and this was initiated

in 2008 with high school classes sharing existing college facilities. A second wing was subsequently added by 2014 that would be specifically for the use of the middle-college and its planned expansion.

In the early 1990s the Connecticut State legislature merged existing community colleges in the System with their neighboring technical colleges and established them as part of a new System under a single Board of Trustees. Quinebaug was one of the colleges that did not experience the challenge of this merger as it did not have a technical college in its area; but as part of what was now designated a Community-Technical College System it did face the new expectation to develop technical programs which it had not previously offered.

Subsequent efforts have reflected the challenge of such program development as the college has attempted to respond to System expectations and local community needs, but also the limits of sustainability in its service region. Medical assisting offerings have persisted, grown, and changed, for example, filling local needs as well as pathways to degrees at other institutions. Construction Technology proved not viable for the size of the student population and the demands of the region for employment. Plastics Manufacturing proved short-lived, but it served instead as a program bridge to what has become an advanced manufacturing program encouraged and sustained by State and System efforts to establish centers for this type of program in various communities across the State.

While the College took up the challenges to meet the academic and work-training needs of its community, the State legislature again redefined the system of higher education in Connecticut in 2011, putting the twelve community colleges, the State Universities, and Charter Oak State College under a single Board of Regents with the stated aim to achieve an efficiency of services if not an efficiency of costs through centralization of planning, oversight, and key support functions. These were the beginning moves toward what has become a plan for consolidation of the community colleges, with existing colleges becoming campuses of the one centrally planned, managed, and supported institution. As a practical reflection of this, in 2016 yet a new building was opened on campus in Danielson as part of the State initiative to create advanced manufacturing centers in various parts of the State, to enhance higher education with job-focused training.

For QVCC in fact, this centralization of planning, oversight, and administration at the State level has been one of several factors in a perfect storm of change that has buffeted the college since the last ten-year self-study. Since that time the College, for example, has seen at least a half-dozen changes in executive leadership, with the current CEO arriving in the Summer of 2021, replacing the previous CEO who served at the college for two years. Likewise, the college has seen at least six Deans of Academics, with that person's role changing several times periodically either to cover a dual responsibility of oversight in the Student Services area, or to serve exclusively over the academic area. Even as the latest person to hold this role entered his second year in this position, he moved to a new role in the CSCC System, and a previous interim Dean has temporarily taken his place as of Jan. 2022. At the same time, the Students First one-college initiative will be redefining this position and requiring that existing administrators reapply for their positions. The Dean of Administration left his position in the fall of 2019 and many of the functions of his office were taken up by the interim CEO as the position was itself being redefined through the Students First consolidation plan. The Director of Financial Aid retired that year as well, and functions of that office were likewise picked up by others in related offices

(including the interim CEO) as the position itself was being redefined by Students First. Similarly, the Director of Student Services (under the Dean of Academics and Student Services), whose role included enrollment management, was in place for only a year and left in the spring of 2019, with his functions picked up by others in the student services office. A long-term Director of Advisement and Retention also retired in 2019, with the functions of his role being picked up by a shrinking remainder of staff, as the Students First consolidation plan likewise redefined this role and put it under the oversight and authority of a regional administrator off campus.

Change has been such a constant—both through internal factors and those already being brought about by the Students First initiative—that there has developed little continuity of practice of evidence-based planning at the college, or evaluation of what has been done in daily operations. Without a consistency of internal college leadership in most areas of operations beyond the tenure of one to three years, and a growing retirement of seasoned faculty and staff, the added uncertainties of Students First consolidation and its redefinition of campus roles and functions makes immediate operation of the college the most pressing priority. In a larger institution such changes could be more readily absorbed but in one of the size of QVCC, having for example about 11 unfilled positions across departments is putting the College on the edge of simply functioning as it should on a day-to-day basis.

There are few in the college as a result who are in the mode of studying things from the point of view of informed analysis, with a plan, in order to improve things on the basis of evidence. This challenge has not been made any easier by the departure of the College Director of Institutional Research in the spring of 2018, and the subsequent ten-month appointment of an interim, part-time Institutional Research person (shared with another college in the System), who in turn was replaced by a new, shared Institutional Research director (2/5ths time at QVCC) in the spring of 2019.

In general, the dilemma we are working with in writing this very report is not in getting the self-study done on time but is more so the challenge posed by a lack in any institutional use, on any consistent basis, of evidence that has been routinely gathered for informed decision making. This is not meant to be an editorial criticism of the college or of individual who function here, but instead is a statement of what can currently be seen, and what has been an institutional condition for a number of years.

Students First consolidation holds out promise with the creation of resources like data-dashboards, regional institutional research positions, and Achieving the Dream processes to educate people locally on data literacy. But these are not where the College has been, up to the completion of this self-study in June 2021; they are aspirational and promised by the model of a one college system to come. The College has a new CEO who arrived in July 2021 (the seventh or so executive leader in the past nine years), who can begin to reorganize things at the college, and work on a more deliberate, overall plan of improvement, including aspects and positions of the one-college system that can be put in place, with the help of regional and State offices. But again, these things are part of the intention and promise of a consolidated System rather than what the College can say about itself currently as a stand-alone institution.

In addition to the institutional, administrative, decision-making, and financial planning changes already being brought about under the Students First plan, the college is also feeling the effects

of the dual requirements expected of staff and faculty even as their numbers have been reduced. To achieve the changes planned under Students First consolidation, staff and faculty have been requested, in addition to their normal operations of the college, to participate in System committees to address questions of governance, curriculum oversight, student services, learning assessment, program and course alignment, IT management, and more. While consolidation is regularly discussed as something that is planned to happen in 2023, the active processes of change and all their demands of time and resources are happening now, in addition to what is called for to operate the current, individually accredited institution. Larger institutions may in fact be able to absorb such demands—though even this is not clear. But at QVCC, with already nearly a dozen unfilled college positions, where the total full-time staff and faculty numbers around 100, the strain is apparent.

In this context, the College has a number of significant needs to address. These include:

- Stabilization of its organization and leadership, under the structure and governance of new positions now being defined and filled by the CSCU System.
- Development of evidence-based planning, including multi-faceted assessment, relying on the resources now provided by the CSCU System, under the management now centered on a regional basis.
- Rebuilding of its service in the Willimantic area.
- Continuation and reinforcement of its Second Chance Pell program at the Brooklyn Correctional Facility.
- Organization and formalization of its online offerings as these have reached a critical mass for certificates and degrees.
- Identifying and continuing to develop existing and future efforts to address questions of equity throughout the College and its work.
- Establishing consistent oversight and maintenance of college information sources as these have grown in depth and complexity for the College both as a stand-alone institution and now as a growing part of a more far-reaching System.

## STANDARD 1: MISSION AND PURPOSES

### Description

The mission and ensuing purposes of Quinebaug Valley Community College were first identified by members of the community in northeast Connecticut prior to its formal statutory definition as a college in 1971 ([QVCC History](#)). These community members recognized the need for accessible postsecondary education in what continues to be a relatively isolated region of the State, and they advocated to the legislature for establishing a community college to serve this need.

In its 50 years of existence, the College has sustained its core mission through multiple changes of organization and leadership at the State level, as well as growth and change at the local level. While the formal mission statement has been revised periodically over five decades, its most recent expression reflects this consistent core: to provide “exceptional opportunities for northeast Connecticut residents to learn in an affordable, challenging, and supportive environment that enables students to become fully engaged citizens in an ever-changing global community” ([Mission 2016](#)).

QVCC has always been part of a statewide system of higher education, the Connecticut State Colleges and Universities, which itself has undergone many organizational and leadership changes while also defining a consistent mission for [all constituent units](#). The local mission and purposes of the College have always been aligned those of the System, even as QVCC has worked to address the uniqueness of its region and locally defined needs.

In keeping with the articulation of mission at both levels, the College has continued to meet the challenge of serving two distinct areas of its service region, operating the [Danielson main campus](#) and the [additional instructional location in Willimantic](#) ([Danielson Demographics](#), [Willimantic Demographics](#)). Since at least 1999, the Willimantic location has reflected the College’s commitment to its purpose of serving all members of the northeast Connecticut community, in the spirit of the College’s founding.

Since about 2012, CSCU has been working to consolidate the 12 independently accredited Connecticut community colleges into a single college, under a plan called [Students First](#). A timeline has been set for this consolidation to occur formally in 2023, and many changes are in process affecting all 12 community colleges, including the latest formal statement of mission, vision, and goals under which all the institutions will operate ([CSCU Mission and Vision](#)).

### Appraisal

While the emerging single college reconfigures how each campus will be managed and governed, the latest statements of mission and purpose carry forward a consistent commitment to postsecondary education. This involves support for programs serving students looking to transfer to four-year institutions, those looking for work-related training, and those looking for continuing education both credit and non-credit.

Amid the uncertainties of System consolidation, QVCC has experienced internal strain due to local factors. Since the last expression of mission ([Mission 2016](#)), the College has gone through

multiple, sometimes simultaneous administrative changes because of retirements, staff departures, and subsequent shrinking or reconfiguring of departments, and thus resulting in the loss of staff and faculty with institutional memory and understanding.

Resulting partly from administrative restructuring in the consolidation process, the College's operation has involved key leadership among new administrators and a shrinking cohort of experienced faculty and staff. Also, administrative functioning has been challenged by the 2020-2021 pandemic. Staff and faculty have maintained short term functioning of the College while anticipating the longer-term implications of institutional changes toward consolidation, all under an understanding of the mission and purposes of the College.

### **Strengths, Challenges, and Projections**

The College anticipates that the authority for and responsibility over institutional operations will become clearer under the changes taking place in the CSCU System. QVCC welcomed a new CEO in July 2021, the role of Dean of Academic Affairs and Students Services will be made clearer, and the functioning of administrative departments (for example HR, Finance, and IT oversight) will presumably be clarified.

<b>Strengths</b>	<b>Challenges</b>
A consistent mission across 50 years of growth and change	Many internal changes due to loss of faculty, staff, and administration over a short period
System mission and vision to which the local mission and purposes can easily be correlated	Institutional changes due to consolidation, especially challenging because of the small size of the College and the local changes mentioned above
A local community that is committed to the College	Working in an economically depressed service area with two quite different populations (Willimantic and Danielson)
Key staff and faculty with institutional history and experience to keep the College functioning amid multi-faceted change	Continued loss of institutional memory and understanding
Emerging System resources	Staff and faculty time and energy required for projects and committees toward the one college initiative
Staff and faculty commitment to adapt creatively to the needs of students amid the pandemic	Strains and barriers brought about in the local community due to COVID 19
	Building and sustaining better support of the branch serving the Willimantic community



<b>Projection</b>	<b>Responsible Persons</b>	<b>Timeline</b>
The College will review and revise its strategic plan, including the statement of its mission and purposes, in relation to consolidation.	Regional President, CEO, College staff and faculty	2021-23
The College will study and improve its understanding of and commitment to equity.	Achieving the Dream Committee, staff and faculty	2021-23 (ongoing)
The College will clarify its operational structure, in relation to the emerging one college System.	Regional President, CEO, Dean of Academic Affairs and Student Services, staff and faculty	2021-23 (ongoing)
The College will review, renew, and build its presence in Willimantic.	Regional President, CEO, Dean	2021-23 (ongoing)
The College will review its online programming post-pandemic and formally address this with the Board of Regents and NECHE.	Dean, College academic governance, regional and State administrators	2021-22 (and ongoing)

## Standard 1 Data Form

Standard 1: Mission and Purposes				
	Document		Website location	Date Approved by the Governing Board
	Institutional Mission Statement		<a href="https://qvcc.edu/discover-qvcc/who-we-are/">https://qvcc.edu/discover-qvcc/who-we-are/</a>	Spring 2016
	Mission Statement published		Website location	Print Publication
	College Web- "Who We Are"		<a href="https://qvcc.edu/discover-qvcc/who-we-are/">https://qvcc.edu/discover-qvcc/who-we-are/</a>	
	Archived Catalog, 2016		<a href="http://catalog.qvcc.edu/content.php?catoid=3&amp;navoid=91#mission-statement">http://catalog.qvcc.edu/content.php?catoid=3&amp;navoid=91#mission-statement</a>	
	Related statements		Website location	Print Publication
	Student Services Mission Statement		<a href="https://qvcc.edu/student-resources/">https://qvcc.edu/student-resources/</a>	
	Highlights of College's Strategic Plan		<a href="https://qvcc.edu/discover-qvcc/strategic-plan/">https://qvcc.edu/discover-qvcc/strategic-plan/</a>	
	Please enter any explanatory notes in the box below			
	<p>The mission statement was revised through a college-wide process of review, as part of the strategic planning process in 2015-2016 and a revised version was subsequently adopted in the spring of 2016. Since then, the process of change within the institution and across the CSCU System have taken precedent over any further revision, until new institutional structures and processes are put in place. Though the CSCU System Students First initiative is meant to respect the local identity of each campus, what this means in terms of the definition of the local campus mission and its alignment with the One-College system, remains to be determined.</p>			

## STANDARD 2: PLANNING AND EVALUATION

### Description

Over the past five years, planning and evaluation efforts at Quinebaug Valley Community College have been unsettled by changes in leadership and disturbances in social and economic conditions. Regardless of these setbacks, QVCC's planning and evaluation have been guided by research on current trends in higher education and the results of data collection tools that include perspectives of multiple stakeholders in the College and the surrounding communities, thus assuring representation of a wide range of perspectives.

[Trends in higher education](#) that have impacted planning and evaluation include changing demographics, such as the declining number of traditional aged college students and the growth of the nontraditional student population; a shift to remote learning that has been accelerated by the COVID-19 pandemic; the increasing importance of career focused learning outcomes; the demand for more graduates in STEM fields; and the emergence of stackable micro-credentials, badges, and certificates.

To support its planning and evaluation processes, the College shares an Institutional Research position with Three Rivers Community College. This position has been valuable for collecting and analyzing data on student success, learning outcomes, stakeholder attitudes, and institutional capacity. The data have been used to inform the College's planning efforts and enhance institutional effectiveness.

Under the [Students First](#) initiative over the past five years, Connecticut has been implementing a statewide model for organizing and consolidating programs, processes, and services in higher education. Recent changes in various offices and departments at QVCC reflect these efforts and involve shifting authority, planning, and oversight to regional and State levels. Affected departments include Human Resources, Information Technology, Continuing and Workforce Education, Advising, and Enrollment Management. Planning and evaluation have been increasingly determined by the central offices and departments of the CSCU System ([CSCU Organization](#)). Internal changes due to turnover of staff, faculty, and administration at QVCC have increased the challenge of consistent planning and improvement of the processes, organization, and structure of the institution.

The System has been developing resources, processes, and plans ([CSCU Planning](#)) toward centralization, in the form of goals ([Institutional Effectiveness](#)), tools ([KPIs](#)), offices for research ([ORSE](#)), and a project to engage faculty and staff to become data literate, to facilitate effective planning and evaluation ([Achieving the Dream](#)) as QVCC is transformed in the [Students First initiative](#).

### Strategic Planning and Evaluation

The mission driven focus of the College's planning and evaluation is reflected in its 2016-2020 Strategic Plan ([Strategic Plan](#)), which contains five goals aligned with our mission. They include

- Engaging QVCC students in a robust academic environment that supports their individual goals

- Strengthening and expanding courses, programs, and other services to meet the needs of our community
- Enhancing resources and support for faculty and staff to enrich the working and learning environment
- Expanding QVCC's presence in the community through outreach, advocacy, and partnerships
- Strengthening the College's physical and organizational infrastructure to ensure the College's long-term sustainability.

To inform efforts toward these goals, the College uses data from the Institutional Capacity Assessment Tool ([ICAT](#)), provided by Achieving the Dream, and the Survey of Entering Student Engagement ([SENSE](#)), provided by the Center for Community College Student Engagement. Insights gleaned from these sources have been used to shape and update the Strategic Plan and guide QVCC to 2023, when it will be absorbed into the single State community college.

To assure that the College's planning and evaluation initiatives capture the perspectives of multiple stakeholders and accurately reflected its status, instruments used for data collection have incorporated anonymous responses from staff, faculty, students, alumni, and members of the community. The SENSE survey, which assesses student engagement, was administered in Fall 2019 to 103 first year students. In addition, the ICAT survey, which assesses institutional capacity, was administered in Spring 2020 to 71 faculty, staff, alumni, and Foundation board members.

SENSE provides an assessment of the College's status relative to key areas of student engagement (Strategic Plan goal 1) that educational research has shown to be important for early college experiences and educational outcomes. In each area, the survey provides a rating based on a standard score format with a mean of 50 and a standard deviation of 25. It also provides colleges with the opportunity to compare their performance to that of a cohort of similar colleges. Ratings for institutions scoring in the top 10% of the cohort are provided as aspirational benchmarks. The College's performance in key areas of student engagement, as measured by the SENSE survey, is as follows:

<b>QVCC SENSE Survey Results Fall 2019, N=103</b>				
<b>Student Engagement Area</b>	<b>Description</b>	<b>QVCC Rating Mean = 50 SD = 25</b>	<b>Top 10% Cohort Rating</b>	<b>Comments</b>
Early Connections	How well the College engages with students in the early stages of the admissions process	55.3	69.8	Above cohort mean but below benchmark
High Expectations and Aspirations	The extent to which the College conveys positive expectations for student success	49.4	57.9	Slightly below cohort mean and below benchmark
Clear Academic Plan and Pathway	The extent to which the College assists students in determining a clear pathway to success	56.7	63.1	Above cohort mean but below benchmark
Effective Track to College Readiness	How well the College assesses college readiness and appropriately places students in the curriculum	53.3	62.5	Above cohort mean but below benchmark
Engaged Learning	The extent to which the College supports student behaviors that indicate engagement in learning	45.4	64.9	Slightly below cohort mean and below benchmark
Academic and Social Support Network	How well the College explains academic support services and facilitates faculty-student and student-student relationships	48.1	59.9	Slightly below cohort mean and below benchmark
<b>Overall</b>		<b>51.4</b>	<b>Slightly above cohort mean</b>	

As our students' responses indicate, the College is at or near national averages in each area of early student engagement assessed by SENSE. Strengths were noted in Early Connections and Clear Academic Plan and Pathway. The College's weakest rating occurred in Engaged Learning, an area heavily influenced by items about study habits such as asking questions in class, seeking supplemental instruction, and attending study groups. While none of the College's ratings were at the aspirational benchmark level, its overall rating was slightly above the cohort mean.

Like SENSE, ICAT provides an assessment of the College's status relative to a cohort of similar institutions. Unlike SENSE, ICAT uses criterion-referenced methodology to focus on key areas of institutional capacity related to Strategic Plan goals 2 through 5 and to identify strengths and areas needing improvement. The ICAT is based on a 4-point scale ranging from 1 (minimum) to 4 (exemplary). The College's ratings on ICAT were as follows:

<b>ICAT Survey Results Spring 2020, N=71</b>				
<b>Area</b>	<b>QV Level of Performance 1 = Minimal, 2=Moderate 3=Strong, 4=Exemplary</b>	<b>Description</b>	<b>National Average Level of Performance (NALP)</b>	<b>Comments</b>
Leadership and Vision	2	Moderate level of capacity established	2.3	Consistent with NALP
Data and Technology	2	Moderate level of capacity established	2.1	Consistent with NALP
Equity	2	Moderate level of capacity established	2.3	Consistent with NALP
Engagement and Communication	2	Moderate level of capacity established	2.3	Consistent with NALP
Teaching and Learning	3	Strong level of capacity in place	2.5	Above NALP
Strategy and Planning	2	Moderate level of capacity established	2.3	Consistent with NALP
Policies and Practices	2	Moderate level of capacity established	2.1	Consistent with NALP

These results indicate that key stakeholders consider the College to have a moderate level of capacity in the areas of Leadership and Vision, Data and Technology, Equity, Engagement and Communication, Strategy and Planning, and Policies and Practices. These levels are consistent with the National Levels of Performance reported by similar institutions. However, a strength was noted in the domain of Teaching and Learning, where the College's stakeholders gave it a strong level of capacity, well above the NALP of similar institutions.

### **Academic Planning and Evaluation**

To inform its academic planning and evaluation efforts, the College has traditionally used a 10-item end-of-semester course evaluation survey to track student satisfaction with courses offered in the traditional and hybrid formats. A survey to evaluate courses offered online has not yet been approved through the System's shared governance process. Therefore, when the College shifted most of its courses to an online environment due to the pandemic, course evaluations were suspended. The following table provides a summary of course evaluation results from Fall 2019, the most recent semester for which these data are available.

<b>Fall 2019 End-of-Course Evaluation Results (N=103)</b> Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree	
<b>Survey Item</b>	<b>Mean Score</b>
1. The instructor presents course objectives in a clear manner.	3.6
2. The class is organized effectively and in an understandable way.	3.6
3. The instructor follows the syllabus provided.	3.7
4. The instructor encourages me to ask questions and participate in class.	3.7
5. The instructor provides assignments that help me understand the subject matter.	3.6
6. The instructor demonstrates enthusiasm for and interest in the subject.	3.8
7. The instructor manages class time effectively.	3.6
8. The instructor provides clearly defined grading procedures and standards.	3.6
9. The instructor promptly evaluates my work and returns it.	3.6
10. The instructor is available for office hours and/or individual conferences.	3.7

With mean scores ranging from 3.6 to 3.8 on a 4-point scale, these data suggest a high level of student satisfaction. However, given that the results pertain only to courses with an on-ground component, the College is mindful of the need to develop systems for similarly evaluating online courses.

At the program level, the College assesses three programs—Medical Laboratory Technician, Advanced Manufacturing, and Early Childhood Education—relative to the standards of specialized external accrediting bodies. Our MLT program, accredited by the Accrediting Bureau of Health Education Schools ([ABHES](#)); the ECE program, accredited by the National Association for the Education of Young Children ([NAEYC](#)); and the AMT program, accredited by the National Institute for Metalworking Skills ([NIMS](#)), all use rigorous learning outcome assessments and pass rates on national board examinations to assess program quality and support continuous improvement.

To assess other programs, the College uses a review process that requires each program to respond to a structured questionnaire designed to evaluate its performance relative to critical success measures such design, curriculum, external affiliations, instruction methods, completion metrics, learning outcomes, and adherence to the College’s mission ([Program Proposal and Review Documents](#)). Because of the pandemic, the College suspended the program review process for 2019-20 and 2020-21. It will resume the program evaluation process during the 2021-22 year. ([Program Review Cycle](#))

### **Financial Planning and Evaluation**

The College’s financial plan is informed by the individual budget plans of its academic departments, administrative departments, and Student Services division. The budget process starts each March with an assessment of current departmental expenditures and what the departments are requesting for the coming fiscal year. It incorporates projected enrollment; faculty, staff, and administrative salaries; technology maintenance and enhancements; facility

maintenance and construction projects; operational expenses; and other sources of income and expense. The resources are allocated from a block grant given by the System office. This process is jointly overseen by our CEO and the Director of Financial and Administrative Services, along with the Associate Dean of Campus Operations.

### **Educational Effectiveness and Evaluation**

As noted above, planning and evaluation concerning educational effectiveness are informed by end-of-course student evaluations that indicate a high level of satisfaction with traditional and hybrid classes, although evaluation has not been applied to courses offered online.

Planning and evaluation for educational effectiveness have also been informed by two key committees: the [Student Success Committee/Council](#), charged with implementing Achieving the Dream initiatives, and the [Curriculum, Instruction, and Policy Committee](#), charged with overseeing and approving course and program changes and proposals. These committees meet monthly to discuss and implement solutions to our students' learning challenges that are based upon current pedagogical approaches and aligned with strategic goals.

To further evaluate educational effectiveness, the College regularly reviews the data it reports to the Integrated Postsecondary Education Data System ([IPEDS 2019](#)) ([Enrollment Reports](#)) (Data First Forms). We monitor key indicators of student success, including retention and graduation, to identify trends and areas in need of improvement. A complete discussion of these data can be found under Standard 8: Educational Effectiveness. The following tables illustrate how the College uses the data for planning and evaluation purposes. Of particular interest are our overall and disaggregated retention and graduation rates for Associate degree seeking students. To provide context, the College compares these data points to benchmarks derived from the National Center for Educational Statistics ([NCES](#), April 2020), as profiled in the following tables.

<b>QVCC Year Retention Rates AY2017-20</b>						
Fall to fall for first-time college students in Associate degree programs						
<b>Indicator</b>	<b>AY17</b>	<b>AY18</b>	<b>AY19</b>	<b>AY20</b>	<b>Mean (AY17-20)</b>	<b>Benchmark For 2-year Public Colleges</b>
Overall	52%	48%	57%	41%	50%	62%
Gender – F	56%	51%	63%	44%	54%	
Gender – M	46%	44%	49%	36%	44%	
Pell Status – Received Pell	47%	54%	55%	41%	49%	
Pell Status – No Pell Award	58%	43%	59%	41%	50%	
Ethnicity – Hispanic	33%	36%	56%	43%	42%	
Race – White, Non-Hispanic	60%	51%	58%	43%	53%	
Race – African American	30%	18%	0%	14%	16%	



As these figures indicate, the College's overall first-to-second year retention rates from 2017 to 2020 ranged from 41 to 57% with a mean of 50%. These figures fall well below the national norm of 62% for two year public colleges. The discrepancy is acute regarding Hispanic students, whose retention figures ranged 33-56% with a mean of 42% and African American students, whose retention figures ranged 0-30% with a mean of 16%. In addition, there was an overall drop of 16% in retention rates from AY 2019 to AY 2020. This precipitous decline, which coincided with the pandemic, occurred across all demographic groups.

The College's three year (150%) graduation rates exhibited the same patterns noted in its first-to-second year retention rates, as indicated in the following table.

<b>QVCC Graduation Rates for Associate Degree Students AY17-20</b>						
Graduation rates are based on Fall first-time full-time students at the 150% completion time						
<b>Indicator</b>	<b>AY 17</b>	<b>AY18</b>	<b>AY19</b>	<b>AY20</b>	<b>Mean (AY17-20)</b>	<b>Benchmark For 2-year Public Colleges</b>
Overall	22%	25%	21%	33%	25%	27%
Gender – F	20%	24%	19%	31%	24%	
Gender – M	25%	26%	24%	34%	27%	
Ethnicity – Hispanic	12%	7%	0%	17%	9%	27%
Race – White, Non-Hispanic	27%	32%	27%	36%	31%	
Race – African American	8%	0%	0%	50%	15%	

When compared to the national benchmark of 27% for public two-year colleges, these results suggest that the College's overall, gender-based, and white/non-Hispanic graduation rates are typical. However, the rates for Hispanic and African American students are extremely low relative to national norms and their white, non-Hispanic counterparts.

Regarding student learning outcomes, the College has a [long history](#) of working on projects to integrate outcomes assessment into the practices of classroom faculty ([Assessment: Step by Step Guide, 2000](#)). This has involved the clarification of general education outcomes (2000) and eventually assessing these in select classes, first in writing across the curriculum (approximately 2007-2011) and then in relation to the emerging definition of learning outcomes in relation to the CSCU Transfer and Articulation Project ([TAP 2012 to Present](#)). This represents a long effort to develop an institutionally supported, consistent practice of learning assessment of general education outcomes, building an evidence base to improve teaching, learning, and curriculum/program development. Within this period and toward the goal of consistent practice, faculty began assessing student learning in TAP related courses, in relation to general education outcomes defined by the System TAP and [FIRC](#) (Framework Implementation and Review) committees, using suggested rubrics from the latter committee and gathering data from the process ([QVCC TAP Document Page](#)).

Meanwhile, the System TAP committee itself has struggled to redefine those outcomes ([TAP Outcomes](#)) and the [suggested rubrics](#) by which they are to be measured. A second committee was formed at the System level to develop support for and practices of learning outcomes assessment

([Assessment Council](#)), which likewise struggled with how to develop and support a consistent systemwide approach. At one time this council attempted to join in its work with the TAP assessment implementation team. A third committee ([General Education workgroup](#)) was also formed, again as part of the System consolidation process, to develop a general education core or all programs under the emerging single college system.

As of the summer of 2019, the Assessment Council stopped functioning in part due to perceived conflict with the aims of the Students First consolidation; the work of the general education committee continued, but with questions about how to define the outcomes related to courses in a general education core; and the TAP FIRC proceeded to refine its definition of TAP courses (a portion of which would now be considered a general education core), the outcomes associated with those courses, and the possible rubrics used in the assessment of those outcomes.

In 2021, the CSCU System established a new committee to develop and implement a one college approach to learning assessment and created a position to oversee that committee and its work. Still QVCC, like other Connecticut community colleges, continues to attempt effective learning assessment, while realizing it is in a field of changing definitions, metrics, and centralized institutional projects that make a local longitudinal approach very short term and subject to repeated change. Meanwhile, the Early Childhood Education program at QVCC continues the successful implementation of systematic, institutionally supported, standards-based student learning assessment that has contributed to repeated reaccreditation by NAEYC and the continuous improvement of its outcome-focused curriculum ([QVCC ECE Self-Study 2019](#)).

### **Appraisal**

Based on the sources used by the College to inform its strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness, the College performs well in areas of early student engagement, to include making Early Connections with students and giving them a Clear Academic Plan and Pathway. It also performs well on surveys of students, faculty, and staff perceptions of Teaching and Learning, where it is rated as having a strong capacity. This finding is further supported by end-of-course evaluation data which though incomplete indicate an elevated level of student satisfaction with our courses and faculty.

Yet the College could be stronger in the domain of Engaged Learning, a measure of the extent to which it expects its students to exhibit key study habits. QVCC would also benefit from increasing its capacities in Leadership and Vision, Data and Technology, Equity, Engagement and Communication, Strategy and Planning, and Policies and Practices. The College's ratings in these areas appear to have been depressed by the frequency of turnover and resulting instability in senior administrative posts in recent years.

The Medical Laboratory Technician, Advanced Manufacturing, and Early Childhood Education programs have met high quality standards established by external accreditation bodies. In addition, the College's educational effectiveness is continuously monitored by two Academic Affairs committees that are highly active and committed to implementing solutions to our students' academic challenges that are based upon current pedagogical approaches and aligned with strategic goals.

Of greatest concern are the College's disproportionately low rates of retention and graduation among students of color and the lack of a cohesive system for measuring student learning outcomes. These represent significant challenges to planning and evaluation in the strategic, academic, financial, and educational effectiveness domains, awaiting stability in local leadership as well as clearer organization of the one college System.

### Strengths, Challenges, and Projections

Strengths	Challenges
The College performs well in many areas of early student engagement as measured by SENSE, including making Early Connections with students and giving them a Clear Academic Plan and Pathway.	The College could be stronger in the domain of Engaged Learning, a measure of the extent to which it expects it students to exhibit key study habits such as asking questions in class, seeking supplemental instruction, and attending study groups.
The College performs well on surveys of student, faculty, and staff perceptions of Teaching and Learning. This finding is further	The College would benefit from increasing its capacities in Leadership and Vision, Data and Technology, Equity, Engagement
supported by the results of end-of-course evaluation data.	and Communication, Strategy and Planning, and Policies and Practices.
The College's three externally accredited academic programs have met high level quality standards established by accreditation bodies.	The College has disproportionately low rates of retention and graduation among students of color and lacks a cohesive system for measuring learning outcomes.
The College's educational effectiveness is continuously monitored by two Academic Affairs committees, Student Success and Curriculum, Instruction, and Policy.	The College's systems for evaluating courses and learning outcomes are insufficient for supporting a culture of continuous quality improvement.

<b>Projection</b>	<b>Responsible Persons</b>	<b>Timeline</b>
Improve the College's performance in the area of Engaged Learning and other domains of early student engagement by implementing the Guided Pathways advising model being embraced by the CSCU system.	CEO, Regional Director of Advising, Campus Advising Lead, Student Services staff	2021-2023 (up to one college consolidation)
Improve our understanding of the causes of low retention and graduation rates among our students of color.	CEO, Acting Dean of Academic and Student Services, Interim Associate Dean of Student Development, Student Success Committee	2021-2023 (up to one college consolidation)
Improve institutional capacities in key areas identified by ICAT, including leadership and vision, data and technology, equity, engagement and communication, policies and practices, and most of all strategy and planning.	CEO, CEO Leadership Advisory Council, Director of IT, Dean	2021-2023 (up to consolidation)
Improve data collection and analysis, including comprehensive, full-featured systems for evaluating courses and learning outcomes.	CEO, CEO Leadership Advisory Council, Director of IT, Dean, President of the Academic Senate, Academic Affairs committees, faculty	2021-2023 (up to consolidation)
Build an enrollment management plan, using System resources and personnel to restore College enrollment efforts that have diminished in recent years.	CEO, System leadership, Dean, advisors	2021-23 (ongoing)

## Standard 2 Data Form

Standard 2: Planning and Evaluation				
PLANNING		Year approved by governing board	Effective Dates	Website location
<b>Strategic Plans</b>				
Immediately prior Strategic Plan			2017-2020	<a href="https://qvcc.edu/wp-content/uploads/2021/06/01_StratPlanCombo3.pdf">https://qvcc.edu/wp-content/uploads/2021/06/01_StratPlanCombo3.pdf</a>
New Strategic Plan			2022-2027	<a href="https://qvcc.edu/discover-qvcc/leadership/president/ir/strategic-plan/">https://qvcc.edu/discover-qvcc/leadership/president/ir/strategic-plan/</a>
CSCU One-College Plans and Planning			2012-2023	<a href="https://www.ct.edu/about/planning">https://www.ct.edu/about/planning</a>
CSCU BOR Mission, Vision, and Goals			2013	<a href="#">BOR Mission, Vision, Goals (ct.edu)</a>
		Year completed	Effective Dates	Website location
<b>Other institution-wide plans*</b>				
Academic plan		2012	2012-2017	<a href="https://qvcc.edu/wp-content/uploads/2021/06/02_Proposed-AMP-Jan-2012-revision2.pdf">https://qvcc.edu/wp-content/uploads/2021/06/02_Proposed-AMP-Jan-2012-revision2.pdf</a>
Facilities		2018	2018-2027	<a href="https://qvcc.edu/wp-content/uploads/2021/06/FacilMPlanCombo.pdf">https://qvcc.edu/wp-content/uploads/2021/06/FacilMPlanCombo.pdf</a>
Climate Action plan			Spring 2016	<a href="https://qvcc.edu/programs/academics/departments/science/sustainability/">https://qvcc.edu/programs/academics/departments/science/sustainability/</a>
Climate Action plan (progress reports)			Spring 2016	<a href="https://reporting.secondnature.org/institution/detail!752##752">https://reporting.secondnature.org/institution/detail!752##752</a>
CSCU Consolidation Related			Spring 2016	<a href="https://qvcc.edu/wp-content/uploads/2021/06/Committees_SysAndQVCC.pdf">https://qvcc.edu/wp-content/uploads/2021/06/Committees_SysAndQVCC.pdf</a>

**Standard 2, Planning and Evaluation Data Form (continued)**

<b>EVALUATION</b>	<b>Website location</b>
Program review system (colleges and departments).System last updated:	<a href="https://qvcc.edu/wp-content/uploads/2021/06/01_Program-Review-Cycle.pdf">https://qvcc.edu/wp-content/uploads/2021/06/01_Program-Review-Cycle.pdf</a>
Program review schedule (e.g., every 5years)	See document above for cycle and reports
<b>Sample program review reports (name of unit or program)</b>	
Sciences Self-Study, 2020	<a href="https://qvcc.edu/wp-content/uploads/2021/06/Sciences-Self-Study.pdf">https://qvcc.edu/wp-content/uploads/2021/06/Sciences-Self-Study.pdf</a>
ESL Self-Study, 2019	<a href="https://qvcc.edu/wp-content/uploads/2021/06/ESL-Self-Study-2018.pdf">https://qvcc.edu/wp-content/uploads/2021/06/ESL-Self-Study-2018.pdf</a>
Math Self-Study 2016	<a href="https://qvcc.edu/wp-content/uploads/2021/06/Math-Self-Study-2016.pdf">https://qvcc.edu/wp-content/uploads/2021/06/Math-Self-Study-2016.pdf</a>
Behavioral & Social Science Self-Study 2016	<a href="https://qvcc.edu/wp-content/uploads/2021/06/Behavioral- Social-Sciences-and-Humanities-Self-Study-2016.pdf">https://qvcc.edu/wp-content/uploads/2021/06/Behavioral- Social-Sciences-and-Humanities-Self-Study-2016.pdf</a>

## STANDARD 3: ORGANIZATION AND GOVERNANCE

### Description

#### Governing Board

QVCC is governed ultimately by the Board of Regents of the Connecticut State Colleges and Universities, a body created by the legislature of the State. The BOR oversees the twelve Connecticut community colleges as well as the four Connecticut State Universities and also Charter Oak State College ([BOR Established](#)). Among many responsibilities, the Board sets statewide tuition and student fee policies; establishes financial aid policies; reviews, licenses, and accredits academic programs; and in collaboration with institutional stakeholders conducts searches for and selects campus presidents, replaced in 2020 by CEOs. In addition to governance responsibilities, the Board holds broad responsibilities for development and coordination of statewide higher education policy ([About the BOR](#)).

The BOR has placed responsibility for the general daily administration of the seventeen schools under the direction of the Connecticut State Colleges and Universities System Office (SO), located at 61 Woodland Street in Hartford. The organizational structure of the office, as well as the oversight and reporting relationships between the various community colleges and the SO, have been in transition over the past seven to eight years, at an increased pace under the recent development of a single Connecticut community college. As the consolidation proceeds, revisions to the System organizational charts reflect these changes ([CSCU Organizational Charts](#); and [QVCC Organizational Charts](#)). QVCC is part of the Capital East region of the community colleges, overseen by a Regional President. Throughout these past years and into the foreseeable future, the various departments at QVCC have been or will be reorganized along regional and systemic lines, with newly defined direct reporting relationships to the System Office (SO). Information about these changes can be found on webpages maintained by the [CSCU System](#). Under this new organization, QVCC is being reshaped into a campus rather than a standalone college, under a new System mission statement ([BOR Mission, Vision, and Goals](#)) for the single Connecticut State Community College ([CSCC](#)).

#### Internal Governance

The internal organization at QVCC has changed dramatically in the past fourteen months. Although QVCC is still considered an independent college, parts of its internal structure have been significantly altered by the BOR. Important departments such as Human Resources, Information Technology, Institutional Research, Advising, Financial Aid, the Registrar, and Marketing have been moved under a [centralized administration](#) with [shared services](#) through the System Office. The aim is to create a single accredited CT community college by 2023. The goal is to optimize resources without negatively affecting services to students or the local responsiveness of QVCC to the community it services.

As a result of the consolidation process, the administrative structure of QVCC has been updated three times over the last two years. Local changes can be seen in the comparison of College organizational charts over five years ([QVCC Organizational Charts](#)), as well as in changes taking

place at the [System level](#) that continue to reshape organization at the campus level. In the midst of these adjustments, the Chief Executive/Educational Officer ([CEO](#)) of QVCC works to meet the goals of the QVCC mission and keep the College operating effectively and efficiently. The CEO's role is to ensure that resources are allocated to aid the institution's objectives and to ensure that roles within the College are filled by qualified candidates. However, because of a hiring slowdown imposed by the CSCU System and a decline in local enrollment, many faculty (11) and staff (18) positions at QVCC are currently unfilled ([Vacant QVCC Positions](#)).

The CEO, the CEO's Cabinet, and an extended cabinet of administrators (as defined by the CEO) consult with faculty and staff through the Acting Dean of Academic Affairs and Student Services. Communication with students occurs through the Acting Dean as well. The Acting Dean is responsible for working with other administrators at the College to address any concerns. Responsiveness is exhibited through regular meetings with College administrators, faculty, staff, and students. Departmental and all-college meetings arranged by QVCC's internal governance structures ensure that open communication exists between all departments ([Academic Division Schedules of Meetings](#)).

The Dean reports directly to the CEO. However, this reporting relationship, as well as the definition of roles and responsibilities, will change with the implementation of the one college organization. Currently the Dean works with [Department Chairs and Program Coordinators](#) to ensure that the quality of academics at QVCC follows expected academic standards, in conjunction with the Academic Senate and the Curriculum, Instruction, and Policy Committee (CIP). Members of CIP are elected in accordance with the QVCC Academic Senate Bylaws ([Article VI](#)). Academic oversight is conducted by the Dean, [Academic Senate](#), and [CIP](#). These governance bodies initiate, evaluate, and approve the institution's academic programing, including course records, distance learning, and evening programs, which are fully integrated in the College framework.

The QVCC faculty currently (2020-21) has full local agency to approve curriculum and determine the most effective instruction methods, as long as faculty address outcomes pertaining to the subject matter. The faculty has a substantive voice in setting instructional goals and in shaping courses to meet the outcomes listed in the [College catalog](#), the official [course record](#), and [course syllabi](#). [Department Chairs and Program Coordinators](#) currently have the freedom to address schedule and programming issues, personnel and student matters, and institutional policy decisions related to their areas of expertise.

Much of this oversight will be redefined as it shifts in 2021-2023. While official descriptions of these role changes seem to indicate continuity of familiar functions of faculty and administrators—including the CEO and Dean ([Students First FAQ's](#))—a significant shift of authority and decision-making to regional and State positions and governing bodies is anticipated, with intended and unintended consequences yet to be understood at the local or System level.

QVCC's governance has deliberately created space for students to be heard, giving them agency in shaping the institution. [The Student Government Association](#) coordinates student action and activities. The [QVCC Foundation](#) has a student representative, so that students have a voice in institutional advancement; a student served on the search committee for the College's previous



president, and one served on the recent CEO search committee.

Students evaluate classes each semester through a contractually required, CSCU approved course evaluation process; this feedback is used to ensure quality and provide a student perspective on the attainment of educational outcomes ([Example of form](#)). Faculty review this feedback and use it to improve the teaching/learning process. Because a reliable evaluation protocol has not been developed in the CSCU System for online classes, and during the pandemic almost all courses were moved online, evaluations were suspended the past few semesters. The Collective Bargaining Agreement calls for online evaluations ([Student Evaluations: Online Courses](#)), and the System has been working to develop them.

The organizational chart for QVCC has been under revision over several years to reflect internal changes at the College ([QVCC Organizational Charts](#)), as well as structural changes across the [CSCU System](#). These reflect the channels through which all decisions and instructions reach the most relevant administrators and other personnel. The internal governance chart prioritizes the expertise of relevant individuals in decision making, which is intended to allow the institution to achieve its goals in an effective and timely manner.

QVCC, as part of the CSCU System, follows contracts and written agreements, such as the Congress of Connecticut Community Colleges Collective Bargaining Agreement ([CBA](#)) and the State Employees Bargaining Agent Coalition ([SEBAC](#)) Agreement, which govern College policies and practices as they relate to its employees. Transfer and articulation agreements (kept on file in the Dean's office) are also followed—in addition to the formal [CSCU System TAP framework](#)—for recognizing credits, degrees, and transfer and articulation with other institutions ([Transfer Information](#)). These agreements are reviewed, renegotiated, or terminated as necessary on a regular basis. Also, several Memoranda of Understanding have been used in recent years for offering courses and programs at locations not owned by the College ([BCI MOU](#), [Windham Tech MOU](#)). These continue to be evaluated due to questions of budget, resources, and limitations under conditions related to the pandemic.

## **Appraisal**

Multiple adjustments to organization and governance at QVCC in a short span of years have challenged the College's ability to respond quickly and effectively to the needs of the local community. The frequency and number of changes in personnel, positions, and institutional structure, many related to normal factors of growth and change but others due to the one college consolidation plan by the BOR, have slowed the College's systematic planning.

The reorganization of structure and governance at the College is intended to optimize resources across the System and streamline processes of decision making. Its goal is to give students and their communities top priority at the local and System levels. The officially stated language concerning roles of CEOs, Deans, and faculty governance bodies emphasizes that each college's unique local responsiveness will be enhanced and not diminished.

Existing strategic plans, however (College, Academic, Enrollment), have not been formally updated or evaluated in at least five years, due to uncertainties in college organization and governance. The problem has been compounded by significant adjustments to operations under

pandemic conditions. With expected changes in academic governance under the Students First plan, staff and faculty find themselves operating in the moment while maintaining a focus on the original College mission <https://qvcc.edu/discover-qvcc/strategic-plan/>

Staff, faculty, and administrators continue to operate the College while anticipating changes yet to be clarified by the System. The College lacks the data to evaluate the promise of System cost-savings, streamlined processes, and continued local effectiveness in service to Students First, as we continue to participate in System projects and committees with these aims in mind.

While student engagement in governance has been active in this period, particularly through the Student Government Association ([SGA](#)), student impact in College planning and improvement are subject to these uncertainties as well.

### **Strengths, Challenges, and Projections**

<b>Strengths</b>	<b>Challenges</b>
A number of veteran faculty and staff who are experienced in higher education and able to assist in the improvement of the College	Current and imminent changes in College organization under CSCU consolidation plans cause uncertainty about roles and functions.
Leadership and flexibility of faculty and academic staff	Demands on faculty and staff to serve on more than 60 consolidation committees while continuing to operate the College as a separately accredited institution
Within the Academic Affairs Division, campus and System level committees play key roles in planning and evaluation initiatives.	Years of unstable leadership due to multiple changes in College administration
Engaged Department Chairs and Program Coordinators	Pending loss of Department Chairs and Program Coordinators due to consolidation
Academic planning informed by course evaluations	Many vacant and disappearing positions, and hiring slowdown
	Loss of institutional memory and understanding due to retirements and reorganization

<b>Projection</b>	<b>Responsible Persons</b>	<b>Timeline</b>
Clarification of the College operational structure in relation to the emerging one college System	SO, Regional President, CEO, Dean of Academic Affairs, faculty and staff	2021-2023 (ongoing)
Faculty, staff, and administrators will continue to carry out the functions of the College while instituting the many changes toward consolidation.	SO, Regional President, CEO, Dean, faculty and staff	2021-2023
Continued participation in developing System governance processes and structures	SO, Regional President, CEO, Dean, faculty and staff	2021-23 (ongoing)
Ensuring the quality of academic programming offered at both QVCC locations	Faculty discipline specialists, Program Coordinators, Department Chairs, Academic Senate, CIP, Dean	2021-23 (ongoing)
The College will review, renew, and build its presence in the Willimantic community.	Regional President, College CEO, Dean, local and regional IR offices	2021-23 (ongoing)

Standard 3 Data Forms	
Standard 3: Organization and Governance	
(Board and Internal Governance)	
<b>Please attach to this form:</b>	
1) A copy of the institution's organization chart(s).	<a href="https://qvcc.edu/wp-content/uploads/2022/01/rev-1.26.22-Org-Chart-Update-QVCC.pdf">https://qvcc.edu/wp-content/uploads/2022/01/rev-1.26.22-Org-Chart-Update-QVCC.pdf</a>
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements	<a href="#">Chapter 185 - Administration of State System (ct.gov)</a> <a href="#">Chapter 185 - Administration of State System (ct.gov)</a>
<b>If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.</b>	
<b>Name of the sponsoring entity</b>	Connecticut State Colleges and Universities (CSCU)
Website location of documentation of relationship	<a href="https://www.ct.edu/about">https://www.ct.edu/about</a>
<b>Governing Board</b>	<b>Website location</b>
By-laws	<a href="https://www.ct.edu/regents/bylaws">https://www.ct.edu/regents/bylaws</a>
Board members' names and affiliations	<a href="https://www.ct.edu/regents">https://www.ct.edu/regents</a>
	<b>Website location or document name for meeting minutes</b>
Board committees *	
Academic and Student Affairs	<a href="https://www.ct.edu/regents/minutes">https://www.ct.edu/regents/minutes</a>
Audit	<a href="https://www.ct.edu/regents/minutes">https://www.ct.edu/regents/minutes</a>
Finance and Infrastructure	<a href="https://www.ct.edu/regents/minutes">https://www.ct.edu/regents/minutes</a>
Human Resources and Administration	<a href="https://www.ct.edu/regents/minutes">https://www.ct.edu/regents/minutes</a>
Executive	<a href="https://www.ct.edu/regents/minutes">https://www.ct.edu/regents/minutes</a>
Special Committee on Collective Bargaining (SCCB)	<a href="https://www.ct.edu/regents/minutes">https://www.ct.edu/regents/minutes</a>
<b>Major institutional faculty committees or governance groups*</b>	<b>Website location or document name for meeting minutes</b>
QVCC Academic Senate	<a href="https://qvcc.edu/faculty-staff-resources/academic_senate/">https://qvcc.edu/faculty-staff-resources/academic_senate/</a>
	Minutes available on College Intranet
Curriculum, Instruction, and Policy Committee	<a href="#">See Article VI of Academic Senate By-laws</a>
	Minutes available on College Intranet
Center For Teaching (State-Wide, Connecticut)	<a href="https://www.facebook.com/CTCFT/">https://www.facebook.com/CTCFT/</a>
Center For Teaching (Local at QVCC)	<a href="https://qvcc.edu/faculty-staff-resources/cft/">https://qvcc.edu/faculty-staff-resources/cft/</a>
*CSCU Faculty Advisory Committee	<a href="https://www.ct.edu/faculty/fac">https://www.ct.edu/faculty/fac</a>

*Students First Academic and Student Affairs Consolidation Committee (SASACC)	<a href="https://www.ct.edu/consolidation">https://www.ct.edu/consolidation</a>
**There are several dozen work groups under this major group: See organizational chart here	<a href="https://www.ct.edu/files/pdfs/sf-chart.pdf">https://www.ct.edu/files/pdfs/sf-chart.pdf</a>
<i>(Complete list of the above workgroups and committees is available on request)</i>	
<b>Major institutional student committees or governance groups*</b>	<b>Website location or document name for meeting minutes</b>
QVCC Student Government Association (SGA)	<a href="https://qvcc.edu/student-resources/sga/">https://qvcc.edu/student-resources/sga/</a>
<b>Other major institutional committees or governance groups*</b>	<b>Website location or document name for meeting minutes</b>
Academic Affairs Committee CIP	Meeting notes are kept in TEAMS for internal use only
Please enter any explanatory notes in the box below:	
<p>*The College is currently accredited as a stand-alone institution. Since at least 2012, however, and increasingly in the past three years faculty, staff, and administrators have been drawn into System focused committees to transition the college into a campus of a one-college system. Organization and governance have come to reflect this phase as the College passes through to its new identity. Though still only a single College, many of the pieces of QVCC's structure and functions have begun to transition from local control and decision-making to centralized, state-wide determination under the requirements and planning of the Board of Regents.</p>	

### Standard 3 Data Forms: Locations and Modalities

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

	Location (City, State/Country)	Date Initiated	3 years prior	2 years prior	1 year prior	Current year
			(2017-18)	(2018-19)	(2019-20)	(2020-21)
Main campus	Main Campus, 742 Upper Maple Street, Danielson, CT	9/27/1971	Any: 1695 Exclusive: 1567	Any: 1657 Exclusive: 1552	Any: 1684 Exclusive: 1558	Any: 1506 Exclusive: 1454
Other principal campuses	N/A					
Branch campuses (US)	N/A					
Other instructional locations (US) <sup>1</sup>	Windham Technical High School, 210 Birch Street, Willimantic, CT	8/1/2017	Any: 232 Exclusive 109	Any: 145 Exclusive: 51	Any: 139 Exclusive: 50	Any: 19 Exclusive: 0
Other instructional locations (US)	Brooklyn Correctional Institution, 59 Hartford, Road, Brooklyn, CT	10/1/2016	Any: 111 Exclusive: 109	Any: 101 Exclusive: 100	Any: 91 Exclusive: 91	Any: 26 Exclusive: 26
Other instructional locations (US) <sup>1</sup>	Willimantic Center, 729 Main Street, Willimantic, CT (Returned Here)	9/1/1986	0	0	0	Any: 11 Exclusive: 0
<b>ENROLLMENT*</b>						
	Number of programs	Date First Initiated	3 years prior	2 years prior	1 year prior	Current year
Distance Learning Programs			(2017-18)	(2018-19)	(2019-20)	(2020-21)
Programs 50-99% on-line <sup>2</sup>	0					
Programs 100% on-line <sup>2</sup>	0					
Correspondence Education	N/A					
Low-Residency Programs	N/A					
Competency-based Programs	N/A					
Dual Enrollment Programs: All <sup>3</sup>	11		493	518	430	273
Dual Enrollment Programs: CCP <sup>3</sup>	8		376	422	360	211
Dual Enrollment Programs: HSP	9		124	142	77	68
Contractual Arrangements involving the award of credit	N/A					

*Enter the annual unduplicated headcount for each of the years specified:	Year	Headcount	FTE
	2017-2018	1906	794
	2018-2019	1748	707
	2019-2020	1725	779
	2020-2021	1578	665

Please enter any explanatory notes in the box below:

1 Please see narrative for the dates QVCC held classes at the Willimantic Center on Main Street and the Windham Technical High school as there were gaps in service at these locations.  
2 No programs are currently offered at greater than 50 % online at QVCC. The College has received permission from the BOR/SO to offer three programs in the fully online modality but has yet to implement or market these. The College is in the process of composing a substantive change document and seeking NECHE approval for these fully online programs.  
3 Dual enrollment programs include nine CCP, Running Start, and High School Partnerships. SIS does not 'bind' a student to a specific location (Willimantic or Danielson (especially) so terms "any" and "exclusive" are used to categorize students who are generally taking courses at one location or another. Further clarification can come from discussion with IR Coordinator.

## STANDARD 4: THE ACADEMIC PROGRAM

### Assuring Academic Quality

#### Description

Quinebaug Valley Community College serves the people of northeast Connecticut through programs designed to fulfill its mission and goals. One of seventeen institutions of higher learning that comprise the Connecticut State Colleges and Universities ([CSCU](#)), QVCC is committed to high-quality postsecondary education and lifelong learning in a student-centered environment.

QVCC is being reorganized as part of the [Students First](#) consolidation under the CSCU System Office (SO), which is overseen by the [Board of Regents](#). As part of this plan, the College has become part of the Capital East regional consortium of five colleges that are merging HR, IT, and business operations ([Students First Update, p.8](#)). This region is part of the developing Connecticut State Community College ([CSCC](#)), expected to be operational in June 2023 ([Moving Connecticut Forward, pp. 23ff.](#)). The College is beginning to use measures and standards for teaching and learning that are defined more explicitly at a System level. Learning goals once broadly defined by the QVCC's [Strategic Plan](#) and [Mission Statement](#) are now set through the [Transfer and Articulation Program](#) defined by CSCU in its statement of broad institutional goals ([CSCU Goals](#)). More specific learning outcomes are being defined through the adoption of a systemwide set of TAP standards ([TAP](#)).

All academic operations, including courses in Willimantic and at the Brooklyn Correctional Institution, are overseen by the Dean of Academic Affairs and Student Services. The Advanced Manufacturing Technology Center (AMTC) was originally overseen by the Dean of Administration and then by the CEO. On May 1, 2021, the Center was brought under the Academic Division and the direction of its dean. AMTC academic operations have been guided by its faculty and the Center director with input from [Advanced Manufacturing and Mechatronics Advisory Committees](#).

The processes for initiation and modification of programs are being redefined as the System moves toward the one college model. Ultimately, overseeing program proposals, changes, and review is the responsibility of the BOR, based on Connecticut State Statute, and carried out through the participation of faculty and administrators at the local college level ([Program Approval and Review](#)). As of Fall 2021, proposals and modifications usually begin at the College through its local academic governance structure. Program and course proposals and changes typically originate with the faculty and are approved by Curriculum, Instruction, and Policy ([CIP](#)), a subcommittee of the College's [Academic Senate](#). CIP and the Senate are comprised of all full-time faculty and library, learning center, and educational technology staff. The Senate has oversight of all new courses and programs and all changes made to courses or programs ([Academic Senate Bylaws](#)).

Proposals are then brought to the CSCU Academic Dean's Council, which publicly considers the changes and approves or rejects requests from individual institutions. If approved, new curriculum proposals or substantive changes are reviewed by the CSCU [Academic and Student Affairs Committee](#). If approved at that level, the BOR then reviews and votes on proposals.



Termination of programs goes through CIP and Senate, followed by the two statewide curriculum review committees and the BOR. If students are enrolled, a program enters a teach out period wherein the Program Coordinator (PC) develops a two year schedule to allow students currently enrolled in the program to complete their studies. Additional students are blocked from declaring the program.

PCs, as well as the Math, Science, Social Sciences/Humanities, and English [Department Chairs](#), are responsible for the maintenance of their programs or study areas, which includes scheduling, book ordering, advising students, managing internships, serving on state subject-based advisory boards, collecting data regarding enrollment and graduation, writing a self-study, and hiring, mentoring, and evaluating adjunct staff. PCs and DCs are allocated budgets for resources.

In addition to the TAP Pathways transfer programs, the College has two programs for students looking to transfer or who have not identified a major. These are [Liberal Arts and Sciences](#) and [General Studies](#), both overseen by one [Program Coordinator](#).

Evaluation of each program or discipline (except the TAP Pathways) occurs through the self-study process. On a rotating schedule ([Program Review Cycle](#)), each program or discipline conducts a self-study. Programs that participate in national accreditation use that process for their self-studies. The local process analyzes enrollment, course sections, curriculum, mode of delivery, state and national trends in the discipline, transfer and articulation, institutional barriers, budget, and resources. These self-studies allow Program Coordinators and Department Chairs, with their faculty, to evaluate changes and identify areas of improvement throughout the program or discipline ([See Program Review Tab Here](#)) *\*may require document room password*.

Many programs at QVCC also use [advisory boards](#) to periodically evaluate the program and any proposed changes to programs. Some programs also require or encourage internships in which students are evaluated, in some cases by external agencies.

The Advanced Manufacturing, Early Childhood Education, and Medical Laboratory Technician programs have more specific requirements than other degree programs and are monitored by specific industry accreditation agencies (External Accreditations). In 2020, the College stopped seeking external accreditation for its Medical Assisting program because graduates are able to take licensure exams without it. The ECE program is accredited by the National Association for the Education of Young Children, from March 1, 2020 to March 31, 2022; the AMT program by the National Institute for Metalworking Skills, October 2018 to October 11, 2023; and the MLT program by the Accrediting Bureau of Health Education Schools, February 2021 to February 2024 ([NIMS Accreditation](#)) ([ABHES Accreditation](#)) ([NAEYC Accreditation](#)).

Assessment of developmental and gateway mathematics and English courses takes place through the Office of Research and System Effectiveness ([ORSE](#)) at the System level. The ORSE website provides each community college in the System with an analysis of its Key Performance Indicators ([KPIs](#)). KPIs 4 through 9 deal directly with pass rates in first year college math and English. The Mathematics Department has representatives on two System level mathematics committees, the Connecticut Mathematics Advisory Council (CMAC) and the Alignment and Completion of Math and English ([ACME](#)) committee, which have been



Analyzing the data, and redesigning the sequence of math courses, and developing multiple pathways that depend on the student's program of study. ACME has made recommendations to the System Office that have been incorporated into a draft policy. If the policy is approved, corequisite courses—which allow students to complete their developmental and gateway college level math and English courses in the same semester—will become the norm.

For [English developmental and gateway courses](#), the faculty work together to evaluate student success. In the English Department, faculty observe student achievement each semester and modify assignments and curriculum during and between semesters. The instructors regularly share findings and modifications to spread the improvements across sections.

QVCC has no current plan to assess co-curricular learning, although assessment has occurred sporadically. Surveys have occasionally been administered at events to gather student feedback. Membership data from honor societies has been helpful. The Phi Theta Kappa Honor Society has received assessments of its chapter's activities from its national organization.

Courses are offered day and evening, with multiple sections on different days, delivered traditionally and through online and hybrid formats, and in late start versions as well. New modes like HyFlex (to be piloted Fall 2021), Live Remote Online learning (LRON), and online with a campus requirement (OLCR) became part of an advanced planning initiative for Fall 2021. Students have been polled on learning preferences ([Summary of SST Online Learning Student Survey](#)).

With the shift to online modalities in the middle of Spring 2020, students could borrow laptop computers, hotspots, and webcams through a library and [IT-based lending program](#) ([Library Resources](#)). Students maintained access to faculty, library instruction, and tutoring through the WebEx, Microsoft Teams, Collaborate Ultra, and Zoom distance learning platforms. Students can learn about these resources in the [Educational Technologies subpage](#) listed in the Student Resources menu on the home page. Students are encouraged to download [Office 365](#), offered free to them by CSCU.

Two System and two QVCC staff members collaborated and subsequently developed [professional development](#) resources for full- and part-time faculty to support the sudden shift in content delivery: a [Blackboard competencies self-assessment](#); a Blackboard competencies resource website; a Blackboard competencies workshop; a faculty peer mentor support network; and a [Best Practices in Online Pedagogy \(BPOP\)](#) six-week course, toward earning a BPOP certificate. Between March 2020 and August 2020, Directors of Educational Technology from the twelve Connecticut community colleges trained System faculty on Blackboard basic competencies, Blackboard discussion forums, Blackboard assignments, and Blackboard assessments. The faculty peer mentoring initiative and the Blackboard competency workshop facilitation were covered by Federal CARES Act money.

Faculty and staff participate in a [College Career Pathway](#) Program; QVCC has signed agreements with 10 area high schools. Students take classes in high school, taught by high school teachers that are vetted as adjuncts. Each teacher has a faculty liaison who reviews any class they are interested in teaching for college credit. The class must have the same content and rigor as

the college class. The Interim iAcademic Division Director (under the Dean) oversees the program with the help of the Associate Director of Admissions, who works with high school counselors and teachers and ensures applications are processed correctly. This program is being revised in Fall 2021 to become the dual-enrollment [Fast Track to College Program](#). Oversight will remain the same, with an emphasis on including high school students in the College community.

Also beginning in Fall 2021, QVCC will partner with EASTCONN Adult Education to offer a High School Partnership program for students nearing completion of their GED or Credit Diploma, to aid the transition to college. We are also partnering with Windham High School to offer HSP to ESL students beginning in Fall 2021.

Partnership and Pathway students are provided the same experience as college students and earn transferrable college credits. Students can access a transcript from the College to document the credits transferrable to any college that honors transferred credits. ([Fast Track To College](#) program—formerly known as the CCP program, [High School Partnership Flyer 2021](#) and [Running Start Flyer revised 2.25.21](#); [QVCC High School Enrollment 2015-2020 eRegistrations](#)).

Faculty and staff serve on College committees that include Campus Life, Cultural Programming, Environmental Health and Safety, Strategic Planning and Budget, Threat Assessment, Technology Direction, Campus Resource Team, Community Outreach, and Center for Teaching ([Committee List](#)). They serve on statewide committees that include the Faculty Advisory Committee (FAC) to the BOR, the Framework Implementation and Review Committee (FIRC), the General Education Committee, the Education Technology Committee, and subject-area committees for English, ESL and Language Studies, Math, Business and Finance, Biology, Social Sciences, Art, Chemistry, Allied Health, and Early Childhood Education.

Some faculty and staff serve as [Student Club](#) advisors. They offer advice on the organization's goals and decision making, act as sounding boards, troubleshoot problems, answer questions, and otherwise help the organization function smoothly. They may or may not attend all club meetings, but they are updated on all organization plans and projects. Faculty and staff served as advisors for 14 clubs 2018-2019 and 16 clubs 2019-2020. Four clubs were active in Fall 2020 ([Student Clubs](#)).

Faculty, non-teaching faculty, administrators, and all staff undergo annual [FERPA](#), sexual harassment, and [mandated reporter training](#) as part of the College's overall initiative to protect students and the greater community and to comply with Federal guidelines. Until January 2021, FirstNet Training operated the LMS; as of January 15, [NeoGov Learn](#) is the new LMS, administered by the IT Department. Students' privacy rights are published on the College website on the [Student's Right to Know](#) subpage of the [Student Services and Resources Page](#).

Faculty, the CEO, the Dean, the Interim Academic Division Director, and Student Services advisors are engaged in the College's Student Success Committee, which is part of the College's membership in the Achieving the Dream organization. This team is engaged in efforts to promote initiatives designed to improve engagement, retention, and persistence and to close equity gaps in learning opportunities ([Student Success Committee Membership List](#)).

Faculty and staff members continue to work, through local and System governance processes, to improve and develop academic programming, as the System moves toward a unified and aligned curriculum whereby academic organization and governance structures shift away from the local level toward regional committees, councils, departments, and processes ([System committee list](#) for general education, curriculum alignment, math and English readiness, learning assessment, TAP implementation, shared governance).

## **Appraisal**

Due to declining enrollment ([Fall 2020 Preliminary Census Report 2020-09-21](#); [Spring 21 Preliminary Enrollment Report 2021-02-05](#); [IPEDS Data Feedback Report 2020](#)), changing demographics, and shifting workforce needs in the area, the College continues to reevaluate its programs and offerings at all teaching locations: Danielson, Willimantic, and [BCI through the Second Chance Pell program](#). Ongoing review and evaluation of current and future online education remains at the forefront of discussions for programming.

The closing of QVCC's Willimantic Center in Spring 2018, a subsequent move to Windham Technical High School, and then a return to the original Main Street location resulted from budgetary pressures at the State level and disrupted academic programming in Willimantic. Prior to the moves, the Center was a full day and evening enterprise with all the student services of the Danielson campus. The move to Windham Tech reduced course offerings and student services due to time constraints imposed by the high school. Programming in Willimantic has not yet been rebuilt to its previous level.

Instruction at BCI has suffered because of the pandemic. QVCC normally runs nine to 11 classes per week there each semester. Classes were suspended for Fall 2020, and Spring 2021 was reduced to four Live Online and Remote sections. Class size for Fall 2021 is limited to 12 under Department of Corrections COVID-19 standards. We are serving only 27 returning students, some taking more than one class.

As the one college governance structure develops, new roles for faculty will become clearer. Governance regarding curriculum, department structures, adjunct hiring and supervision, and local partnerships are evolving, and will continue to evolve as consolidation moves toward a systemic structural change and QVCC becomes part of one college. The college faculty and staff continue their involvement in this process.

New programs will be developed as part of the one college system. In the meantime, faculty continue to maintain the academic integrity of existing programming at the College. CIP, and the Senate have a strong sense of academic oversight and meet regularly to conduct business despite pandemic conditions.

Faculty are completing BPOP training in anticipation of System expectations to do so. Faculty evaluations are completed in a timely fashion, and adjunct mentoring continues. The Academic Affairs Division is aware that self-studies are currently out of sync due to pandemic distance learning, and the Acting Dean plans to rectify this. Since the last accreditation report, self-studies have streamlined programs in Business Management, Advanced Manufacturing, and some of the sciences (recent self-studies are on file in the Dean's office.)

Faculty members and professional staff have taken advantage of funding and training opportunities in previous years ([Professional Development Notice and Reports](#)).

## **General Education, Undergraduate Programs, and Major/Concentration**

### **Description**

QVCC offers 38 degrees and 16 certificate programs. [Associate degree](#) programs currently require 60-68 semester hours of credit for completion; certificate programs require between 15 and 30 hours. As part of a long-term goal to normalize degrees across the State in anticipation of a consolidated Connecticut community college, the BOR adopted a policy in 2014 to ensure that most Associate degrees will require no more than 60 credits; those that go beyond this are expected to revise their requirements, to protect the integrity of their programs while bringing them as close as possible into compliance. Also, students can enroll in a [CSCU Transfer Articulation Pathway](#) program designed to ensure that a Connecticut community college student completing a 60-credit associate degree can transfer in as a junior to one of the State universities without losing credits. QVCC adheres to an [open admission](#) policy and a non-discrimination policy. There is no fee to apply to the College.

The core curriculum for each degree program is divided into two sections, the general education core and the program core, and each program includes advanced electives in the area. All requirements are provided in [Degree Works](#) for student review. Students receive broad and balanced knowledge in the arts and humanities, science and mathematics, and the social sciences. The program core contains introductory courses leading to a main disciplinary area where students develop more advanced skills and knowledge.

With the adoption of TAP programs, the College has a [Gen Ed core defined through each of the TAP related degrees](#). As well, faculty at the College have been involved in a System project in relation to the one-college consolidation plan, to define a [common General Education core](#) for the newly configured college.

With adoption of the TAP Pathways, at least 25% of the credit requirements for a degree or certificate must be earned through coursework at QVCC. Credits earned by examination, using [Advanced Placement Examinations and CLEP](#), are assigned “TR” transfer notation on students’ transcripts. Currently, no faculty or staff member is charged with overseeing the Credit for Prior Learning program, although IS 150 Credit for Prior Learning Portfolio Preparation is still listed in the College catalog.

Undergraduate degree program data for the four most recent years is available for review ([QVCC Grad Transfer Success by Major](#); [Graduation Timing](#); [Program Completions 2016-2019](#)). Because graduation and transfer rates are calculated at 150% of the time expected for graduation, the most recent cohort to have a full window for analysis is Fall 2017. At the end of Spring 2021, numbers for the Fall 2018 cohort will be available. Success is defined as either graduating or transferring.

Information on all [degree programs and certificates](#) and the [online catalog](#) can be accessed on QVCC's website. There are several ways to navigate the site to the catalog, including through links on the following pages and links: the College Catalog link located on the bottom of the [home page](#); the [Programs page](#) and its [Academics-Academic Degrees and Certificate](#) subpage; the Student Resources page and [Student Services and Resources](#) subpages; and the [Programs-Academic Degrees and Certificates](#) page and program-specific subpages.

Our most recent program, Advanced Manufacturing, supports students and businesses from northeast Connecticut to the shoreline. The 10,000 square foot [Advanced Manufacturing Technology Center](#) provides hands-on learning opportunities for students, as well as a location for area manufacturers to meet customized training needs. The Center includes a machine lab, mechatronics and metrology labs, classrooms, conference space, and offices. The 10-month curriculum includes courses in Blueprint Reading, Manufacturing Math, Quality and Lean Manufacturing, several hands-on machine shop practical courses, general industry shop safety (OSHA 10-hour Outreach), three-dimensional solid modeling, and an opportunity to earn up to four credentials through the National Institute of Metalworking Skills as part of a certificate. Credentials include Measurement, Materials and Safety; Job Planning, Benchwork, and Layout; CNC Milling Operator; and CNC Turning Operator. An [AMTC certificate](#) is also offered in Mechatronics, preparing the student for a career as an automaton technician. Students who earn a certificate can apply approximately half the credits to an [Associate of Science in Technology Studies](#).

In addition to credit programs, AMTC provides non-credit programs in conjunction with Adult and Youth Manufacturing Pipeline Initiatives through the [American Job Center](#) and the [Eastern Workforce Investment Board](#) (EWIB). Through November 2020, there have been 248 Advanced Manufacturing Certificates, NIMS credentials and Mechatronics Certificates awarded. Additionally, 148 students received their OSHA Outreach 10-hour cards.

The Course Records ([see sub list here](#)) List the official description of each course offered at the College. When changes are made to courses, courses are added to programs, or courses are retired, the official version in the Dean's office is updated. Subsequent descriptions and expectations that are expressed in syllabi, the College catalog, the website, and at the CSCU System must accurately reflect what is in this official record.

## **Appraisal**

An analysis of all relevant data needs to be conducted to determine findings for an accurate appraisal of the curriculum. General and core education are in transition under the one college consolidation plan.

In recent years, the College website has not been routinely updated, and the catalog has not been updated expediently. A faculty member is now responsible for overseeing the accuracy of content on the website and insuring consistent updates. As the CSCU System takes on more functions that affect the College, however, it becomes more complex to maintain accurate information. A key example is information about TAP degree requirements, which the College maintains in an official version ([TAP at QVCC website](#)), while the CSCU System's web pages are inconsistent ([CSCU TAP](#)).



Not all information on course records and course syllabi and related information posted in the catalog is consistent ([Comparison](#)). An effort to address this issue is underway, with Program Coordinators and Department Chairs working to reconcile deviations. Where necessary, changes are being brought to CIP.

## **Transfer Credit and Graduation Process**

### **Description**

Students coming to QVCC with prior experience and/or coursework can have it evaluated by the Admissions office for [transfer into the College](#) once the student is admitted. If a course meets academic standards, it can be applied to a program. This includes high school students who may have taken college level courses elsewhere, college students transferring from other institutions, veterans, and students who may have relevant work-experience that can be evaluated through a Credit for Prior Learning portfolio evaluation process.

Students can access detailed requirements for programs and courses and track their progress through password-protected access via MyCommNet/Banner under a [Degree Works](#) link available within the online College catalog. Degree Works provides a visual representation of requirements and relevant information for planning. It lists the student's program, GPA, academic standing, advisor, holds, and progress. It also allows for plan mapping (when set by an advisor) and features a What If feature that lets students see how their current completed/in-progress courses will apply to another degree or certificate program should they switch programs or add one. The College further provides both advisement and web resources for students to understand the transfer value of their chosen program in relation to potential receiving institutions ([Transfer Toolbox](#)).

Since at least 2012, the CSCU System has worked to establish a statewide framework for defining courses and programs in the community colleges, to guarantee common measures and standards for successful transfer to State four-year institutions. [TAP](#) is meant to base transferable course credits—which make up completed Associate degree programs—on measurable and assessed learning outcomes. This focus on the guaranteed integrity of transfer credit aims at improving timely completion of programs at the community college level, besides having further success at receiving State institutions.

Students need to apply for graduation to ensure they have completed all degree requirements consistent with the school's mission. Applications are audited for completion of all requirements by program coordinators and the registrar, to ensure that awarded degrees accurately reflect student attainments. Each semester, the Records Office identifies students eligible to graduate, who are contacted by College email and provided graduation applications. Also, advisors routinely provide students with a projected graduation semester when discussing course options and planning.

Expectations for additional student achievements are noted on the website's [Who We Are](#) page and in course records, along with learning outcomes aligned with TAP competencies beyond college level writing (TAP learning outcomes are specified in instructors' syllabi). Beyond learning outcomes, student academic progress is monitored by advising, enrollment, financial aid, veterans' affairs, and ADA compliance staff, as well as by faculty who mentor students in specific courses of study.

Students earn academic recognition by receiving invitations to join QVCC-based honor societies such as [Phi Theta Kappa \(Beta Beta Pi Chapter\)](#) and [Alpha Beta Gamma \(Alpha Omicron Chapter\)](#), and they receive [Dean's List](#) awards and [Merit Scholarships](#).

## **Appraisal**

Conversations are underway to create a system that automatically grants degrees and certificates when a student meets all requirements. Transfer data evaluation is needed to determine strengths and opportunities to improve the transfer process. In addition, the TAP program is administered by the SO, which will direct revisions as we move forward in creating a unified curriculum as part of consolidation.

## **Integrity in the Award of Academic Credit**

### **Description**

Students graduating with Liberal Arts, General Studies, and other AA degrees demonstrate English language competency by passing with a C or better a two-course sequence, English 101: Composition and English 102: Literature and Composition. Passing English 101 is a requirement for enrolling in many second semester courses; it is also requirement by all of the [16 or so Transfer and Articulation Program Pathways](#), for transfer from the College to the State universities. The CSCU TAP Pathway framework is becoming the standard for program design in the System, which includes the establishment of expected core outcomes associated with each course and the framework of a coherent set of expectations for general education and specific program outcomes. Under the TAP model, students in required English courses are assessed following standards established in the TAP framework, through which they demonstrate college level writing ability. Faculty teaching these courses are expected each semester to ensure that work in their courses addresses TAP competencies for all students and that students are assessed accordingly. [Committees organized by the System Office](#) have convened to support the effort to consolidate the 12 colleges and align curriculum with TAP.

The College uses the eLumen data management system to keep track of this assessment work, demonstrating to receiving institutions and the CSCU System that the competencies are met. While this process has been used locally, its effectiveness has been inhibited by the lack of a common set of standards for learning assessment at the System level. Local work continues, in anticipation of an eventual statewide framework of common outcomes, measures, and assessments that provide a coherent context for rich assessment of student learning.

As part of the CSCU response to the pandemic, any of the following can be used to determine appropriate English and math placement for 2020-21: high school GPA, SAT/ACT/AP scores, previous college-level math and English credit, GED scores, and previous Accuplacer scores. Any student who is unable to provide a self-reported GPA or other measure or who prefers the testing option can set up an appointment for an online [Accuplacer test](#). Students must meet the technology requirements. The test can be taken using desktop, laptop, or Chromebook, and students must have both microphone and camera.

QVCC faculty provide remedial education in mathematics and English to prospective students. The program, called Transitional Strategies, provides tutoring and skills training to help students succeed in moving to credit bearing college courses. An ESL program also provides coursework and skill building. After completing the program, students enroll in English 101 or English 101S, a version of 101 that includes embedded support. Some students must complete a semester of developmental English (English 096) before enrolling in English 101 or 101S.

The integrity of online and hybrid courses is supported by the Director of Educational Technology and further insured through the requirement of password protected logins to confirm student identity in courses. The integrity of individual student work is safeguarded by the [SafeAssign](#) application in Blackboard. Additionally, many instructors discuss plagiarism as part of their instruction and teach students how to establish scholarly credibility and protect their academic integrity. The College is part of the [NC-SARA](#) network as part of its State Authorization Reciprocity Agreement ([SARA on QVCC Distance Learning Webpage](#)).

A CSCU subscription to Proctorio provides faculty an automated test-proctoring platform that combines machine learning and facial recognition technologies ([Proctorio](#)). Five QVCC full-time faculty members have been trained in the application and are currently using it as part of the Blackboard LMS.

## **Appraisal**

Evaluations, syllabi, CIP, Academic Senate, Program Coordinators, Department Chairs, self-studies, and faculty oversight ensure integrity in all modalities of course delivery across multiple levels at the institution.

QVCC continues to maintain and review TAP with the State's community colleges and four State universities. A major component of the program is for the community colleges to align their courses to specific outcomes and [goals](#). Alignment continues as the BOR directs the effort to consolidate the 12 community colleges into a single statewide college. QVCC faculty and staff participate in this process by local governance and on statewide committees that review and help guide both consolidation and the transfer process.

The System's TAP Framework Implementation and Review Committee has primary responsibility for overseeing the TAP general education framework (Framework 30), monitoring how the major pathways (Pathway30) are integrated with Framework 30, reviewing assessment data about general education outcomes provided by campuses, and making advisory recommendations for adjustments to the TAP Framework. Some 32 Pathway Work Groups have been established—from Allied Health to History to Theater—to oversee this work. QVCC faculty participated in these groups to develop a more seamless transfer process for students in the

System. The BOR continues to recruit faculty and staff to ensure broad representation on committees to review [TAP policies](#). While College faculty have engaged in the careful definition of learning outcomes in their association with courses offered at the College, this oversight is being replaced by a single system of courses with outcomes to be determined by a central body in the Students First reorganization. This change will be apparent to many



who are returning campus for Fall 2021, having assumed they would still operate under the TAP plan previously established by local governance. There is a need for discussion about what changes have in fact been made and how faculty and advisors must orient their students under the TAP pathways.

Since 2012, we have had a best practice online teaching evaluation tool ([Distance Education Course Design](#)), vetted by the CSCU Council of Academic Deans, as well as a recommended online class observation [form and process](#) that parallels the [standard classroom](#) protocol. In addition, faculty have received training and professional development for online instruction ([Best Practices](#) Workshop; [iTeach certification](#); [CSCU Resources for online teaching](#)).

In addition, CARES Act funding has been used to help faculty, staff, and students develop better strategies for online work. New modes like HyFlex, LRON, and OLCR have been developed. The QVCC library and IT staff have developed lending procedures so students could borrow laptop computers, hotspots, and webcams to help them succeed in distance learning coursework.

SafeAssign and Proctorio effectively work to monitor student honesty. Issues of integrity regarding student conduct are addressed in the College catalog ([Code of Conduct](#)).

## Strengths, Challenges, and Projections

Strengths	Challenges
Veteran faculty and staff	Hiring slowdown, staff attrition, and rescinded budgets; no younger replacement staff being trained and no junior faculty; no stable administrative leadership during last 10 years
Engaged Department Chairs and Program Coordinators	Varied community/industry needs across geographic locations
Students First—originally the QVCC slogan, adopted by the CSCU one college—is still the operating principle	Diminishing financial resources
State of the art facilities, buildings, and equipment for teaching, learning, and student events	Unclear coordination and development of consolidation; duration of pandemic
Community involvement with our students, partnerships with our degree program coordinators and other service areas	Continuing local partnerships, internships, and community involvement as more services shift to a centralized administration

Projection	Responsible Persons	Timeline
Staff and faculty will continue to participate in local processes that align the functioning of the College with the consolidated CT community college.	Staff, faculty, administrators	2021-23 (ongoing)
Through local and statewide governance and oversight, faculty will continue to assure the quality of academic programming offered at all QVCC locations as these are aligned across the System.	Faculty discipline specialists; Program Coordinators; Faculty Senate	2021-23 (ongoing)
The Academic Division will review what has been learned from the adaptations of course delivery and student services during the pandemic and in the midst of consolidation and apply lessons to ongoing planning and oversight of programs and services, on-ground and online.	Acting Dean, coordinating academic staff and faculty, Distance Learning Coordinator, Academic Senate	2021-23 (ongoing)
The College will continue, through System resources and participation in support programs, to gain understanding about long term outcomes, especially for students who have completed their programs at QVCC and gone on to further studies or the workplace.	Systemwide Assessment Task Force, QVCC Alumni Relations staff	ongoing
Several programs especially affected by COVID 19, such as Second-Chance Pell at BCI and the Advanced Manufacturing Program, will be given renewed academic oversight and support to improve enrollment and retention, as well as faculty review and professional development particularly in the Manufacturing program.	Acting Dean, CEO, Program Coordinators	2021-23 (ongoing)
The College will work to create permanent location and ongoing academic programming in Willimantic.	CEO, Acting Dean, Cultural Programming Committee	2021-23 (ongoing)

## Standard 4 Data Forms

### Standard 4: The Academic Program

#### (Summary - Degree-Seeking Enrollment and Degrees)

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking
Main Campus FT	406	N/A	N/A	N/A	N/A	N/A	N/A	406
Main Campus PT	546	N/A	N/A	N/A	N/A	N/A	N/A	546
Other Principal Campus FT		N/A	N/A	N/A	N/A	N/A	N/A	0
Other Principal Campus PT		NA	NA	NA	NA	NA	NA	0
Branch campuses FT		NA	NA	NA	NA	NA	NA	0
Branch campuses PT		NA	NA	NA	NA	NA	NA	0
Other Locations FT	0	NA	NA	NA	NA	NA	NA	0
Other Locations PT <sup>1</sup>	21	NA	NA	NA	NA	NA	NA	21
Overseas Locations FT		NA	NA	NA	NA	NA	NA	0
Overseas Locations FT		NA	NA	NA	NA	NA	NA	0
Distance education FT		NA	NA	NA	NA	NA	NA	0
Distance education PT		NA	NA	NA	NA	NA	NA	0
Correspondence FT		NA	NA	NA	NA	NA	NA	0
Correspondence PT		NA	NA	NA	NA	NA	NA	0
Low-Residency FT		NA	NA	NA	NA	NA	NA	0
Low-Residency PT		NA	NA	NA	NA	NA	NA	0
Unduplicated Headcount Total	973	0	0	0	0	0	0	973
Total FTE	589.00	NA	NA	NA	NA	NA	NA	589.00
Enter FTE definition:	sum of credit hours divided by 15	NA	NA	NA	NA	NA	NA	
Degrees Awarded, Most Recent Year	141	NA	NA	NA	NA	NA	NA	141

**Standard 4: The Academic Program**  
**(Summary - Non-degree seeking Enrollment and Awards)**  
**Fall Enrollment\* by location and modality, as of Census Date**

Degree Level/ Location & Modality	Title IV- Eligible Certificates: Students Seeking Certificates	Non- Matriculated Students	Visiting Students	Total Non- degree- Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT <sup>1</sup>	39	18	2	59	406	465
Main Campus PT	22	114	16	152	546	698
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT <sup>2</sup>	0	0		0	0	0
Other Locations PT	5	0		5	21	26
Other Locations FT <sup>3</sup>	0	0		0	0	0
Other Locations PT	1	0		1	5	6
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT <sup>4</sup>	6	17		23	330	353
Distance education PT	28	161		189	535	724
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	101	310	18	429	952	1,381
Total FTE	45.60	50.60	7.60	104	589.00	692.80

<b>Enter FTE definition:</b>	Sum of credit hours divided by 15	
<b>Certificates Awarded, Most Recent Year</b>	48	
Notes:		
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.		
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."		
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.		
<div style="border: 1px solid black; padding: 5px;"> * For programs not taught in the fall, report an analogous term's enrollment as of its Census Date. </div>		
<div style="border: 1px solid black; padding: 5px;"> Please enter any explanatory notes in the box below </div>		
The "visiting student" column reflects our non-title-iv-eligible certificate students. 1 Danielson Campus 2 Brooklyn Correctional Institution program (BCI--Second Chance Pell) Brooklyn, CT 3 Willimantic Instructional Site 4 Online (Students in any online classes, not necessarily exclusively online)		

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

Number of credits*	3 Years	2 Years	1 Year	Current	Next Year Forward (goal)
	Prior (Fall 2017)	Prior (Fall 2018)	Prior (Fall 2019)	Year (Fall 2020)	(Fall 2021)

For Fall Term, as of Census Date  
**Certificate (add more rows  
as needed)**

Admin. Medical Office Skills	15	2		5	2	2
Adv. Mfg. Machine Technology	31	60	77	83	42	42
Advanced Accounting	30	2			1	1
Advanced ESL Proficiency	21				1	5
Advanced Management	30				1	1
Applied Accounting	15	2	2	1		1
Applied Management	15	1	1	1		1
Computer Aided Design (CAD)	18		1	2		2
CoT Technology Studies / STEM	16	1				1
Graphic Arts		1				-
Health Career Pathways	27	3	7	3	5	5
HIMT Coding Specialist	27	7	7	3	8	8
Lean Manufacturing	6	6	1			
Mechatronics Automation	30	24	23	23	9	9
Phlebotomy	16	4	3	1	8	8
Senior Network Specialist	30				1	1
Web Design	27	2	1	3	1	1
Total		115	123	125	79	56

**Associate (add more rows as  
needed)**

Accounting	60	24	21	23	23	23
Bus Adm: Health Care Mgmt	60	25	16	19	12	12
Bus Administration: Management	60	45	28	22	23	23
Business Admin:Bus Info Sysrms	60	2	1	1	5	5
Business Administration	60	97	93	107	50	50
Computer Networking	60	36	19	19	10	10
Computer Services		2				-
Computer Services: Web Devlpmnt		6	2	1	1	-
ComputerSrvcs:ITSupprtServices	60	18	16	17	11	11
CSCU Transfer: Art Studies	60	2	6	8	14	14
CSCU Transfer: Biochem Studies				1	1	1
CSCU Transfer: Biology Studies	60	15	17	19	14	14
CSCU Transfer: Comm Studies	60	2	7	8	5	5
CSCU Transfer: Crim Studies		12	20	29	25	25
CSCU Transfer: ECTC Studies			4	2	1	1
CSCU Transfer: English Studies	60	3	3	4	6	6
CSCU Transfer: History Studies	60	2	3	5	6	6
CSCU Transfer: Math Studies	60		5	7	5	5
CSCU Transfer: Physics Studies		1	1	1	2	2

CSCU Transfer: Pol Sci Studies	60	6	6	3	5	5
CSCU Transfer: Psych Studies	60	17	27	33	41	41
CSCU Transfer: Spanish Studies	60	2				2
CSCU Transfer:Business Studies	60	12	15	19	23	23
CSCU Transfer:Chemistry Studies	62	2	4	1	1	1
CSCU Transfer:Comp Sci Studies		5	11	17	20	20
CSCU Transfer:GeographyStudies				2		2
CSCU Transfer:SociologyStudies	60		3	1	2	2
CSCU Transfer:Socl Wrk Studies	61	11	11	22	31	31
Cybersecurity	60		6	11	20	20
Early Childhood Education	60	89	64	61	56	56
Engineering Science	65	48	35	28	33	33
Fine Arts: Photography		2				-
General Studies	60	398	293	605	233	233
Human Services	61	34	19	14	8	8
Liberal Arts & Sciences	61	172	141	143	109	109
Medical Assisting	60	76	74	57	50	50
Medical Laboratory Technician	63	37	51	36	47	47
Pathway to Teaching Careers	60	14	23	19	19	19
Tech Stds: Eng Technology Opt	67	6	3			3
Tech Stds:Environmental Opt	65	5	8	12	9	9
Technology Studies	66	9	13	11	10	10
TechStds: Lean Mfg& Supply Opt	66	1	5	3	2	2
TechStds: Biomolecular Opt	66	1		1		1
TechStds:Comp-Aided Design Opt	66	2	1	1		1
Visual Arts	60	45	38	23	19	19
Undeclared						
Total		1,286	1,113	1,416	952	960

\* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Some certificates, in practical terms, have larger enrollment than is reflected in these tables, as the majority of students seeking the award have listed it as a secondary major.

**Standard 4: The Academic Program**  
**(Headcount by GRADUATE Major)**

For Fall Term, as of Census Date

	Number of credits*	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
<b>Master's (add more rows as needed)</b>						
	N/A	N/A	N/A			
Total		0	0	0	0	0
<b>Doctorate (add more rows as needed)</b>						
Total		0	0	0	0	0
<b>First Professional (add more rows as needed)</b>						
Total		0	0	0	0	0
<b>Other; specify (add more rows as needed)</b>						
Total		0	0	0	0	0
Total Graduate		0	0	0	0	0
* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)						

**Credit Hours Generated By Department or Comparable Academic Unit**

	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Next Year Forward (goal) (FY 2022)
<b>Undergraduate (add more rows as needed)</b>					
Business	2,658	2,346	2,415	1,965	1,965
Engineering	1,488	810	611	465	465
English	5,538	5,268	5,640	4,596	4,596
Health	2,726	3,110	2,639	2,708	2,708
Humanities	4,030	3,731	3,472	3,162	3,162
Language	948	684	717	494	494
Manufacturing	2,020	2,018	1,747	1,072	1,072
Math	6,446	6,830	6,466	4,350	4,350
Science	3,129	2,635	2,364	277	277
Social & Behavioral Sciences	5,579	5,196	5,513	4,883	4,883
Technology	2,718	2,280	2,292	1,647	1,647
Total	37,280	34,908	33,876	25,619	25,619
<b>Information Literacy Sessions</b>					
Main campus					
Sessions embedded in a class	56	60	55	7	25
Free-standing sessions	**2	1	0	0	5



Branch/other locations					
Sessions embedded in a class	15	1	9	7	15
Free-standing sessions	0	0	0	0	5
Online sessions	2	0	13	45	35
URL of Information Literacy Reports:	<a href="https://qvcc.edu/library/infolit/">https://qvcc.edu/library/infolit/</a>				
Please enter any explanatory notes in the box below:					
** "free-standing session" is understood to exclude one-on-one, point-of-need instruction; in each of the cells for this item we report only scheduled, advertised group sessions.					

## STANDARD 5: STUDENTS

### Admissions Description

From its beginning in 1971, Quinebaug Valley Community College has been built and sustained through strong community advocacy, to provide access to affordable higher education in one of the most economically depressed areas of the State ([Windham Census Data](#)). College leadership and a broad community base have addressed the diverse educational needs of a service area challenged by its distance from the stronger economic and political centers of the Northeast. The College has created programs and services for both rural Danielson and more densely populated Willimantic ([Statistical Atlas](#)) ([CSCU Town By Town](#)).

We have developed diverse programs for students seeking transfer to four-year institutions and those seeking employment with QVCC certificates and degrees. The College changed locations in Danielson until the current campus was opened in 1983. Early offerings in Willimantic focused non-credit ESL, which eventually became part of the credit programs offered through a succession of larger instructional sites to accommodate growing enrollment.

Career focused programs have mostly been centered at the Danielson campus, with core introductory courses made increasingly available at the Willimantic Center. Programs have been designed in response to the needs of the service area, although some were unsustainable, such as Human Services (albeit currently being considered again), Construction Technology, and several other technology programs. Throughout the trial and growth or retirement of its programs, the College has developed the two locations to serve all of northeast Connecticut.

The College also has a commitment to continuing education, through non-credit offerings serving the cultural interests as well as employment needs of the area. The [Learning in Retirement](#) program has grown into a self-governing organization under the auspices of the College, with a membership of around 400 participants. The College has programs in [Business and Industry Services](#) and [Workforce Development and Community Education](#), including coursework that can lead participants into related credit-bearing programs.

In keeping with its mission as an open enrollment institution, the College has developed outreach to potential students, as well as offering a range of services to meet and assist them in their diverse needs, abilities, and goals. Online offerings and courses at the Brooklyn Correctional Institution are part of the effort to reach more students.

College recruitment and admissions activities provide targeted outreach, including high school visits, [open house events](#), presentations to adult education and ESL students ([QVCC ESL](#)) in partnership with EASTCONN Adult Education, and collaboration with the Eastern Workforce Investment Board and America's Job Centers ([Workforce Development](#)). Besides its own publications and website, the College advertises in local publications and with postal mail, while also reaching out specifically to veterans ([Veterans Services](#); [Military Friendly School](#)) and students with learning differences ([Disabilities Services](#)), as well as those who may qualify under recent State legislation and resources for undocumented residents ([QVCC information](#); [Connecticut information](#)).

The College is clear with potential students about requirements for readiness, providing information about transcripts of prior learning, placement testing in English and math, alternative indicators of prior academic achievement, and developmental courses ([Admissions Information](#)). These standards and expectations are made clear through the website, recruitment materials (electronic documents folder), in-person discussion at [College events](#), and admissions advising both in person and through virtual events ([Virtual Advising Events](#)).

All incoming students are alerted to the limits of each program, such as whether a program can be completed at a particular location or if it must be continued elsewhere. This is done primarily through the initial advising offered to potential or enrolling students. For example, since about 2012 the CSCU System has required the College to offer several Transfer and Articulation Program degrees for which some courses are not available locally, typically to be completed at other colleges in the System. Also, the System has approved the College to offer “50% or more, but not 100%” of several specific degrees through the Willimantic Center, and we have not yet been approved to offer 50% or more of any online degrees. Students enrolling at Willimantic or for an online degree are advised of this, so they realize the need to complete their degrees elsewhere.

## **Appraisal**

As part of its ongoing self-evaluation process, the Admissions staff recently identified where services have been bottlenecked and began revising resources and procedures. The main improvement involves on-boarding new, transfer, and readmission students ([Accepted Students Checklist](#)), with emphasis on clarifying their [next steps](#) and enhancing personal assistance to students, mainly for navigating and accessing College processes and resources ([Accepted, Now What?](#)) ([On-Q Video Series](#)). Self-evaluation has been challenging given personnel changes across the College, reorganization of offices, and the restructuring of the College in relation to System consolidation, all during the pandemic. Existing staff members have continued much of their work based on an understanding of necessary institutional operations, while anticipating the guidance and resources of a local administration that will change in relation to CSCU reorganization.

While the College is clear when personally advising students about the limits of degree work that cannot be completed at QVCC, or online or in Willimantic, the information is not prominent in the College catalog or on the institution’s website.

Reviewing how and where we represent the College through marketing and general public disclosure efforts has raised questions about the organization and ease of use of the website, as well as its accuracy and the timelines of updates. We are concerned with similar questions about printed materials, including the need for more multilingual options.

## **Student Services and Co-Curricular Experiences**

### **Description**

### **Enrollment**

In 2011, the Dean of Student Services established an Enrollment Management Committee/Task Force. Modified versions of this group have met since then, reflecting the changing nature of the Student Services office, the shifting the position of the Dean—sometimes supervising Student Services in addition to the Academic Division—and the turnover of six Deans.

The structure and leadership of Student Services office changed during this time, with a loss of many advising and admissions staff and no active enrollment management plan. Faculty are involved in student advising as a contractual part of their responsibilities, but during this period there was a deliberate shift to reliance on Student Services staff to organize and conduct advising. With the decrease in permanent, experienced Student Services staff, faculty were again enlisted to assist with advising, particularly in support of an early engagement strategy that establishes connections with students toward improvement of course and program completion rates.

The last official meeting of an enrollment committee took place in October 2020. Since then, there have been meetings tangentially related to enrollment, to seek possible strategies for improvement (such as Saturday classes and retention/recruitment events and initiatives) but no overarching, data-informed plan. Now, restructuring in the Students First consolidation plan is shifting responsibility for enrollment management and student affairs to regional and State levels ([Enrollment Management and Student Affairs](#)), the practical implications of which are yet to be determined.

In 2016, a task force was created to redesign and implement an enhanced New Student Orientation. This group comprised faculty and Student Services staff and was co-chaired by a faculty member and a member of the Admissions office. The new orientation format provides an overview of College services and supports, student life, financial aid, activities and clubs, instructional technology, and more. Staff and faculty take part in the NSO, and much of the information is presented during interactive workshops to help facilitate student engagement and success. NSO is not mandatory, but all new, transfer, and readmitted students are encouraged to attend. Between 2016 and 2019, we offered transportation to students from the Willimantic location so they could take part in these orientation sessions at the main campus. At our NSO in 2019, 157 students participated, which included 32% of newly admitted students.

Given the pandemic and our inability to host an onsite NSO, the advising staff developed a [New to QVCC](#) orientation video to replace the on-ground orientation. This video introduces students to various resources that are beneficial both during and after the enrollment process. In Fall 2020 additional shorter video modules were created, and more will be added as needed. The [On Q](#) Video Series includes the virtual orientation along with the following shorter videos: Welcome to QVCC, Student Support Services, Course Options and Services, How to Register for Classes, SNAP Education Benefits Program, How to Apply for Graduation, and Enrollment Verification

Certificate. All these videos support on-boarding for new students, as well as refresher information for current students.

During the summer of 2020, [QVCC Disability Services](#) implemented a new online system called [Accommodate by Simplicity](#). This system allows for consistency and timeliness of the Disability Services process. It allows students to complete their self-disclosure forms online and to directly upload documentation. It also keeps track of inquiries and allows for consistent messaging and responses through automated emailing. This system improves confidentiality and access. Professors no longer need to keep hard copies of student accommodation letters because they can log into the system and easily view which students have accommodations. The system also allows for better data measurement and reporting.

## **Advising and Support**

From March to May 2020, Student Services staff collaborated in developing the Student Affairs Office's [mission and core values and goals](#), which are now found on the Student Services webpage.

In addition to NSO sessions and resources, students learn about support services through the College's Student Resources webpage, which links to services such as Careers, Veterans, Disability, and Support Services ([Student Services and Resources QVCC](#)), with videos describing the type of assistance available in each case.

In Spring 2020, Advising implemented [Microsoft Bookings](#), a scheduling tool to assist the office in collecting important data to better serve students. This tool permits advisors to see the most popular days of the week and time of day when students choose appointments, which services get the most requests for information, and which topics within those services students are looking at most frequently. Bookings became an especially effective tool for managing student services when the school switched to remote learning in March 2020 because of the pandemic. From March 30 through May 29, 455 students signed up for Bookings appointments. When it was noted that some students were accessing more than academic advising during their appointments, Advising updated the [service calendar](#) to reflect the multiple services accessed during the appointment. For instance, while 74% of appointments were for academic advising, 11% of students had questions about financial aid, 7% for SNAP, and 4% each for disability and career services. This observation helped reaffirm the importance of data driven strategies for our advising practices and the necessity for a one stop center for students. In the 2020 [Survey of Entering Student Engagement Executive Summary of Results](#), QVCC students ranked advising services 9.32% higher with regard to student engagement than the 2019 [SENSE](#) cohort did.

Throughout the academic year, Student Services staff engage with students via multiple platforms to assist with navigating the enrollment process, accessing support services, and completing programs. Before the pandemic, students would sign in at the Student Success Center when arriving to take an Accuplacer assessment. With the assistance of a staff member, a student would then sign into their College account through the [MyCommNet](#) portal, receive a printout with their college email and student login information, and then be escorted to the Learning Center by a Student Success Center staff member to take the assessment.

To provide support for commuter students earlier in the enrollment process, the Learn, Enroll, Assess, Proceed (LEAP) workshop was created in June 2018, as a revised version of the New Student Workshop. [Data on students who attended this workshop](#) were collected from June 2018 until July 2019. Of the 122 students who attended then, 99 were new students, 13 transfer, and 7 readmit. The learning outcomes of LEAP were for students to navigate the College website, review their degree audit and requirements, complete the financial aid verification process, and understand how to access various support services and community resources. The LEAP workshop was disbanded in July 2019 due to decreased attendance and the lack of consistent scheduling with the Accuplacer time offerings.

The [New to QVCC Online Orientation Video](#) was created to function like the LEAP workshop for the virtual learning environment. This 25-minute orientation video is accessible on various student support services webpages and the College's YouTube channel. After watching the video, students understand how to login and access [MyCommNet](#) and College email and to navigate Blackboard and other online learning platforms, while also becoming aware of the various College and community services available to assist with matriculating. Since its creation in July 2020, the video has been viewed 296 times. Also, students who register for online, hybrid, or Live Remote and Online courses receive a welcome email from the Director of Educational Technology that includes information on Blackboard Student Orientation sessions offered one week prior to the start of each semester. Students unable to attend can request one-on-one Blackboard orientation sessions.

At the start of the pandemic, [the Disengaged Student Form](#) was created to help faculty members refer students to advising who are no longer actively engaged in a credit course. Faculty complete the online form with the student's information, the course, the platforms used to communicate with the student, and any recommendations that could assist the student with completing the course. This online form, part of the Early Alert process, is accessible to all CSCU faculty and staff members. Since April 2020, 178 QVCC students have been identified by faculty members as no longer actively engaged. The primary method of communication for faculty members to disengaged students has been via Blackboard and College email addresses ([Disengaged Student Form Data Nov 2020](#)).

The Learning Center Coordinator meets with students requiring accommodations and students at risk of withdrawing. In 2019, the College added a Counselor/Disability Coordinator (whose role deals with students in crisis and coordinates with local resources to help students receive the services they need). When this employee left in 2021, their role was replaced with a Learning Disability Specialist and an Interim Associate Dean of Student Development. The recent Learning Center Coordinator had office hours at the Willimantic location each week until his retirement in October 2020. [Online students can make appointments](#) with the Counselor through the College website, and virtual tutoring at the Learning Center is available as well. Online appointments are also available for [Career Services](#).

Once a year in October we offer a Transfer Fair, which gives students a chance to meet with over 25 colleges in one location. In Fall 2020, the [Transfer Fair](#) was held virtually on multiple days in October and November and was a joint project with other community colleges in the State.



We also offer [Nursing Information Sessions](#) designed for students interested in transferring into a nursing program within the CSCU System. The sessions cover how students should prepare for a nursing program and provide an overview of the nursing curriculum, along with detailing admissions processes.

QVCC also provides resources and support to undocumented students through information available on QVCC's website. In February 2020, [Connecticut Students for a Dream](#) provided training to QVCC faculty and staff so they could better support the unique needs of these students. Approximately 15 staff and faculty were trained. We have a Financial Aid subpage that includes information on Public Act No. 18-2, which provides institutional aid to qualifying undocumented students ([Undocumented Students--Financial Aid QVCC](#)). An additional electronic resource on the Student Services webpage provides information about the College application process, scholarships, course registration and advising, support services, and legal and emergency aid, along with staff contact information for students who may need additional support or assistance ([Undocumented Students--Resources QVCC](#)).

## **Outside the Classroom**

The College has many opportunities for students to interact with staff and faculty outside the classroom. We aim to create events that are fun and informative, giving students a sense of belonging. Students engage with staff and faculty through music and art, as in the [Lunchtime Jams](#) open every Wednesday to anyone who plays music. Students, faculty, and staff arrive just before noon and perform before peers who often sing along. Other examples of creative endeavors are the [Julius Sokenu Poetry Awards](#), [Waiting for Yoko](#), and [24-Hour Comics Day](#) sponsored by the Student Government Association ([College Events](#)). QVCC also has an art gallery with a dual purpose: to support the curriculum of the art classes and to maintain our role as a cultural hub for the region.

QVCC recognizes students through various celebrations. We have a [Dean's List \(Fall 2020\)](#) Celebration, induction ceremonies for honor societies ([Honor Societies](#)), and a Scholarship Night, held online during the pandemic.

In 2017, the College began participating in SNAP/Employment and Training, offering recipients access to education by removing barriers such as transportation, childcare, and funding, while promoting self-sufficiency through education. SNAP/E&T participants enrolled in short-term vocational training through non-credit programs, such as Certified Nursing Assistant and Pharmacy Technician training. As of spring 2020, SNAP/E&T added Associate degrees and credit certificates to the available programs. Students who qualify for benefits can find information the College website ([SNAP Employment and Training Program QVCC](#)).

The College offers Open House events (one in fall, one in spring), Tour and Information Sessions (scheduled throughout the academic year and by request, both on-ground and virtual), and [program related Information Sessions](#), such as [Healthcare Career Exploration Night](#) and [Advanced Manufacturing Machine Technology information sessions](#). These events expose students to the many benefits of attending QVCC and the process of enrolling in the College.

These include academic programs, the enrollment process, support services, financial aid, transfer opportunities, student life, and Foundation scholarships ([Scholarships QVCC: General Information](#)).

Due to the pandemic, the Admissions office pivoted to offering a series of [virtual events](#) and workshops for prospective students, families, and counselors. These include an array of general College and admissions information sessions that normally would have been held on-ground. There are [virtual appointments](#) and workshops to assist students with the admission and enrollment process, such as Learn More about QVCC, Accepted—Now What?, and Prepare to Register workshops. Also, the [Virtual Open House](#) was created in collaboration with the Marketing office.

### **Financial Cost and Aid**

Students can find what their education at QVCC will cost them through the use of the [Net Price Calculator](#) provided by the CSCU System website.

[Pledge to Advance CT \(PACT\)](#), enacted by House Bill No. 7424 Section 362, was launched in Fall 2020. It is a last-dollar scholarship program available to any Connecticut student who has not previously attended college. If a student is eligible for financial aid, Federal and/or State aid pays first and PACT pays the difference. It is not a need-based program. There are specific enrollment guidelines for students who apply for PACT funding.

The College provides two ways to apply for Financial Aid, [the Accepted Students \(QVCC Checklist\)](#) and the [Financial Aid](#) page. On the Apply for Financial Aid page are links to learning about the process, how to apply, and how to obtain assistance if it is needed [Financial Aid \(QVCC\)](#). All students interested in obtaining financial aid are required to complete the FAFSA. The Financial Aid Office cannot award students without an application. The office awards aid in a fair and equitable manner while maintaining full compliance with all Federal and State regulations. Approximately 74% of the student body receives some form of financial aid.

The Connecticut General Assembly enacted a law that went into effect with the 2019-2020 Academic Year allowing undocumented students to apply for institutional financial aid. A student must meet age, residency, and other requirements and provide an affidavit to the institution declaring an intent to legalize their immigration status when eligible. Information about criteria and how undocumented students can for apply for aid is available through a link on the Financial Aid page [Undocumented Students--Financial Aid \(QVCC\)](#).

Through the QVCC Foundation, scholarships are given to students who apply ([Scholarships QVCC: General Information](#)). Students are informed about the opportunity by email, the College website, and Foundation members who would visit classrooms. Selection criteria for each award are determined by the Board of the Foundation. This past year, the Foundation awarded over \$135,000 to over 100 students.

In November 2020, the QVCC Emergency Fund Committee was established to provide students with financial assistance. The funds are made available through a combination of sources: the



Foundation, which provides approximately \$45,000 a year for this purpose; the Follet Book Scholarship, by which the College bookstore returns a percentage of its profits to the school each year; and grants from community foundations. The committee allocated \$11,846 to students from Fall 2020 to March 2021, and \$49,571 will be carried over to the next academic year. The link to the online application is posted at the top of the Financial Aid landing page ([QVCC Emergency Fund Application](#)).

In Fall 2010, QVCC began a debt free college campaign that continued through Spring 2021. During this period, we did not offer student loans and instead emphasized our generous payment plan and Foundation grants and scholarships. This approach required most students to pay at least some of their costs out-of-pocket, however, creating some unnecessary hardships, especially for students who had modest incomes but were nonetheless not Pell Grant eligible. As a result, we have reinstituted Federal student loans beginning with Fall 2021.

Since 2019, free food has been available in a pantry outside the [Student Success Center](#), donated by a distribution center in Danielson, and food vouchers are provided through support of the Student Government Association and individual donors. In March 2021, responding to an increase in students reporting they were food insecure, the SGA voted to allocate \$5,000 in supermarket gift cards to support their peers. Faculty post announcements in their Blackboard shells directing students to the Support Services Counselor for assistance obtaining gift cards and in accessing community resources for which they may be eligible, such as SNAP.

Our students live in a community marked by racial tension. For example, some students have been involved in debates around the revoking and subsequent reinstatement of a controversial high school mascot (Equity at QVCC PowerPoint, [In Killingly, A Debate Over the High School Mascot Leads to a Political Reckoning](#)). According to [Data U.S.A. profile of QVCC](#), the racial composition of the College is as follows: “73.7% White, 15.4% Hispanic or Latinx, 3.48% Black or African American, 2.23% Two or More Races, 1.77% Asian, 0.459% American Indian or Alaska Native, and 0.262% Native Hawaiian or Other Pacific Islanders.” Uneven racial and ethnic representation, combined with economic disadvantage, presents a challenge to the College’s wish to be an undivided learning community.

## **Governance, Organization, Activities, and Qualifications**

The Student Government Association ([SGA](#)) decides how to spend the student activity fees included in all credit students’ tuition. SGA monitors the budget and chooses and runs events. SGA offers students the opportunity to create and operate clubs. Each club is provided with a stipend to help pay for supplies and events; to start, a club must have a minimum of two officers and a staff or faculty advisor. There were 14 active clubs in the 2018-19 academic year and 15 active clubs in 2019-20. Participation in clubs diminished for 2020-2021 due to the pandemic. Since there has not been any formal oversight of clubs in a number of years—such as mandatory reporting of club meeting minutes, rosters of active members, or treasurer’s reports—there is no clear way to determine how many active members there are for each group.

SGA events have included [Pizza with the President](#) and [Coffee with the CEO](#), the [Fall Fest](#), [Baugstock](#), stress relief during finals, movie nights, free food and games for festivals, live music,

volleyball tournaments, trips to amusement parks and museums, arts and crafts, build-a-bear activities, pie eating contests, open mics, and bus trips at least once each year. SGA typically uses a 55-passenger bus, although attendance varies with each trip. Estimated participants are 6-25 for smaller events and 30-150 for larger events. SGA has a monthly presence at the Willimantic location.

QVCC has had a chapter of the honor society Phi Theta Kappa since 2015, which in the 2019-20 academic year became a five-star chapter. PTK offers leadership opportunities by having six officers who lead meetings and events. There are two membership drives and one induction ceremony per year. PTK has two regional conference events that members can attend. Service-learning projects that PTK members lead each year include Relay for Life and the PTK C4 (Community College Completion Corp) Project. ([Beta Beta Pi Chapter Progress Report 2019](#)).

The College offers limited athletic programs for credit, such as yoga, tai chi, basketball, volleyball, and pickleball. The classes meet the academic standards determined by the College for Health and Physical Education courses. However, there is no health or physical education requirement for degrees and certificates at the College (syllabi and records in document).

All Student Services staff have experience and/or degrees in fields relevant to their positions. A few have advanced degrees, and others are working towards one. The CSCU System provides professional development funds to the College for participation in conferences and workshops, to broaden staff members' knowledge base and keep them abreast of best practices in their fields. Among the professional associations in which Student Service staff have memberships and participate in conference and webinars are the National Association of Financial Aid Administrators ([NASFAA](#)), the New England Association for College Admissions Counseling ([NEACAC](#)), the Global Community for Academic Advising ([NACADA](#)), the New England Association of Collegiate Registrars and Admissions Officers ([NEACRAO](#)), and Achieving the Dream ([ATD](#)). Additionally, staff regularly access research and resources from organizations such as the Community College Research Center and participate in CSCU systemwide councils.

The Director of Financial Aid retired in August 2019, and two Student Support Services staff retired in 2020, the Director of Advising and the Learning Center Coordinator. In the fall of 2021, the college hired a campus lead for Financial Aid and an additional financial aid specialist. Searches were put on hold in Fall 2020 due to a hiring slowdown that was precipitated by the pandemic's effect on the economy, which has also resulted in lower-than-expected enrollment for AY 2020-2021. The remaining staff members have thus seen increased workloads.

Student Services adheres to the American College Personnel Association's ethical standards guidelines, as detailed in its [Professional Standards for Student Services](#). There is a statement referencing the Office's adherence to these standards and a link to them on the Student Services webpage [Student Services and Resources \(QVCC\)](#). Also, the institution's policies on student rights and responsibilities, including student conduct and grievance procedures, are detailed in the Student Handbook under "Student Rights" on the College webpage ([Student's Rights](#)).

QVCC follows the guidelines set by the Connecticut State Library's retention schedule for State records. All areas of higher education can be found at this site ([Retention Schedule](#)). QVCC

publicizes its policies regarding student records retention on the Registrar page on its website [Records Office \(QVCC\)](#).

QVCC adheres to all FERPA laws and guidelines. These laws and explanations can be found at [Records Office \(QVCC\)](#), the Student's Right-to-Know Page ([Student Right to Know QVCC](#)) and the Library Policy Page ([Library Policies QVCC](#)). A student can complete an Authorization to Release Information form should they wish to have their educational records shared with someone besides themselves. This form must be completed in person in a non-coercive manner.

Approximately every three years, the College has administered the [Survey of Entering Student Engagement](#), a national survey of institutional practices and student behaviors, during the early weeks of the semester. SENSE results help the College understand the entering student experience at QVCC. Data from these surveys are used to revise processes to improve the students' experience. In the future, an entrance survey will be added to identify any barriers students are facing in the on-boarding process.

The College is participating in the [Connecticut cohort of Achieving the Dream](#). This is a data-driven process to improve all aspects of the student's college experience. The Board of Regents has approved a [Holistic Case Management Advising](#) model to increase the enrollment and advising support students receive. This holistic advising model dovetails with the objectives of ATD and the [Students First](#) one college consolidation. An increase in the number of advisors at the College has been anticipated as part of this project, and it should improve enrollment, retention, and completion. The aim is for each advisor to have no more than 250 advisees, so that students receive a holistic, curated advising experience that develops academic and career plans and ensures their progress is monitored throughout their enrollment at the College ([CSCU plan](#)). The model should be fully implemented by Fall 2022, provided the restructuring plan for CSCU is approved by NECHE.

## **COVID-19 Changes**

Due to the pandemic, the CSCU System has created an interim policy on basic skills placement of incoming students, allowing us to use self-reported or official GPA in lieu of the Accuplacer ([Assessment Testing](#)), SAT or ACT scores, or transcripts. This policy was established to reduce barriers for students as they navigate their way through the enrollment process. The GPA policy is clearly stated in the Admissions Enrollment Checklist and on the Assessment Testing webpage. This interim policy has been extended by the System Office through 2023 and may remain in effect beyond then.

## **Appraisal**

With multiple changes of administration in over the past few years, no operational enrollment management plan has been implemented, and strategies to improve enrollment instead have been reactive to student numbers as well as structural changes in the College. Yet the Students First plan at the System level promises to improve the availability of resources, data, and institutional analysis for improvement not only toward an enrollment plan, but also the evidence-based improvement of other student service-related functions at the institution.

QVCC is aware of the importance of self-evaluation and is solidifying the practice across the institution, particularly toward creating a more inclusive learning community. As was evident in the pivot to virtual resources during the pandemic, QVCC is prepared to adapt so that it meets the needs of students. As staff and faculty have continued to provide and adapt services in challenging conditions, the improvisation of services highlights a lack of systemic, consistent, institutional practices of data collection, review, and application to planning.

The self-study process has given staff and faculty across departments the opportunity to look at the resources they use for planning and action in their respective roles, as well as information that is presented to students and the community to assist in their decision making. This process has already led to changes in materials and the College website, while emphasizing the need for a consistent approach to the ongoing maintenance of these materials.

A key challenge is the combination of internal and external changes that have been shaping the College for at least the past five years. Significant numbers of vacant positions in key areas (such as academic disciplines, student advisement, and admissions), as well as the immediate redefinition of positions (some yet to be filled, others occupied by current staff and administrators) toward the shared services model of the one college system, put various operations of the College under strain and uncertainty.

The Student Services area has just gone through key stage in the recruitment, admissions, and enrollment cycle with a serious staffing deficit, while anticipating promised restructuring and resources from the Students First plan. Enrollment goals for Fall 2021 were set for the College by System metrics, while the Student Services area has lost key staff in admissions, enrollment, and advising, having to rely in the early summer on provisional staffing by faculty with summer stipends and on remaining staff who play other roles in the College. Several experienced staff in Marketing and Admissions will continue to give guidance to the ongoing efforts of admissions outreach; no time or resources will be available at this point in the process to assess the effectiveness of efforts, which may or may not be reflected in the eventual enrollment numbers as they are compared with System set goals.

There is a readiness across QVCC to bring the same services provided on the main campus to the instructional site in Willimantic. This will be translated into practice when further plans for this Center are in place. Currently, staffing and resources are minimal because plans remain in the preliminary stages as the college looks to secure a permanent location in Willimantic.

As Windham is the [most impoverished county](#) in Connecticut ([CT Poverty Rate by County on IndexMundi](#)), our students are disproportionately affected by obstacles to learning success presented by economic inequality and instability. The College's various initiatives to supply food to students help alleviate their food insecurity.

## Strengths, Challenges, and Projections

Strengths	Challenges
A consistent mission and purpose over 50 years of growth and change	Many internal institutional changes due to loss of faculty, staff, and administration over a short period of time
Ability to pivot to new methods for presenting information to external constituents and for recruitment of prospective students during the pandemic	Functioning in new ways under the lingering pandemic
Strength of relationships and collaboration with external constituents such as area high schools, adult education centers, local media, and other community organizations	Loss of institutional memory and understanding due to retirements and reorganization
Ability to pivot to online platforms, during the pandemic year, that increase student accessibility to College wraparound services and supportive resources	Navigating unforeseen challenges resulting from consolidation plans and the time commitment to work on streamlining student services statewide
Increased use of disaggregated data, through ATD work, to guide enrollment management and retention planning efforts	Enrolling and retaining students in the service area who have economic, social, and mental health challenges
Key staff and faculty with institutional history and experience to keep the College functioning amid multi-faceted institutional change	Addressing strains and navigating barriers brought about in the local community due to the pandemic
Access to systemwide resources and innovative student success technology platforms	Reviewing, renewing, and rebuilding an institutional presence in Willimantic despite budget constraints
Staff and faculty commitment to adapt and meet student needs during the pandemic	Using an equitable lens to review disaggregated data during the pandemic year, without incorporating exigent factors in determining student trends
A local community that is committed to the College	Stabilizing a campus wide enrollment management plan while simultaneously merging with 11 other community colleges

<b>Projection</b>	<b>Responsible Persons</b>	<b>Timeline</b>
The College will review and revise its strategic plan, including the statement of its mission and purposes, in relation to the consolidation.	Regional President, CEO, staff and faculty	2021-23
The College will address enrollment and retention goals through implementation of an enrollment management plan that addresses adult learners, students of color, and students at our satellite centers in Willimantic and the Brooklyn Correctional Institute, in our high school partnerships, and online.	Regional President, CEO, staff and faculty; Achieving the Dream committee	2021-23
Particularly through participation in the Achieving the Dream process and under the Students First structure and resources, the College will analyze and evaluate data from various sources, including State KPI data, enrollment, PDP, and IPEDS data, student surveys and focus groups, program and course assessment data, and other pertinent information, and it will communicate these data to staff, faculty, and the community to inform decision making.	Regional President, CEO, staff and faculty, ATD Committee	2021-23
The College will study and improve its understanding of and commitment to equity as part of its participation in the ATD project.	ATD Committee, staff, and faculty	2021-23 (ongoing)
The College will reduce the advisee/advisor ratio, so students receive a holistic, curated advising experience that develops and monitors their progress throughout their enrollment.	ATD Committee, CEO and System for increasing staff in the Student Success Center	Fall 2022
The College will continue to improve on increasing student accessibility to wraparound services and available support resources.	ATD committee, staff, and faculty	2021-23 (ongoing)
The College will review, renew, and build its presence in the Willimantic community.	Regional President, CEO, Acting Dean of Academic Affairs and Student Services	2021-23 (ongoing)
The College will review its online programming post-pandemic and formally address it with the BOR and NECHE.	Acting Dean, local academic governance; regional and State administrators	2021-22 (and ongoing)
The College will improve its management of information sources relied on by staff and faculty as well as students and the community.	Acting Dean, Director of Marketing, faculty web administrator, staff, and faculty.	2021-23 (and ongoing)

The College will rebuild its Second Chance Pell program at the Brooklyn Correctional Institution.	Acting Dean, Second Chance Pell Program Coordinator	2021-23 (and ongoing)
The College will continue to address factors that can increase availability of and participation in student activities outside the classroom.	Academic Senate (through 2021-22), ATD Team, CSCU Success Center, CT State Community College Division of Enrollment Management and Student Affairs	ongoing

## Standard 5 Data Forms

### Standard 5: Students

(Admissions, Fall Term)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
Credit Seeking Students Only - Including Continuing Education					
	3 Years	2 Years	1 Year	Current	Goal
	Prior	Prior	Prior	Year	(specify year)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
<b>Freshmen - Undergraduate</b>					
Completed Applications	572	567	620	701	701
Applications Accepted	567	561	594	694	694
Applicants Enrolled	331	315	324	318	318
% Accepted of Applied	99.1%	98.9%	95.8%	99.0%	99.0%
% Enrolled of Accepted	58.4%	56.1%	54.5%	45.8%	45.8%
Percent Change Year over Year					
Completed Applications	N/A	-0.9%	9.3%	13.1%	0.0%
Applications Accepted	N/A	-1.1%	5.9%	16.8%	0.0%
Applicants Enrolled	N/A	-4.8%	2.9%	-1.9%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
<b>Transfers - Undergraduate</b>					
Completed Applications	271	221	254	230	230
Applications Accepted	271	220	249	227	227
Applications Enrolled	161	131	130	56	56
% Accepted of Applied	100.0%	99.5%	98.0%	98.7%	98.7%
% Enrolled of Accepted	59.4%	59.5%	52.2%	24.7%	24.7%



<b>Standard 5: Students</b> <b>(Enrollment, Fall Term)</b>						
<b>Complete this form for each distinct student body identified by the institution (see Standard 5.1)</b>						
Credit-Seeking Students Only - Including Continuing Education						
		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
		(FY 2017-18)	(FY 2018-19)	(FY 2019-20)	(FY 2020-21)	(FY 2021-22)
<b>UNDERGRADUATE</b>						
First Year Full-Time Headcount		335	357	396	350	350
Part-Time Headcount		682	535	538	426	426
Total Headcount		1,017	892	934	776	776
Total FTE		582	538	573	478	478
Second Year Full-Time Headcount		170	120	108	115	115
Part-Time Headcount		337	323	325	272	272
Total Headcount		507	443	433	387	387
Total FTE		292	248	231	215	215
Total Undergraduate Students						
Full-Time Headcount		505	477	504	465	465
Part-Time Headcount		1,019	858	863	698	698
Total Headcount		1,524	1,335	1,367	1,163	1,163
Total FTE		874	786	804	693	693
% Change FTE Undergraduate		N/A	-10.1%	2.3%	-13.8%	0.0%
<b>GRADUATE</b>						
Full-Time Headcount						
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
% Change FTE Graduate		N/A				
<b>GRAND TOTAL</b>						
Grand Total Headcount		1,524	1,335	1,367	1,163	1,163
Grand Total FTE		874	786	804	693	693
% Change Grand Total FTE		N/A	-10.1%	2.3%	-13.8%	0.0%

## Standard 5: Students

### (Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?					
<a href="https://qvcc.edu/discover-qvcc/who-we-are/">https://qvcc.edu/discover-qvcc/who-we-are/</a>					
	(FY 2019)	(FY 2020)	(FY 2021)		
<b>Three-year Cohort Default Rate</b>	N/A	N/A	N/A		
<b>Three-year Loan repayment rate (from College Scorecard)</b>	N/A	N/A	N/A		
	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>Most Recently Completed Year</b>	<b>Current Year</b>	<b>Goal (specify year)</b>
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
<b>Student Financial Aid</b>					
Total Federal Aid	\$5,248,832	\$4,804,736	\$4,220,211	\$4,739,821	\$4,739,821
Grants	\$4,155,955	\$3,978,458	\$3,635,585	\$4,124,524	\$4,124,524
Loans	\$0	\$0	\$0	\$0	\$0
Work Study	\$1,092,877	\$826,278	\$584,625	\$615,297	\$615,297
Total State Aid	\$651,126	\$474,112	\$295,820	\$344,829	\$344,829
Total Institutional Aid	\$1,235,997	\$775,735	\$797,540	\$606,755	\$606,755
Grants	\$1,235,997	\$775,735	\$797,540	\$606,755	\$606,755
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$191,394	\$169,242	\$158,329	\$194,042	\$194,042
Grants	\$69,094	\$64,592	\$54,517	\$85,997	\$85,997
Loans	\$0	\$0	\$0	\$0	\$0
<b>Student Debt</b>					
<i>Percent of students graduating with debt (include all students who graduated in this calculation)</i>					
Undergraduates	N/A	N/A	N/A	N/A	N/A
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
<i>Average amount of debt for students leaving the institution with a degree</i>					
Undergraduates	N/A	N/A	N/A	N/A	N/A
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
<i>Average amount of debt for students leaving the institution without a degree</i>					
Undergraduates	N/A	N/A	N/A	N/A	N/A
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
English as a Second/Other Language	1%	1%	1%	1%	1%
English (reading, writing, communication skills)	17%	13%	13%	14%	14%

Math	30%	31%	33%	32%	32%
Other					
Please enter any explanatory notes in the box below:					
First year defined as students with less than 30 earned credit hours. QVCC has not historically offered student loans, therefore no default rate information exists. QVCC started offering loans in 2021-2022.					

## Standard 5: Students (Student Diversity)

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Ethnicity - Hispanic or Latino	235	229	105		
Ethnicity - Not Hispanic or Latino	1,267	1,238	639		
Ethnicity - Unknown	53	51	30		
Legacy - First Generation	625	611	272		
Legacy - Not First Generation	659	644	361		
Legacy - Unknown	271	263	141		
Race - American Indian or Alaska Native	12	12	5		
Race - Asian	32	30	19		
Race - Black or African-American	68	66	33		
Race - Multiple Races	119	116	54		
Race - Unknown	138	134	67		
Race - White	1,186	1,160	596		
Gender - F	952	928	434		
Gender - M	587	574	330		
Gender - N	16	16	10		
Veteran Status - Non-Veteran	1,499	1,462	745		
Veteran Status - Veteran	56	56	29		
<b>Undergraduate Enrollment information</b>	<b>Full-time Students</b>	<b>Part-time Students</b>	<b>Total Headcount</b>	<b>FTE</b>	<b>Headcount Goal (specify year)</b>
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Female	261	467	728	418.40	728
Male	204	229	433	274.20	433
Other	0	2	2	0.60	2
American Indian or Alaska Native	2	5	7	3.47	7
Asian	7	14	21	11.20	21
Black or African-American	10	17	27	15.30	27
Hispanic	69	70	139	88.60	139
Multiple Races	16	20	36	23.47	36
Unknown	5	13	18	9.67	18
White	356	559	915	541.47	915
Age <25	379	367	746	491.27	746
Age >= 25	86	331	417	201.93	417

## STANDARD 6: TEACHING, LEARNING AND SCHOLARSHIP

### Faculty and Academic Staff

#### Description

The foundation of Quinebaug Valley Community College's teaching and learning is the faculty and academic staff. The composition of faculty for 2020-21 was 28 full-time, two part-time, and 94 adjuncts; the proportions have been consistent for at least three years (Data-first form 6.1). Of full-time faculty, there are 17 Professors, three Associate Professors, four Assistant Professors, and one Instructor.

In Spring 2020, at the spring break all classes at the College moved to an online format because of the pandemic, either as LRON (Live Remote and Online) or fully online. All summer session classes were held online. In Fall 2020, nearly all classes were online or LRON, except a handful of Hybrid offerings and a few ESL and Advanced Manufacturing classes that required in-person interaction ([Course Schedule Winter 2020 to Fall 2021](#)).

The College requires full-time faculty to have at least a master's degree in their disciplines, except for faculty in Manufacturing, where the highest levels of achievement have a different educational track than other fields (Table of Rank and Minimum Qualifications). State statute requires that faculty teaching undergraduate courses have a minimum master's degree. ([State Statute / Postsecondary Regulations](#)).

In Fall 2020, eight full-time faculty had doctorates as their highest degree awarded, 19 had master's degrees, one had a Bachelor's, and two had professional licenses ([Directory](#)). Under the CSCU System, positions for Manufacturing courses were defined as a CCP (typically a non-teaching) classification rather than teaching positions; the job description called for a Master's, but exceptions were made for people with extensive experience in the technical field. This was done under the terms of State statute, with the understanding that these faculty need to demonstrate further professional development for academic skills and would be evaluated for these skills through academic oversight.

Manufacturing instructors have skills and abilities typically acquired through a combination of education, training, and industry experience, and new Manufacturing instructors who do not have teaching experience "must complete approved professional development in academic and practical instruction techniques and methodologies offered within the Connecticut State Colleges and Universities system" (CBA [Schedule B](#)). Until recently, Manufacturing and Technology faculty and staff reported directly to the CEO; while the Manufacturing program grants degrees and certificates, it was not originally under the Academic Division. The program coordinator in Engineering and Technology has limited responsibility for the Manufacturing program ([Table of Rank and Minimum Qualifications: CBA](#)) ([Manufacturing Technology Instructor Job Description](#)).

Teachers in the local high schools who teach QVCC credit-bearing courses under the [College Career Pathways](#) program (one of QVCC's high school partnership pathways) must demonstrate

qualifications articulated by QVCC according to standards set by [the Connecticut the Board of Regents](#) and are designated associate adjunct faculty. They participate in orientation training and are reviewed by a College faculty liaison, including “a minimum of one site visit during the first year. Veteran teachers who have been approved may require site visits every two to three years.” Currently, the Interim Director of the Academic Division supervises this process, as specified by the BOR ([College Career Pathways, p6](#))

Under the terms of the Collective Bargaining Agreement ([CBA: Evaluation, pp. 31ff.](#)), full-time faculty and academic staff are evaluated once a year for their first two years and expected to write self-evaluations as part of the process, under a longstanding Faculty Development and Review Plan ([FDRP](#)). After that, they are evaluated every three years for a standard appointment. Tenured faculty and staff are evaluated every five years. These evaluations, including classroom observation, assist faculty in reflecting on their pedagogy and methodology in delivering course content, as well as their overall performance. Adjuncts are evaluated the first semester they teach, then every fifth semester ([CBA, pp. 116 ff.](#)).

Classroom observation of full-time faculty includes a pre-conference with an evaluator (which can be the Dean or Division Director, a Department Chair, a Program Coordinator, or another person designated by the College), a classroom observation of at least 50 minutes, and a post-conference with the evaluator. Student ratings (suspended in the pandemic) are also incorporated into the evaluation, which leads to an overall review and rating ([FDRP Review Process Diagram](#)). Per Section 4 of the CBA, members of the bargaining unit may also request an evaluation solely for the purpose of self-improvement, which does not become part of the faculty or staff member’s personnel record. ([p. 32; Section 4](#), Faculty Evaluation and Observation Forms, [CSCU Human Resources](#), [BOR Faculty Development and Review Plan link](#)).

Salaries and wage increases for full-time professional staff in the 4Cs bargaining unit (Congress of Connecticut Community Colleges) are set by the 4Cs union contract, as are benefits and miscellaneous rates of compensation for positions such as Program Coordinator and Department Chair ([4Cs contract, pp. 59-61](#)). Rates of pay are established by the 4Cs contract for part-time members and are determined by the number of credit hours a part-time instructor has previously taught; for educational assistants, by degree level; and a flat rate for part-time lecturers teaching courses with a clinical component ([4Cs contract, p. 120](#)). Procedures by which faculty and academic staff apply for promotion are clearly spelled out in the bargaining unit contract, with criteria given for each category and/or rank of employee ([4Cs contract, pp. 33-36 ff.](#)).

The academic staff comprises the following positions: a Director of Educational Technology; two full-time librarians, including the Director of Library Services and the reference and instruction librarian; two full-time library staff; and the [Learning Center](#) staff, which includes the Learning Center Coordinator and part-time tutors. In December 2020, one of the full-time library staff retired and their position was not replaced but re-envisioned to be systems librarian. Although the position was approved to be posted, it failed twice and is now being considered for different level in hopes of being able to fill it. Until the College closed in March 2020 because of the pandemic, the Learning Center staff included one full-time EA tutor and six part-time tutors (all at 17 hours or less per week), four located in the Learning Center on the main campus and two assigned to work at the Willimantic location. The virtual Learning Center included the

full-time EA tutor and three part-time tutors. There is now a full-time EA tutor on the main campus twice a week and in the Virtual Learning Center on the other days. No tutors have been assigned to work in the library at the Willimantic location due to the pandemic and limited programming.

Each librarian holds a Master of Library and Information Studies degree. The reference and instruction librarian provides on-site reference and instructional services at the Willimantic location. Beginning in Fall 2020, the reference librarian has been on call for students in Willimantic, and staff are reachable by text, phone, email, and real-time chat 56 hours per week [through links on the library webpages](#). There are two full-time paraprofessional library staff members. A key member of the academic staff is the full-time Director of Educational Technology, who oversees and conducts faculty and student technology trainings in both scheduled and as-needed formats.

The newly appointed Interim Academic Division Director will oversee the daily operations of the Willimantic location. This is the sole staff member whose assignment is dedicated to Willimantic, as planning for the redevelopment of the Center continues.

Full- and part-time faculty and academic staff have regular access to professional development opportunities. Scholarly pursuits are encouraged by the institution in the contract, as faculty are expected to “maintain contact with one’s academic discipline(s) or areas of assigned responsibility [and] develop knowledge in one’s field of specialization” ([4Cs contract p. 20; Section X](#)). Each year, most full-time faculty and professional staff apply for PD funds. Over the past three years, the Professional Development Committee has awarded \$170,830.29 (an average of \$56,943.43 a year) for professional organization dues, conference participation, and tuition. However, COVID-19 lockdowns and travel restrictions caused nine of eleven approved conferences in Spring 2020 to be cancelled and one to be postponed. In the application for promotion, faculty are asked to list professional development activities related to their discipline and for innovations in pedagogy ([Congress Faculty Promotion Application Form](#)).

[Professional Development funds](#) come from union dues paid by all faculty and staff. The PD award process has several steps that include a formal committee (elected by the Academic Division members) review of proposals, followed by approval of the area supervisor, the Dean, and the CEO. The PD committee publishes an [annual report](#) (which does not include identifying information on fund recipients) and keeps spreadsheets that include identifying information and details of how disbursed funds were used (spreadsheets are available in the Business Office). [PD Summary Reports 2018, 2019, 2020](#) are also available.

Faculty and staff are eligible to apply for sabbatical leave after six years of service. In the last six years, nearly a third of full-time faculty have been awarded sabbatical leave to conduct research or complete special projects related to their fields of study. For 2020-21, four faculty were recommended for sabbatical leave by the committee, all of which were subsequently approved by the CEO, endorsed by the CSCU Sabbatical Leave Selection Committee, and granted by the President of the CSCU system ([Professional Development and Sabbatical Committee Summaries](#)).



Professional development for faculty is also supported by the Connecticut Community Colleges' [Center For Teaching](#). CFT promotes teaching excellence through the sharing of ideas, the interaction of faculty members, and the creation of coordinated professional development opportunities within and between colleges ([CFT Annual Reports](#)). Further encouragement and support for professional development comes from [The Board of Regents Faculty Awards](#), given annually to recognize excellence in teaching or in research, creative, or scholarly work by full-time junior faculty members of the CSCU System.

During the pandemic, two System and two QVCC academic staff members collaborated to develop professional development resources for full- and part-time faculty to support the sudden shift in content delivery: a [Blackboard competencies self-assessment](#); a [Blackboard resource website](#); a Blackboard competencies workshop; a [faculty peer mentor support network](#); and a [Best Practices of Online Pedagogy](#) six-week course (a prerequisite to earning [an iTeach certificate](#)). In addition, Directors of Educational Technology from the twelve Connecticut Community Colleges trained faculty in basic Blackboard competencies between March 2020 and August 2020 ([Faculty Remote and Online Learning](#)). Also, the Director of Library Services and the Research Librarian attended a Blackboard competencies Train the Trainer workshop in Summer 2020.

The hiring process for full-time faculty and academic staff involves the relevant Department Chair and a [Human Resources Office](#) generalist, who reviews and posts the minimum and preferred qualifications for every search. [The Students First](#) initiative has resulted in some hiring process changes. For example, the former Director of Human Resources was moved to the CSCU System Office as a benefits analyst in Fall 2020; now, the CSCU Regional HR Manager for the Capital East region has a central role in the hiring process. When recruiting, the CSCU [Recruitment and Talent Acquisition Specialist](#) works with the Regional Manager and HR generalist (now one role and one person at QVCC) to compose a position announcement, which is reviewed and approved by a Diversity and Inclusion Specialist before posting ([Recruitment Process Overview](#)).

A search committee including full-time faculty and staff is then formed to review applications and evaluate candidates to determine the interview pool. The Manager of Diversity and Inclusion and the Recruitment and Talent Acquisition Specialist provide the charge to the committee and review Affirmative Action/Equal Opportunity compliance. The members of the search committee develop interview questions, which must be approved by the [Director of Diversity and Inclusion/Manager of Diversity and Inclusion](#) and the HR Recruitment and Talent Acquisition Specialist.

Candidates are interviewed and finalists referred to the CEO and Acting Dean of Academic Affairs and Student Services for final interview and selection. The selected candidate undergoes a background check, including education verification, as well as a professional reference check. Department Chairs, Program Coordinators, and in some cases discipline specific faculty, in coordination with the Dean's office, have primary responsibility for hiring adjunct faculty. Full- and part-time faculty salaries and benefits are competitive, as evidenced by the College's ability to attract qualified candidates, and are established through contractual negotiations between the State of Connecticut and the [State Employees Bargaining Agent Coalition \(CBA\)](#).



The College explicitly states its position against all forms of workplace discrimination and its commitment “to Affirmative Action as a means of positive action, undertaken with conviction and effort, to overcome the present effects of past practice, policies, or barriers to equal employment opportunity and to achieve the full and fair participation of Blacks, Hispanics, women, and all other protected groups” ([Affirmative Action Statement](#)).

Workload, salaries, benefits, and other aspects of employment and conditions for faculty and academic staff are codified in the Collective Bargaining Agreement between the 4C’s (SEIU/AFL-CIO) and the CSCU System. This agreement ([4Cs contract](#)) states that during the academic year, full-time faculty “teach twenty-four contact/credit hours and perform related duties . . . [and] perform additional responsibilities equivalent to the preparation and teaching of an additional three contact/credit course or an average of nine hours per week for each semester within the appointment year or teach an additional three contact/credit hours each semester or combine additional responsibilities with additional contact/credit hours” ([4Cs contract](#), p. 22). Furthermore, the contract stipulates that “Full time faculty hired on or after July 1, 2017, shall be required to teach a course in lieu of additional responsibilities (AR) and that “All faculty employed on or before June 30, 2017, shall elect to either complete AR or teach a 3-credit course for \$2,500 compensation” ([4Cs contract](#)). Additional responsibilities are proposed by the faculty member and approved by the Dean prior to the academic year and reported at the end of the year. Additional responsibilities can include a variety of activities, such as “development of new instructional techniques, course offerings or programs, or major revisions of courses or programs”; “participation in special college projects, surveys, studies”; and” advising student organization and activities.” ([Article X, Section 2 of 4Cs Contract](#)). Faculty are asked each semester to confirm the courses they will teach the following semester with their Department Chairs and the Dean.

Adherence to the CSCU Code of Conduct and other aspects of ethical faculty behavior is evidenced in the required online training modules on the Code of Conduct, the Americans with Disabilities Act, and Sexual Harassment. The FirstNet system for training was replaced by NeoGov on January 15, 2021. Electronic certificates are provided to faculty upon completion of required modules. Also, all faculty are required to report any outside employment to the CEO ([Report on Outside Employment](#), [Code of Conduct](#)).

Adjunct faculty are limited to teaching no more than eight credits during any semester in the CSCU System. The Agreement for Part-Time Employees ([4Cs Contract 116-23](#)) further explains adjunct member workload. Course assignments are offered to adjunct faculty based on departmental needs, with priority according to a seniority list. Evaluation of adjunct faculty is performed by supervising faculty in their subject area.

Contractually, all faculty and academic staff are guaranteed academic freedom in their scholarly and teaching activities. The contract includes a caveat that expressions of opinion should be accurate and clear ([4Cs contract p. 7, Article VI](#)).

Faculty “engage in academic and career-oriented advising of students” as a contractual obligation ([4Cs contract](#) p. 20, Article X) and are assigned a caseload of advisees, who may or may not be pursuing degrees related to the faculty member’s subject area. Faculty who are

Program Coordinators have significant advising responsibilities, helping students set goals, identify career or transfer opportunities, and design schedules that allow them to complete their programs of study successfully and in a reasonable time frame. PCs regularly give presentations to Student Services staff on advising in their respective areas. In return, Student Services has run a series of advising workshops for faculty to help them stay current ([Student Services Workshops](#)).

Of the 10 staff members in Student Services, nine have general academic advising listed as one of their responsibilities, though only one is primarily charged with advising ([Student Services Roadmap](#)). Student Services collects data and develops programs in response to student needs. In response to the pandemic, Student Services developed [The New to QVCC Online Orientation video](#) to help students with the online environment. The [Disengaged Student Form](#) was introduced in Spring 2020 to help faculty members report students who have stopped engaging in course activities ([Student Services Advising](#)).

The college hired a learning disability specialist and an associate dean of student development to help support providing academic accommodations to eligible students, connections to mental health support, and to provide professional counseling. In 2021, through resources [provided by the CSCU System](#), Quinebaug also has added a telehealth service called [Timelycare](#), to students at the college.

## Appraisal

The Academic Senate and the Curriculum, Instruction, and Policy Committee provide structures for faculty and academic staff to influence the conditions of teaching and learning. The small size of the College means greater levels of responsibility and opportunity for faculty and staff. Teaching faculty quickly and effectively transferred their courses to an online environment in Spring 2020 and adopted LRON and other delivery modes for Fall 2020 and Spring 2021. The College maintains long-term relationships with a solid cadre of veteran adjunct instructors who are deeply connected and committed to QVCC.

The Center for Teaching draws on local experience to showcase knowledge of pedagogy and good practice that might not have been as widely disseminated. Other benefits of CFT include the introduction of emerging best practices in education, involvement of faculty in the System's community of educators and scholars, and moral and practical support for adjunct faculty. The high participation of adjunct faculty members as presenters and participants in Center for Teaching workshops, Lunch and Learn programs, and other activities demonstrates the enthusiasm and commitment of part-time faculty to the art of teaching. ([Center for Teaching homepage, Statewide Center for Teaching Year End Report 2017-18](#)).

Since 2010, the College has had six different Presidents/CEOs, three of whom have been interim, and eight Deans of Academic Affairs/Student Services, four of whom were interim. Two longstanding faculty members have stepped in to serve as Dean, one now serving for a third time in this capacity. Other large scale institutional changes, such as the Students First consolidation,

add to a climate of uncertainty. The Dean of Administration position has been vacant since August 2019, and the Associate Director of Human Resources position has been discontinued at QVCC in the consolidation. To fulfill some of the roles formerly carried out by the DOA, a new position—Associate Dean of Campus Operations—has been created by the CSCU System, was filled as of January 2022. The Human Resource position has been restructured under the CSCC System’s shared-services model, at first replacing a local director with a System generalist and local shared specialist. In the fall of 2021, the local specialist has also taken on the System generalist role and functions. It is expected that the current Acting Dean and new CEO will stabilize the College in the next year or so, and that the one college structure will become clearer.

Increased teaching load for new faculty under a new contract being negotiated could detract from important additional responsibility work being done to enhance teaching and learning. The impact would be disproportionately heavy for a small college such as QVCC, where the faculty are charged with multiple College responsibilities and participation in systemwide initiatives. Without significant additional responsibility time, important work such as cultural programming and special projects becomes challenging (recent [Cultural Programming End Year Report](#)).

For many years QVCC has seen faculty and staff positions cut, left unfilled after vacancies, and collapsed ([QVCC Positions Vacated and Not Filled: A Working List in Process](#)). Compounding this longstanding issue is a series of recent retirements and a hiring slowdown. The loss of institutional knowledge and highly skilled faculty amid the consolidation process will make it difficult for QVCC to maintain strengths it has taken years to develop. The institution has lost at least 16 important positions as a result of various factors over approximately the last six years, not including positions lost with the relocation of the Willimantic Center that are not yet scheduled for replacement as the Center is being relocated again.

## **Teaching and Learning**

### **Description**

The commitment to teaching and learning is articulated in [QVCC’s mission statement](#). The College serves a wide range of students through programs that are matched with their capabilities and needs. Program Coordinators and Department Chairs lead [self-studies](#) and develop programs. Content and methods of instruction are carefully planned and vetted. Proposed courses are scrutinized before approval by [CIP](#) before being forwarded to the System level for final approval. Faculty report student [progress on competencies](#), as learning outcomes, for all students in the courses designated as part of the 30-credit core of the [TAP framework](#). Faculty are involved in discussions at System and College levels as we move towards establishing the CSCU [Guided Pathways](#); this involvement helps to ensure quality instruction and a shared understanding of student learning and success.

Delivery of content across all modalities by full-time faculty is in large part monitored through the formal evaluation process, the four phases of which are all intended to prioritize teaching and learning: self-appraisal, classroom observation, overall evaluation, and professional development ([Faculty Development and Review Plan](#)).

The Math and English Departments continue to improve developmental coursework, including developmental bootcamps and introductory classes with embedded support. My Math Lab is the

online program for credit courses and the Transitional Strategies bootcamp, and it is required for all developmental math courses. Each teacher can design their own course with My Math Lab, but the department has a template for anyone to use for each developmental class. The lessons in each are regularly reviewed.

The data that English faculty have found most useful is that in most paired sections of English 101 and English 101S, the extra support provided in English 101S gives those students some advantage over students who take English 101 without the support. Thus, English faculty carefully consider the importance of extra support when promoting students. Our English 096 (basic developmental) and English 101S instructors observe student achievement each semester and plan and teach responsively, regularly sharing findings and modifications to spread the improvements across sections. The small cohort of students makes overreliance on other data problematic ([English](#) and [Math](#) developmental data reports, email from Campus Director of Institutional Research).

The Advanced Manufacturing Technology Center's instructional programs are based on the needs of area business partners that support the program and the College. QVCC's facility has been accredited by [The National Institute of Metalworking Skills](#) and students has been given the opportunity of earning up to four NIMS credentials each year.

Faculty and student service advisors regularly advise students on course load, work-life balances, and considering LRON, online, hybrid, and traditional coursework in their course selections. Even during the pandemic, the local [QVCC Center for Teaching Committee](#) continued to support full and part-time faculty by focusing on the sharing of LRON, hybrid, and online teaching strategies and skills and by holding monthly virtual check-in events where teachers could socialize and share strategies.

Initiatives among faculty and staff foster equity in the curriculum and teaching practice. For example, two staff members spent the summer of 2018 becoming trained Seeking Educational Equity and Diversity ([SEED](#)) facilitators and have conducted conversations among small groups of faculty and staff "to drive personal, organizational, and societal change toward greater equity and diversity" and help faculty forge "an even better curriculum and school climate for all our students". In Fall 2020, a small group of faculty and staff, with the support of the CEO, worked with the Windham NAACP and local schools to organize an anti-bias event at the College that included faculty, staff, and students from the Quinebaug Middle College, three other local high schools, and members of the NAACP ([Report for Cultural Programming Committee](#) on Our Multicultural Selves Brave Conversations Fall 2019).

Innovative teaching methods and opportunities for student learning continue to be developed by faculty and academic staff. Librarians work collaboratively with faculty to address specific learning objectives and design and deliver instruction, interactive learning activities, and [online guides and tutorials](#). In response to the shift online, the library created video tutorials and offered individualized in person and online tutorials. The library began to [disseminate laptops and hotspots](#) purchased by the College to address equity issues, expanding their inventory to 62 laptops funded by the College and 25 funded by grants. In Spring 2021, the library supplemented the loan program with a [Ramp Up Tech Skills component](#), giving each student borrowing a device individualized instruction at the point of pickup.

Other examples of innovative teaching include the following: QVCC faculty are involved in the statewide expansion of open access resources([OER](#)); a math faculty member developed the [Smart Start summer workshops](#) for students seeking a primer on math review; the [Cultural Programming Committee](#) organizes programs for the main campus and Willimantic, typically including an anchor audience of classes where a curricular connection is made and opening up the program to other members of the community; an Associate Professor of Engineering Science led students of the [QVCC Robotics Club](#) to two consecutive wins in statewide quadcopter competition; and the [Student Success Council](#), part of the Achieving the Dream initiative begun in June 2019, has introduced helpful conversations and strategies for increased equity. The Council's accomplishments in this regard include completing an analysis of [Key Performance Indicators](#) for the years 2013-2018, which looked at disaggregated data for Black/Latinx students, administering and analyzing a student survey at the end of Spring 2020 regarding students' needs for online courses, creating a list of best online practices, and hosting a World Cafe professional development program that included all faculty and staff.

Historically, the Willimantic Center has represented efforts by the institution to ensure equity of access. The Center's location has been unstable since its Main Street center was closed at the end of Spring 2017 and moved to the nearby Windham Technical High School, and the level of institutional support has resulted in challenges to the level and quality of staffing. The College searched for an alternative location, and under the approval of a NECHE substantive change proposal arrived at an agreement with the local technical high school to run classes after the high school day, resulting in QV @ Windham Tech. The limited schedule in terms of time and number of sections made it more challenging for faculty to create schedules that regularly included Willimantic. Upon leaving Windham Tech and returning to the old Main Street location in 2019—which is now the home of an EASTCONN alternative high school—the College is still faced with limited space and hours. The Center has no tutors, and all student-facing tasks fall to the Interim Academic Division Director ([We are Back on Main Street](#), NECHE Documents and Correspondences on Willimantic Location).

## Appraisal

Faculty and academic staff demonstrate expertise and dedication. While doctoral degrees, publications, and research are not part of faculty requirements, evidence of advanced scholarship and impressive discipline and teaching focused accomplishments and special projects are abundant ([QVCC: Sample of Scholarly Activity and Accomplishments](#)).

Program Coordinators [work closely with each other and advisory boards](#) of discipline experts, the Dean, and other areas of the College to ensure students in their programs are connected and informed and that they receive challenging and carefully planned programs of study.

Declining enrollment negatively impacts teaching, learning, and scholarship at the College in direct and indirect ways. While smaller class size has benefits, the drawbacks are significant, including fewer voices and ideas for participatory classroom culture. Lower enrollment means fewer course offerings, with serious consequences for plans of study when classes are cancelled. Engagement in student life is a matter of learning, also: a larger population with abundant

opportunities for student interaction fosters higher levels of academic success ([Relationship Between Undergraduate Student Activity and Academic Performance](#)).

Student persistence and graduation rates have been a challenge for community colleges across the nation and the State, and this remains a concern at QVCC. Only 33% of our first-time college students earn 15 or more college credits after their first year ([CSCU Update 9, KPIs and Equity](#), Fall 2019). As of Fall 2017, 34% of students had earned their degree in 150% of the program time. Furthermore, the onset of the pandemic is associated with significant concerns about persistence and enrollment. As of February 2021, the College enrollment was down almost 18% from a year earlier ([Spring 2021 Preliminary Enrollment](#)).

The challenges that affect staffing and faculty engagement in Willimantic directly impact teaching and learning conditions, particularly when considered as a matter of equity. It has become difficult to maintain enrollment and thus to serve the local community there.

### Strengths, Challenges, and Projections

Strengths	Challenges
Leadership and flexibility of faculty and academic staff: small size of the College means greater levels of responsibility and opportunity for faculty and staff; quick transfer of on-ground courses and engagement in new initiatives in response to pandemic.	Significant institutional changes, including the College's absorption into one statewide college, years of unstable leadership, many vacant positions, and numerous retirements with subsequent loss of knowledge and memory
Cadre of long-term and effective adjunct instructors dedicated to the institution	Increased teaching load of new faculty means less time devoted to important institutional initiatives under AR, compounded by retirements and the small size of the College.
Center for Teaching's robust programming and tapping of local knowledge to build professional skill development and spirit of common purpose	Disappearing positions and hiring slowdown



<b>Projection</b>	<b>Responsible Persons</b>	<b>Timeline</b>
Continuing faculty and academic staff commitment to teaching, learning, and scholarship	Faculty and academic staff (individually and as Senate), local and system administrative support	2021-23 (ongoing)
The College will refocus on questions of equity through its participation in Achieving the Dream, and the <a href="#">Racial Equity and Justice Institute with Bridgewater State Univ.</a>	CEO, System leadership, Acting Dean, faculty (individually and as Senate), advisors, ATD Council, Cultural Programming Committee	2021-23 (ongoing)
The College will continue practical steps to revitalize its presence in Willimantic.	CEO, System leadership, Acting Dean, faculty (individually and as Senate), advisors, community representatives	2021-23 (ongoing)

### Standard 6 Data Forms

Standard 6: Teaching, Learning, and Scholarship					
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)					
		3 Years	2 Years	1 Year	Current Year
		Prior	Prior	Prior	
		(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
<b>Number of Faculty by category</b>					
	Full-time	30	29	29	28
	Part-time		2	2	2
	Adjunct	99	104	102	94
	Clinical				
	Research				
	Visiting				
	Other; specify below:				
	Total	129	135	133	124
<b>Percentage of Courses taught by full-time faculty</b>					
		50.00%	52.00%	51.00%	51.00%
<b>Number of Faculty by rank, if applicable</b>					
	Professor	18	18	17	17
	Associate	4	6	4	3
	Assistant	3	4	5	4
	Instructor	2	0	0	1
	Other; specify below:				
	Total	27	28	26	25
<b>Number of Academic Staff by category</b>					
	Librarians	1	1	2	4
	Advisors	5	5	5	5
	Instructional Designers				
	Other; specify below:				
	Clerical	2	2	2	2
	Maintenance	11	11	11	11
	NCL				
	Marketing	3	3	3	3
	Learning Center	1	1	1	1
	IT	5	5	5	5
	Total	28	28	28	13



### Standard 6: Teaching, Learning, and Scholarship

(Highest Degrees, Fall Term)						
			3 Years	2 Years	1 Year	Current Year
			Prior	Prior	Prior	
			(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
<b>Highest Degree Earned: Doctorate</b>						
<b>Faculty</b>	Professor		5	5	5	5
	Associate		1	1	1	1
	Assistant				1	1
	Instructor				1	1
	No rank					
	Other					
	Total		6	6	8	8
<b>Academic Staff</b>	Librarians					0
	Advisors					0
	Inst. Designers					0
	Other; specify*					0
<b>Highest Degree Earned: Master's</b>						
<b>Faculty</b>	Professor		12	11	10	11
	Associate		5	5	4	4
	Assistant		2	2	1	1
	Instructor		1	1	1	2
	No rank					
	Other					
	Total		20	19	16	18
<b>Academic Staff</b>	Librarians		2	2	2	2
	Advisors		1	1		
	Inst. Designers					
	Other; specify*					
<b>Highest Degree Earned: Bachelor's</b>						
<b>Faculty</b>	Professor		1	1	1	1
	Associate					
	Assistant					
	Instructor		1	1	1	1
	No rank					
	Other					
	Total		2	2	2	2
<b>Academic Staff</b>	Librarians		2	1	1	
	Advisors		3	3	2	6
	Inst. Designers					
	Other; specify*					
<b>Highest Degree Earned: Professional License</b>						
<b>Faculty</b>	Professor					4
	Associate					
	Assistant					
	Instructor					
	No rank					

		Other				
		Total	0	0	0	4
	<b>Academic Staff</b>	Librarians				
		Advisors				
		Inst. Designers				
	Other; specify*					

### Standard 6: Teaching, Learning, and Scholarship

#### (Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years		2 Years		1 Year		Current Year	
		Prior		Prior		Prior			
		(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
		FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty Appointed</b>									
Professor		20		20		17		18	
Associate		5		4		5		5	
Assistant		5		5		3		3	
Instructor		1		2		4		4	
No rank			86		74		85		98
Other									
Total		31	86	31	74	29	85	30	98
<b>Number of Faculty in Tenured Positions</b>									
Professor		19		19		17		18	
Associate		2		3		3		4	
Assistant		1		1					
Instructor									
No rank									
Total		22		23		20		22	0
<b>Number of Faculty Departing</b>									
Professor								8	
Associate		1				3			
Assistant		1				1		4	
Instructor									
No rank									80
Total		2				4		12	80
<b>Number of Faculty Retiring</b>									
Professor				5					
Associate			1						
Assistant									
Instructor									
No rank									
Total		0	1	5	0	0	0	0	0
<b>Fall Teaching Load, in credit hours</b>									
Professor	Maximum	18.00		18.00	3.00	18.00	6.00	21.00	6.00
	Median	12.97		11.44	3.00	12.88	6.00	12.20	6.00
Associate	Maximum	14.00		17.00		15.00		12.00	
	Median	13.00		14.00		12.25		9.00	
Assistant	Maximum	14.00		15.00		15.00		13.00	
	Median	11.75		13.60		14.50		11.00	
Instructor	Maximum	12.00		12.00	9.00		6.00		6.00
	Median	12.00		12.00	9.00		6.00		6.00
No rank	Maximum				8.00		5.00		11.00
	Median				8.00		5.00		11.00

Explanation of teaching load if not measured in credit hours

This is just teaching load for full time faculty. It does not include "Additional Responsibilities," course releases for Department or Program Chairs positions, and other release times.

**Standard 6: Teaching, Learning, and Scholarship**  
**(Number of Faculty by Department or Comparable Unit, Fall Term)**

	3 Years		2 Years		1 Year		Current Year	
	Prior		Prior		Prior			
	(FY 2017)		(FY 2018)		(FY 2019)		(FY 2020)	
	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty by Department (or comparable academic unit); insert additional rows as needed</b>								
Social/Behavioral Sciences	5	25	5	19	5	22	5	23
English	5	16	5	9	4	12	5	10
Math	5	9	5	11	5	12	6	8
Science	2	8	2	11	1	11	1	13
Allied Health	2	5	2	5	3	6	2	3
Medical Laboratory Technician	N/A	N/A	1	1	2	2	1	3
Manufacturing and Engineering	2	11	1	22	1	18	1	18
Art	2	8	2	8	2	7	2	5
Computer Science	2	6	1	7	1	5	1	6
Business	2	9	2	9	2	5	2	6
Human Services	1	1	1	1	1	1	0	0
Early Childhood Education	2	1	2	1	2	1	2	1
Total	30	99	29	104	29	102	28	96

**Standard 6: Teaching, Learning, and Scholarship**  
**(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.				
<b>Faculty</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total Headcount</b>	<b>Headcount Goal (specify year)</b>
<b>Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Ethnicity - American Indian/Alaska Native	1	1	2	2
Ethnicity - Asian	2	3	5	5
Ethnicity - Black/African American	2	3	5	5
Ethnicity - Hispanic/Latino	1	3	4	4
Ethnicity - White	19	86	105	105
Female	12	60	72	72
Male	13	51	64	64
<b>Academic Staff</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total Headcount</b>	<b>Headcount Goal (specify year)</b>
<b>Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Ethnicity - American Indian/Alaska Native	0	0	0	1
Ethnicity - Asian	1	0	1	1
Ethnicity - Black/African American	1	0	1	1
Ethnicity - Hispanic/Latino	3	1	4	4
Ethnicity - White	40	4	44	44
Female	32	5	37	37
Male	22	0	22	22

## STANDARD 7: INSTITUTIONAL RESOURCES

### Human and Financial Resources

#### Description

##### Human Resources

Quinebaug Valley Community College has aimed to employ qualified personnel across all areas of the institution. Until recently, the College administration has had the responsibility and authority to carry out searches and vet candidates prior to offering employment. Under System consolidation, since 2019 the authority and processes have been shifted off campus. In the new [shared services](#) model of human resource management, decisions about searches and hiring occur at regional and State levels, with input from the campus administration. Under the system's HR [Center of Excellence for Recruitment and Talent](#), hiring processes are still being developed and modified.

##### *The New Process*

When relevant Department Chair or Program Coordinator, Acting Dean, and Hiring Manager determine a staffing need, budgets are checked for available funds and a job description is reviewed, revised or created.

A Request to Fill form is completed by QVCC, signed by the CEO and the Chief Financial Officer of the College, forwarded to the HR generalist at the System Office, then forwarded to the Chief Regional Fiscal Officer and Regional President at the SO for review. Upon approval from the CRFO and President, the Recruitment and Talent Acquisition Specialist at the SO initiates a search process by developing a position announcement form and approved job description.

The specialist works closely with the search committee at QVCC and the [Diversity and Inclusion team](#) at the SO. These SO officials oversee the search process, including the interview and hiring. Prior to any hiring, a determination of the position level and compensation is established for the purpose of attracting qualified candidates. Positions are advertised in several publications to reach a wide variety of candidates, whose credentials are checked by the System's HR Center of Excellence administrators. The one college Cabinet gives the final approval to hire a candidate for employment.

Human Resource policies are readily available on the CSCU HR web page ([Current Employee Policies](#)). Previously, these policies were reviewed with campus input and participation, whereas under consolidation the policies are becoming managed at the System level.

Once hired, all faculty, staff, and administrators undergo annual [FERPA](#), sexual harassment, and [mandated reporter training](#) as part of the initiative to protect students and the greater College community and to comply with Federal guidelines. Until January 2021 FirstNet Training operated the LMS; on January 15, 2021 NeoGov Learn became the new LMS, administered by the System [HR](#) office. Students' privacy rights are published on the College

website on the [Students Right to Know](#) subpage located in the [Student Services and Resources Page](#).

According to terms set by the various bargaining units, all System faculty and staff are required to have regular, sometimes annual evaluations. Opportunities continue for faculty and staff to engage in professional development activities, for which union dollars are provided to the College. During healthy budget years, operating funds are also set aside for PD. More information on PD can be found on the College's website ([Professional Development Resources](#)) and in the collection of recent [annual reports](#).

## **Financial Resources**

Quinebaug Valley Community College receives financial resources from several areas. The mainsource is tuition and fees paid by students. We continue to receive money from the State of Connecticut's General Fund in the form of appropriation, although the amount has been severely cut from previous years ([Appropriation Decline](#)). These two sources make up the bulk of the College's operating budget. The dollars from the State are used to offset our personnel and fringe costs. Fringe benefits are paid by the State for positions residing in the General Fund. As the College continues to receive less each fiscal year, the fringe costs are becoming covered by the College out of its operating funds. Tuition and fees are deposited in the College's operating fund and cover the remainder of salaries and fringes, as well as other expenses related to the operation of the College. Other than payroll costs, all resources are devoted to support education and service programs.

The College also receives money from the Federal government in the form of grants ([student grants](#)), most of which are in the form of financial aid to students; we also receive State and private grants. The College also receives bond dollars for capital purchases, major IT purchases, and renovation projects for the facility.

Yearly, the SO provides each college with a budget allocation that includes General Funds, fringe benefits (estimates) paid for by the State, and the College's portion of funding for the SO, which is entirely supported by funding from its constituent colleges and universities. While the System is building a budget for all 12 community colleges, QVCC works with all its departments and projects the next fiscal year's finances. Revenues are projected using enrollment estimates and tuition rates that have been previously approved by the Board of Regents. With a State Employees Bargaining Agent Coalition union agreement in place, salaries can be projected for the year. Each area of the College is given a detailed report of current and previous years' spending to help project the next year's expenses. Revenues, salaries, benefits, and department expenses are reviewed and modified to project a realistic balanced budget.

Historically, the College's financial statements have ended the fiscal year with a positive contribution to its fund balance ([Unrestricted Net Assets](#)). Balance is achieved through deliberate planning. QVCC has always budgeted conservatively and continues to do so. A contingency was always built into the budget until 2019. As enrollment and General Fund support have gone down ([Appropriation Decline](#)), contingency in the budget has disappeared. Still, QVCC has managed to remain fiscally sound without diminishing services to its students.

The State continues to request budgets on a biennial basis, which is helpful to colleges in future planning. When collective bargaining [SEBAC](#) agreements are in place and the General Fund appropriation is known, the College has the information to predict and cost out personnel expenses for the future. The BOR has recently approved tuition rates for a two-year period. This makes it much easier to predict a revenue base. The introduction of PACT ([Pledge to Advance Connecticut](#)), free College tuition to Connecticut residents that meet certain criteria, was expected to increase enrollment for the Fall 2020 semester, but this did not occur. The pandemic interruption, along with a two-year tuition freeze, have made the current fiscal year a challenge.

In the area of financial resources, the [System Office Finance Department](#) implements fiscal and administrative policies, provides fiscal analysis, and makes recommendations to the BOR on all matters relating to sound financial planning ([CSCU Finance](#)).

When QVCC submits the yearly budget it is reviewed by the SO Finance Department. Depending on the climate, the College may be asked to cut expenses. For fiscal year 2020-21, the College has seen adjustments to the budget due to consolidation and moving personnel to the SO for shared services, as functions that were historically part of College operations (HR, IT, Purchasing, and Accounts Payable) move to the SO. The budget and salary for each shared services position is transferred from the College to the SO. While the authority to staff these positions once belonged at the College, it now resides with the SO, while ideally keeping a consistent focus on providing the best possible services to students.

The College's financial system is an Enterprise Resource Planning (ERP) software system by Ellucian, able to keep track of all transactions: revenues into the College and expenses going out, by the level of funding source, organization code, spending line item, and program/function coding.

CSCU's Financial Aid Policy for CSCU Community Colleges was revised in 2017 "to ensure the consistent, fair, and equitable distribution of available funds in order to provide financial assistance to eligible students." The policy states that "to support the educational achievement of our students, each institution shall award financial aid funds from available resources to promote access to higher education, facilitate completion, enable personal and professional growth, and ultimately contribute to the prosperity of the State of Connecticut" ([Financial Aid Code of Conduct Policy](#)).

Historically, the College's has had a Dean of Administration reporting directly to the CEO or President, with a Director of Finance and Administrative Services under the Dean. The consolidation, with shared services, provides a vastly different organizational chart across the System. When the Dean of Administration left, the position was replaced with an Associate Dean of Campus Operations, who reports to the campus CEO.

A Service Level Agreement ([SLA](#)) is underway by which QVCC, along with the other eleven community colleges, will pay for services provided by the SO. The functions of purchasing and accounts payable, which were under the local Director of Finance, this past summer were moved to shared services.

When the single System community college becomes accredited (expected to occur in September 2023), the Director of Finance and Administration position may be eliminated or re-



envisioned, as it is not on the one college organizational chart. A Chief Regional Finance Officer has already been hired for the one community college.

QVCC's Finance department is running with a lean staff, with a vacant position Financial Clerk. The pandemic did not halt the work of the department. We migrated to teleworking, and changes were put in place to ensure that invoices were being picked up regularly and paid on time, Purchase Requisitions were electronically approved, and Purchase Orders were able to be printed on home computers. Students could pay tuition on line or with a credit card over the phone, and refunds continued to be applied.

When the first QVCC finance employee moved to one of the shared services positions, a Fiscal Administrative Office, some of their duties moved to the Director of Finance, so that processes were not disrupted. The employee was previously responsible for Accounts Payable, Purchasing, Fixed Assets, P-Card Administration, and Requests for Proposals. Under shared services, the FAO will be responsible for Accounts Payable only. As this position is still in transition, some of the P-Card functions have been moved to the Director of Finance, and we have streamlined the purchase requisition process so that all documents go directly to the Director of Finance for logging, coding, and budget check before being sent for processing.

With the loss of a Finance Assistant, collections and working the cashiering window have moved to another employee in the office who was primarily responsible for accounting, reconciliations, grants, and contracts. The Director of Finance is handling more contracts at this point to help alleviate the added work.

The pandemic caused some processes to be changed, with some checks cut only two days a week (out of the SO) and students being allowed more time to make tuition payments and register for future semesters while still owing a balance.

### *The Budget Process*

The budget process, initiated by the SO, was changed in 2012-13 with the consolidation of the Connecticut State Universities, the Connecticut community colleges, and Charter Oak State College into the BOR System. Although funding methodologies changed, the goal remained intact to fund the community colleges fairly and equitably.

The College's budget process starts in early spring about the time the SO is putting together the spending plan for the System. Personnel needs are looked at closely to identify any vacancies that need to be filled, any internal personnel changes to fill a need, sabbaticals that may be taking place, and retirements. Departments are sent detailed information on their past and current year spending in order to make decisions about the upcoming budget needs. As soon as information and a calendar are sent from the SO, budget preparations get underway.

In building the budget, the first step involves projecting revenues, expenses, and transfers to the end of the current year. In building the next year's budget, many factors are taken into consideration relating to revenues, personnel, and other expenses. The CEO and the Director of Finance work together closely in building assumptions for enrollment based on trends we see in the area and on knowledge of upcoming plans that will affect the College. We also look

at other revenue line items, such as non-credit instruction, and work closely with the various departments to build a revenue budget based on courses to be offered during the year, prices to charge, and expected enrollments. The past few years have been especially fruitful in the non-credit area of Manufacturing.

Full- and part-time personnel costs are budgeted out by person, as the institution is small enough to project out costs for staffing. Part-time and non-credit lecturers are costed out by group. Each type of personal services costs are budgeted separately using various methodologies. Transfers out to the System Office are provided by the System Office and transfers in are built based off of dollars received the previous year.

As the QV department budgets are submitted, the area of other expenses is consolidated and added to the budget. At this point, all the line items of the budget are entered and calculated. This is when upper management reviews the budget and decisions are made on cutting or adding to line items. A final version is then submitted to the System Office for review.

Since a contingency cannot now be budgeted, we examine the financials very closely to ensure the mission of the College is not compromised. QVCC still has the autonomy to reallocate resources as needed to implement changes to benefit the financial situation of the College.

Grant opportunities are often sought to enhance current academic programs. Through the CARES Act and the State Department of Economic Career Development, QVCC has received funds to support our Phlebotomy program. The Connecticut Department of Social Services continues to fund students eligible for SNAP, specifically so that students can receive aid and take credit and non-credit courses in classes that will enable them to be employment eligible in the Certified Nursing Assistant field.

We continue to receive Federal scholarship dollars for Pell, College Work Study, and Federal Supplemental Educational Opportunity Grants. Given these dollars and QVCC Foundation aid, QVCC students have continued to graduate with no debt.

BOR oversight of the College's finances starts with the Finance and Infrastructure Committee, led by a chair and members appointed by the Board. ([CT BOR Finance and Infrastructure](#)). The FIC reviews and recommends for approval to the BOR the Biennial Operating and Capital Budget, the College's yearly Spending Plan/Budget, all modifications to the budget, a six-month evaluation and updated projection to the College's budget, all tuition and fee changes, and all financial policies.

QVCC follows policies established by the [BOR](#), the State's [Office of the Comptroller](#), and other State agencies pertaining to fiscal matters. These policies are readily available on the State of Connecticut website and the BOR website. All fiscal personnel are made aware of and follow these policies and procedures in their daily responsibilities.

We are routinely audited by both internal and external agencies on in house practices and financial statements. These two approaches help ensure that personnel are following the proper procedures listed in the policies. If a finding arises, it is immediately rectified. Annually, an independent external auditor is hired to audit and prepare the College's financial statements. The audit is "prepared in accordance with accounting principles generally accepted

in the United States of America as defined by the Governmental Accounting Standards Board (GASB).” GASB Statement No. 35 establishes standards for external financial reporting for public colleges and universities and requires that “financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the system as a whole” ([Audited Financial Statement, 2020, p. 6ff.](#)).

Internally, the State of Connecticut Auditors of Public Accounts prepare an audit of the College’s financial practices and records. This is typically done every two years, and recommendations are made as to the operations and practices of the institution. The most recent year audited by the APA was 2018-19, but the latest report for the Connecticut Community College is for [Fiscal Years 2016 and 2017](#).

The CSCU 2020 bond funds are also audited by an independent external audit firm. The most recent year [audited was 2019 by Cohn Reznick](#). Specifically, approved bond budgets and related cash expenditures from these bonds were audited.

Since QVCC’s inception, the College’s leadership has embraced the principles of the QVCC Foundation in providing higher education opportunities to the residents of northeast Connecticut ([QVCC Foundation](#)). The primary focus of the Foundation’s fundraising efforts has been on student scholarships. These are one-for-one financial assistance mechanisms, one scholarship awarded to one student. The result has been that the graduating class at QVCC for the last nine years has graduated with no Federal student loan debt.

In response to community needs, the Foundation has started funding block grants to target aid to specific areas of student financial need. These are endowments with permanent availability of funding. The recipient department/program oversees distribution of the awarded block grant funds to meet the needs of the students involved in its area. Some examples of current block grants from the QVCC Foundation are as follows:

- Financial Aid department = \$45,000 annual
- Non-credit/Continuing Education = \$35,000 annual
- Advanced Manufacturing Technology Center = \$20,000 annual
- English as a Second Language = \$6,000 annual
- In response to pandemic cancellation of Spring 2020 classes, a \$50,000 block grant was awarded to fund Summer 2020 classes and enable students to complete lab-related course requirements once on campus sessions could meet. The focus of this grant was on coursework related to Phlebotomy and other medical courses.

The Foundation also pays for the position of Director of Alumni Relations. This role benefits alumni and current students through mentoring opportunities, educational talks, career and networking events, and funding. The alumni database has been reorganized to simplify retrieving and updating contact information. Internal outreach is used to obtain information on our graduates in academic, career, and geographic terms. The purpose of this position is to build and foster relationships with alumni and keep them involved with the College at a variety of levels—volunteering, mentoring, and financial.

Through the Foundation website ([QVCC Foundation](#)), donors and interested parties have access to FAQs and other information outlining the Foundation’s fundraising efforts and direction of donations’ use.

The Foundation's fundraising efforts annually yield between \$400,000 and \$500,000. An exception to this occurred a couple years ago, when a donor made a single \$300,000 donation, making the annual total \$800,000. These funds are channeled directly to scholarships and funding block grants for the benefit of QVCC students.

## **Appraisal**

QVCC's human resources continue to be sufficient for operating the institution in accordance with its mission, although shifts to the System level under the consolidation plan have created strain that needs to be alleviated, as well as uncertainty about many aspects of staffing and reporting.

As we adapt to the consolidation, although it affects various aspects of the College's financial operations, we have maintained fidelity to our mission regarding the students and the broader community of northeast Connecticut. However, uncertainties within the organization of System finances make it difficult to plan for the future.

## **Information, Physical, and Technological Resources**

### **Description**

Located on 68 acres in northeastern Connecticut, QVCC's main facility in Danielson has approximately 137,500 square feet to accommodate faculty, staff, and students, along with the Quinebaug Middle College high school. QVCC continues to devote resources to maintain a facility that fosters pedagogical growth in a safe and healthy environment.

Since the last full accreditation in 2011, QVCC has added a 36,000 square foot area, past the east wing, for the QMC magnet high school. QMC enrolls 160 students and on average, 32 of those students also take college level courses at QVCC. In addition to the magnet school, We recently added 10,000 square feet for a comprehensive manufacturing center. In 2012, \$5,000,000 was bonded for the construction of the Advanced Manufacturing Technology Center, which officially opened in 2016.

QVCC previously leased 12,400 square feet of space for the Willimantic Center at 729 Main Street. Operations ceased at this location in Fall 2017 and the lease was terminated in early 2018. Classes were conducted at the Windham Technical High School until Fall 2020. We now have an agreement with [EASTCONN](#) to use two classrooms and two offices at the Main Street location, which is now officially the Leap Academy. We have limited IT resources there, consisting of laptops for students that are stored on a cart, as well as classroom furniture brought from the main campus. During the pandemic, maintenance staff have worked to ensure the health and safety of staff and students at this location.

With four full time custodians at the College, one being in a Lead position, cleaning routinely achieves Level Three industry standards. Building maintenance is accomplished in house as well as contracted. Currently two skilled maintainers, one assigned to Willimantic, complete basic building maintenance and repairs. One maintainer is also on staff to support the skilled level employees. Currently, there are two vacant higher-level maintenance positions, a general trades worker and a skilled maintainer.

Contracted facility maintenance includes HVAC, kitchen equipment, waste lift stations, lawn fertilization, security and access control, door locks and hardware, energy management controls and code compliance items such as fire alarm, fire sprinkler and dry chemical systems, and emergency generators. There have been continuous improvement and deferred maintenance projects planned and completed at QVCC over the past ten years.

Future capital improvements are framed around a ten-year master plan that has been created by a third-party consulting firm. Continuous deferred maintenance projects and agency administered renovations are planned for the next ten years also ([Facilities Master Plan](#)).

The management of QVCC's Information Technology Department has moved to the System level as part of consolidation. IT staff remain located at QVCC but no longer report to local administration.

## **Library**

The library adheres to principles stated in the American Library Association's [Library Bill of Rights](#) and [Code of Ethics](#). Policies governing library procedures and user rights are available on the library's website ([QVCC Library Policies](#)).

The library's [collection development policy](#) is aligned to the curriculum and welcomes faculty and student suggestions. Resources and materials are collected in all formats. Collections focus on academic needs first, then on works by and about underrepresented groups, and then on materials and resources to enhance user literacy. The [library homepage](#) serves as the point of access for all resources: physical, electronic, and digital.

The physical collection in the main library consists of approximately 29,000 circulating print books, 200 non-circulating reference titles, 75 print serials, and 2,300 DVD/Blu-ray discs ([ACRL Metrics Report](#) and [IPEDS 2018-19 IPEDS 2019-20](#)). Course reserves provide on-site access to faculty assigned readings, media, and realia—such as a collection of anatomy models—and textbooks. The addition of textbooks to the reserve program in Fall 2019 coincided with a 142% increase in reserve circulation ([Library Course Reserve Usage Statistics](#)). In collaboration with QVCC's Office of Disability Services, the library lends adaptive equipment, including voice recorders and smart pens. Course reserves, calculators, thumb drives, phone chargers and adaptive technology are available for loan at both the main facility and the Willimantic Center. For Willimantic students, circulating books and DVDs are available by request and delivered from Danielson to the location. Librarians work with faculty teaching at the Brooklyn Correctional Institution to provide printed copies of scholarly and popular articles for use in students' informational and persuasive essays and speeches.

The library prioritizes acquisitions and subscriptions that provide online access from any internet-connected device. In partnership with the CSCU Library Consortium and the Connecticut State Library, subscription databases licensed through established vendors and aggregators provide access to over 450,000 academic and reference e-book titles representing a wide range of academic disciplines; over 54,000 journal, magazine, and newspaper titles, many of which are full text and peer-reviewed; 41,000 video titles (including approximately 300,000 timed, searchable video segments); and many thousands of images and multimedia

resources ([ACRL Metrics report](#) and [IPEDS](#)). Electronic subscriptions can be searched and retrieved at various levels of content access, such as full text, indexed with abstracts, indexed with full citation, streamed, and downloaded whole or in part; many e-resources provide tools for highlighting and annotation. Students, faculty, and staff can access the library's electronic resources remotely, through the mobile-optimized [library home page](#) using a NetID and password at the CSCU portal MyCommNet ([Find Articles](#) and Find [Ebooks](#) webpages).

Using the CSCU Library Consortium's [shared discovery tool](#), students, faculty, and staff may search the print collections of all 18 member institutions and instantly request delivery of resources not otherwise available on the QVCC campus. Through interlibrary loan services provided by our librarian associates, students, faculty, staff, and the public may obtain access to materials available from libraries outside the consortium and beyond the borders of Connecticut. Students enrolled in classes at the Brooklyn Correctional Institution, who because of Department of Corrections policy do not have access to the library's online search tools, are provided with printouts of librarian-selected articles from popular and scholarly sources relevant to each student's chosen topics.

Working closely with the IT Department, in the winter and spring of 2021 the library increased its inventory of laptops available for student borrowing, with the purchase of 40 new devices using CARES Act funding.

Library services include reference, information literacy instruction, online and printed research guides and online videos, one-on-one and small-group scaffolded research, support for the development or deployment of Open Educational Resources and affordable or free-to-student textbook alternatives, circulation, staff mediation of interlibrary loan and resource sharing, collection development, acquisitions and cataloging, and maintenance of archives ([ACRL Metrics](#) , [IPEDS 2018-19](#) and [IPEDS 2019-20](#)).

The library provides reference services to faculty, students, and the general public on-ground (at Danielson and Willimantic), online, and mediated through teaching faculty for students at BCI. Consultation appointments are available to support students completing research assignments and to provide assistance with questions of academic integrity and source citation. Librarians assist faculty with source finding, evaluating questions of copyright, and interpreting or applying Creative Commons licenses. Support for Open Educational Resources and No-Cost-Lo-Cost (#NoLo) initiatives is provided through librarian hours dedicated to research, curation of recommended resources, participation on the [CSCU OER Advisory Council](#), and outreach and timely response to assist faculty working on OER projects. Library staff maintain statistics on support services provided to students ([Library Student Services Summary Data AY 2021](#)).

Information Literacy Instruction classes, on-ground and online (synchronous and asynchronous), form a core component of the library's mission. Librarians work collaboratively with faculty to design and deliver instruction, interactive learning activities, and online guides and tutorials that address specific learning objectives, support research and writing, and promote the development of information literacy competencies. Information literacy instruction is based on the [Framework for Information Literacy for Higher Education](#) established by the Association of College and Research Libraries and provided to students in



several disciplines, including English, history, political science, psychology, biology, chemistry, allied health, environmental science, Spanish, ESL, and communication. In a typical fall semester, 300-400 students participate in at least one ILI learning experience ([Library Information Literacy Instruction Program Summary Data](#)).

Hours of library service at the Danielson campus change depending on the academic calendar; generally, the library is open 47.5 hours per week, including four evenings, during the semester. Since reopening during the pandemic, the main library is open 15 to 20 hours per week, including one or two evenings, with additional hours by appointment. Library services at the Willimantic location are available one evening per week, 4-7 pm, by appointment ([Library SafeRe-Opening Guidelines for Students webpage](#)).

The main library is located on the second floor of the Danielson campus, accessible by staircase, ramp, elevator, and through an entrance in the Learning Center. A single service desk provides students with access to all staff mediated services. The library provides a variety of comfortable spaces conducive to private study and collaborative learning. A library classroom doubles as a quiet study lab and also a learning space for hands-on information literacy instruction. Students have access to two reservable, whiteboard equipped private study rooms holding up to six persons comfortably; these rooms are popular and in high demand for group projects and individual study. Students may use any of 57 PCs, eight Macs, three multimedia viewing stations, one networked printing/scanning hub, and two photocopiers. Free wi-fi is available throughout the building through CSCU portal authentication. The library maintains five public computers providing access to the internet without any authentication barrier. Pre-pandemic, library seating was available for 150. Seating and workstation configurations were modified to create social distancing with overall capacity reduced to 75 and the two study rooms temporarily closed ([Return to Campus Guide for Library Staff Aug 5 2020](#)).

As a result of relocations in Willimantic, the library no longer has a dedicated facility there. An empty classroom is used by the reference and instruction librarian, and students use the space for study and assistance. The classroom includes free wi-fi, a laptop and projector for the librarian, a whiteboard, and a cart of student laptops provided by the IT Department. The available on-site collections are the small ESL classroom set and course-reserves; other equipment loans and print materials are deliverable from Danielson. An increase in growth and development of [other online library resources](#) by the college in response to COVID-19 adaptations, has also proven to be a benefit to students at the Willimantic site, who now have equal access to such resources.

The library has four full-time professional and paraprofessional positions, including Director of Library Services, Reference and Instruction Librarian, Librarian Associate II, and Librarian Associate I. The Director and the Librarian hold master's degrees in Library and Information Studies from ALA-accredited institutions; the Director holds certifications in Creative Commonslicensing and Open Educational Resources; one paraprofessional holds a bachelor's degree and one an associate degree. The Director is responsible for oversight and management of library staff, operations, budget, and program assessment, coordinates the library's OER work, and through regular meetings with the staff develops and implements policies and planning goals.

The Reference and Instruction Librarian coordinates the information literacy program,

oversees all individualized reference and research support services on-ground and online, and shares with the Director all teaching, video tutorial production, and the design of research guides. The Librarian Associates carry out all the technical services relating to acquisitions and cataloging, manage interlibrary loan and resource sharing, oversee all circulation functions, work closely with the Director to monitor and troubleshoot the local instance of the integrated library management system, and join the librarians in staffing the library's virtual and on-ground reference presence. Student workers supplement the staff, providing friendly peer support, assisting with basic circulation activities, and providing feedback to librarians on early drafts of new video tutorials and guides (Data First Form 7.6).

### *COVID-19 Impact and Response*

The sudden pandemic closure of the College in March 2020 prompted the library to expand its virtual presence beyond mere access to resources and to implement a virtual practice of librarianship. New implementations included:

- **Virtual Communication:** Launched local instance of Springshare's LibAnswers platform for students to access library staff via chat and text, in addition to email and phone.
- **[Virtual Reference](#):** Launched online reference services via LibAnswers, MS Teams, Blackboard Collaborate, and QuickAssist.
- **[Hours of Service](#):** Virtual interface enabled expansion of service hours to 48 per week in Spring 2020 and 56 in Fall 2020.
- **Equity and the Digital Divide:** The library began a [hotspot- and laptop-lending program](#) within two weeks of campus closure. In collaboration with the IT Department, hotspot inventory grew from 0 to 15 devices in April and to 80+ devices November; laptop inventory grew from 0 to 37 devices in April and to 100+ by March 2021, including 25 grant-funded devices earmarked for SNAP eligible students. ([Library Laptop & HotspotLending Program 2020-2021 Report](#)) ([Library Tech Loan Program data](#)).
- **Website:** Created and regularly updated a guide to [Virtual QVCC Open for Business](#), providing students with a single access point to an array of services including advising, tutoring, community resources, IT support, virtual textbook access, internet access, and library services. This page was accessed over 1300 times between April 14 and October 20, 2020.
- **Virtual Information Literacy Instruction:** Librarians moved to synchronous and asynchronous online instruction using WebEx, MS Teams, and Blackboard Collaborate and created numerous brief video tutorials to help students navigate the research process, guiding them to library resources and demonstrating search skills, posted the videos to the [library's YouTube channel](#), and embedded the videos in Blackboard course shells ([Library Information Literacy Instruction Program Summary Data](#)).
- **Circulation** was redesigned, use of library spaces was reconfigured following CDC and REALM guidelines, [new health and safety protocols regarding student access](#) to the on- ground library were developed and posted online, staff completed de-escalation training, and the library reopened in August 2020. The library now accepts online requests from local users to borrow materials, offers contactless borrowing and returns, provides for [curbside pick-up](#) and returns, has established quarantine procedures on all



returned items, and has created workarounds for students to access course reserves ([Return to Campus Guide for Library Staff Aug 5 2020](#), [Library Safe ReOpening Guidelines for Students](#)).

- Acquisition and subscription priorities were altered to emphasize e-resources.

## **Appraisal**

While the Danielson facility serves our mission well and is maintained by a fully competent maintenance staff, various problems with the Willimantic location remain unresolved. There are adequate IT resources available to students, faculty, and staff to support the College goals and mission, with an infrastructure that is continuously maintained with scheduled improvements to keep up with industry standards and trends.

## **Library**

The library's vision statement aspires to "continuous improvement and innovation" and states that we "are always on the lookout for new ideas, innovative resources, improved uses of library space, and better ways to better serve our community. We welcome users' suggestions for improving our services" ([QVCC Library Policies](#)). Engagement in the work necessary to realize this vision is evident in the library's ongoing push into the virtual landscape, its expansion of collections to include the devices necessary for engagement and success among distance learners, and its provision of access, on-ground and online, to high-quality resources and direct point-of-need assistance in identifying, locating, evaluating, and using those resources.

In support of the teaching mission of the College, the library uses several formal mechanisms to assess and improve the effectiveness of its resources, services, facilities, and staff.

Assessment of the responsiveness of library collections to the curriculum relies on database usage reports; circulation statistics, resource sharing, and interlibrary loan statistics ([ACRL](#) and [IPEDS 2019- 20](#)); librarian observations; and feedback from faculty and students.

Assessment of online instructional and Guide-on-the-Side resources relies on both usage statistics and faculty/student feedback ([Library Information Literacy Instruction & Feedback AY2020](#), [Library Information Literacy Instruction & Feedback Fall 2020](#)). The library does not keep gate counts. Reference statistics began to be compiled during Fall 2019 and now include data for on-ground and online services ([Library Student Services Summary Data AY 2021](#)). Job performance evaluations of library staff are conducted on a regular schedule, as stipulated in the 4Cs union contract.

## *Resources and Services*

While informative, the above statistics do not provide a full measure of the value of library resources in meeting students' research needs nor the extent to which students are able to implement successful search strategies following library instruction, tutorials, or reference support. The library began experimenting with [Primo Analytics](#) and other in-depth approaches to the analysis of usage data in 2019, but due to staffing changes and vacancies was unable to devote sufficient resources to the development of a systematic approach to this higher order assessment. Some of the raw data needed are available but unanalyzed.

For distance learners, access to reliable wi-fi continues to be problematic. Faculty report many instances when students lose connection to synchronous online instruction and rejoin the class session having missed key content. Students complain that wi-fi problems have interrupted them during quizzes and tests, and students and faculty have reported significant problems with streaming, especially during high volume times of the day ([May 2020 ATD-SSC Online Student Survey Results](#)). The hotspot- and laptop-lending program has bridged this gap, but the lack of an existing campus program to match one device to one student continues to impact equity in the students' learning experience. While some distance learners report successfully using their own PCs and Macs, others report using devices too old to handle the necessary software or attempting to complete their coursework using tablets and smartphones ([Library Laptop & Hotspot Lending Program 2020](#); [Library Tech Loan Program Data](#)).

The virtual library's main access point, the library homepage, is maintained by the library and consistently receives more views than any other QVCC sub-page ([Library Google Analytics Summary Data](#)). The many links found on library pages are monitored and updated regularly; hours and contact information are updated as needed.

Since March 2020, the library has engaged in continuous improvement and expansion of its virtual access points. However, the library has not yet created a coherent and seamless integration of the web-based user interfaces it now deploys: webpages created with the WordPress content management system, research guides created with SpringShare LibGuides, virtual reference utilizing SpringShare's LibAnswers and MS Teams, and the Ex Libris Primo discovery tool. Web interface management, user experience testing, accessibility testing, and interface designs were responsibilities formerly managed by a Systems Librarian who has since left. We have since posted this position twice both with searches failing. Sufficient current personnel hours and expertise are not available to improve the user experience for these critical library access points.

Inter Library Loan program performance is assessed each semester through the distribution of exit ticket surveys, via student and faculty surveys following research assignment completion, the grading of student citations in some courses, and review of authentic student work products in others ([Library Information Literacy Instruction & Feedback AY2020](#), and [Library Information Literacy Instruction & Feedback Fall 2020](#)). This feedback informs redesign of learning objectives, lesson plans, and engaging learning activities. What is missing from these assessments is a measure of impact on student outcomes.

Students enrolled in classes at BCI are underserved by the library. While library staff provide hours of mediated reference services (in one Public Speaking course, for example, librarians provided an average of 3.5 hours of research services per student), and printouts of digital articles are delivered to the facility for student use, librarians and the faculty teaching at BCI have not collaborated to design opportunities for students in the Second Chance Pell program to participate in librarian-led information literacy instruction.

The high price of print textbooks and online access codes continues to challenge many of our students. The library's course reserves help, but a single reserve title shared among numerous students and available for use only in the library is not a substitute for a student having the text in hand. Some individual faculty, often with library collaboration, are transitioning courses to OER and to free-to-student resources provided through library subscription. With faculty

input, databases and new streaming services have been added to supplement or replace high-cost learning materials and provide online access.

Cutbacks in the library's operating budget (a reduction of over 21% from FY18 to FY20) are evident in the library's material expenditures per student FTE (\$117 in FY18 and \$93 in FY20) and occurred without regard to annual increases in the cost of the library's e-subscriptions (DataFirst Form 7.6). Participation in the CSCU Library Consortium and the IT research databases provided by the Connecticut State Library do not adequately mitigate the rising prices of e-resource purchases and subscriptions. With the growing need to provide online access to high quality resources, the library has substantially cut back its purchases for the print collection.

Hours of service at the main library were reduced from 53.5 to 47.5 per week in 2017 by closing at 7 pm rather than 8:30 four evenings each week. While the number of students directly affected was small at the time of transition, the suspension of the student feedback survey in 2017 means the library has almost no data on the preferences of students for hours. Online, the library made a leap forward in 2020, adding to our resource access the ability to communicate directly with a librarian or staff member via virtual modalities 56 hours per week.

### *Facilities*

The main library space on the Danielson campus is conducive to individual study, collaboration, and community building; provides a variety of settings in which to work and socialize; and has adequate student workstations to meet demand during on-ground semesters. One periodic complaint is that the quiet study area has insufficient sound barriers to block noise from the collaborative spaces; also, students who prefer Macs are sometimes frustrated by networking issues that make logging in or connecting to a printer difficult.

The Willimantic location currently lacks a dedicated library space, limiting one-on-one research consultations and Guide-on-the Side appointments and walk-in opportunities.

### *Staffing*

Staffing at the library changed significantly in August 2018, when a long serving Systems Librarian retired and the position was replaced with a new paraprofessional position; at the same time, the Library Director resigned. The library continued providing services despite operating at 50% staffing with only one MLIS librarian from October 2018 to mid-July 2019, with full staffing resumed in August 2019. In 2021, the college opted to post to fill a vacancy for a systems librarian, but unfortunately the search failed twice, and the college is re-evaluating how to fill the role.

The short-term impact of the AY 2019-20 50% shortage included the loss of direct on-ground MLIS librarian services to Willimantic students during that academic year, the loss of opportunities for relationship building between Willimantic students and library personnel, an indefinite postponement in the assessment of newly introduced information literacy assignments, and a sharp reduction in timely assessment of database usage and database relevance to the curriculum. The highly technical skills of Systems Librarians enable libraries to engage in regular assessment of the user experience, stay abreast of cutting-edge applications and emerging information technologies in librarianship, and engage in continual

improvement of the learner's experience with resources and services. As of the end of the fall 2021 semester the college is in the process of hiring a new Systems Librarian.

### *COVID-19 Impact and Response*

The library's pre-COVID policies, available to the public on its webpages, were adopted prior to 2014 and have not been revisited other than to respond to the health and safety concerns raised for library staff and users by the pandemic. As consortium borrowing allowed patrons to get items from across the CSCU System and allowed external borrowers to directly request QVCC items through resource sharing, the policies need to be reviewed and revised for consistency. The policies also should be reviewed concerning privacy, equity, and inclusion.

The library's response to the pandemic demonstrated its commitment to students. Systems were immediately put in place to distribute laptops and hotspots with curbside delivery and pickup; new technologies were launched to connect students with librarians and library staff for direct point of need help; librarians redesigned instruction to provide both synchronous and asynchronous access; librarians reviewed every aspect of service and resource delivery to establish new health and safety guides; and the library continues to engage regularly with faculty to identify new free-to-student alternatives for instruction and research.

### **Strengths, Challenges, and Projections**

<b>Strengths</b>	<b>Challenges</b>
QVCC has a history of fiscal strength, maintaining reserves while building programs to respond to the needs of its community.	A lack of consistent leadership, with time and resources to plan beyond the immediate operation of the College
The College has been supported by a very active Foundation that provides considerable scholarship support to students.	The loss of key staff in various offices, which for at least two years have gone unreplaced, has made College operations more challenging for those remaining.
The College has been regularly maintained by a professional staff who have kept the building and its extensions in remarkable shape.	Uncertainty about how the emerging model of shared services and centralized authority will impact the ability of local administration to plan for the unique needs of its local community and campus
A lean but experienced library staff has maintained resources as we have shifted to increasing reliance on electronic resources, even before demand related to the pandemic.	The library is among the areas where uncertainty about control over local budgeting and planning leaves staff unclear about direction beyond the short term.
An experienced IT staff, even as its lines of reporting have shifted to the System level, has maintained the local infrastructure to meet the needs of staff, faculty, and students.	While many IT support functions can be streamlined through enterprise consolidation, many risk being handicapped in terms of immediacy of response to unique local needs and issues.

Even as the administration of business and finance has been reshaped to a centralized model, making local roles and responsibilities less clear in the short run, a lean but experienced staff has continued to maintain operations of the College while anticipating further clarity, support, and direction under consolidation and shared services.	Loss of institutional memory and understanding due to retirements and reorganization
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<b>Projection</b>	<b>Responsible Persons</b>	<b>Timeline</b>
Clarification of the College operational structure, in relation to the emerging one college system	SO, Regional President, CEO, Acting Dean of Academic Affairs and Student Services, faculty and staff	2021-23 (ongoing)
Faculty, staff, and administrators will continue to carry out the functions of the College while instituting the many changes underway toward reorganization.	SO, Regional President, CEO, Acting Dean, faculty and staff	2021-23
Continued participation in developing System governance processes and structures	SO, Regional President, CEO, Acting Dean, faculty and staff	2021-23 (ongoing)
As much as is possible in the control of local administration, the College will continue to maintain its economic strength as it continues to adapt to the learning needs of its community.	CEO, along with Director of Finance (both locally and at the System level), QVCC Foundation, staff and faculty	2021-23 (ongoing)
We will continue to maintain and develop library resources, physical and electronic, to support online and on-ground learners, those served through the Willimantic Center, and those engaged in the Second Chance Pell program.	Library staff, IT Department, Distance Learning Coordinator, Faculty and staff, CEO, System planners	2021-23 (ongoing)
The College will review, renew, and build up its presence in Willimantic.	Regional President, CEO, Acting Dean, local and regional IR offices	2021-23 (ongoing)

**Standard 7 Data Forms**  
**Standard 7: Institutional Resources**  
**(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

[https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package\\_1\\_43.pdf](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years			2 Years			1 Year					
	Prior			Prior			Prior			Current Year		
	(FY2018)			(FY2019)			(FY2020)			(FY2021)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	28	85	113	28	88	116	27	86	113	26	81	107
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	1		1	2		2	2		2	2		2
Library Technicians	1		1			0	1		1	2		2
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	18	5	23	5	2	7	20	4	24	16	2	18
Management Occupations	9		9	9		9	8		8	3		3
Business and Financial Operations	2	0	2	4	2	6	7	1	8	5	3	8
Computer, Engineering and Science	4	0	4	5	1	6	4		4	5		5
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	0	2	2	8	1	9	2	2	4	5		5
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	6	0	6	10		10	7		7	5		5
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	10	1	11	10		10	2		2	4		4
Natural Resources, Construction, Maintenance	4	0	4			0	4		4	5		5
Production, Transportation, Material Moving			0			0			0			0
Total	83	93	176	81	94	175	84	93	177	78	86	164

**Standard 7: Institutional Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

<b>Fiscal Year ends - month &amp; day: (6/30)</b>	<b>2 Years Prior (FY2018)</b>	<b>1 Year Prior (FY2019)</b>	<b>Most Recent Year (FY2020)</b>	<b>Percent Change 2 yrs-1 yr prior</b>	<b>1 yr-most recent</b>
<b>ASSETS (in 000s)</b>					
Cash and Short Term Investments	\$8	\$8	\$8	0.0%	0.0%
Cash held by State Treasurer	\$9,477	\$9,581	\$9,404	1.1%	-1.8%
Deposits held by State Treasurer					
Accounts Receivable, Net	\$1,850	\$1,600	\$1,804	-13.5%	12.8%
Contributions Receivable, Net					
Inventory and Prepaid Expenses	\$1	\$1	\$0	0.0%	-100.0%
Long-Term Investments					
Loans to Students					
Funds held under bond agreement					
Property, plants, and equipment, net	\$19,300	\$18,829	\$17,831	-2.4%	-5.3%
Other Assets					
<b>Total Assets</b>	\$30,636	\$30,019	\$29,047	-2.0%	-3.2%
<b>LIABILITIES (in 000s)</b>					
Accounts payable and accrued liabilities	\$2,006	\$1,638	\$1,614	-18.3%	-1.5%
Deferred revenue & refundable advances	\$197	\$178	\$289	-9.6%	62.4%
Due to state					
Due to affiliates					
Annuity and life income obligations					
Amounts held on behalf of others	\$48	\$49	\$72	2.1%	46.9%
Long-term investments					
Refundable government advances					
Other long-term liabilities	\$0				
<b>Total Liabilities</b>	\$2,251	\$1,865	\$1,975	-17.1%	5.9%
<b>NET ASSETS (in 000s)</b>					
Unrestricted net assets					
Institutional	\$44,900	(\$1,413,830)	(\$1,567,414)	(\$3,248.8%)	10.9%
Foundation					
<b>Total</b>	\$0	\$0	\$0		
Temporarily restricted net assets					
Institutional					

	Foundation					
	<b>Total</b>	\$0	\$0	\$0		
	Permanently restricted net assets					
	Institutional	\$772,114	\$756,982	\$742,550	-2.0%	-1.9%
	Foundation					
	<b>Total</b>	\$772,114	\$756,982	\$742,550	-2.0%	-1.9%
	<b>Total Net Assets</b>	\$817,014	(\$656,848)	(\$824,864)	-180.4%	25.6%
	<b>TOTAL LIABILITIES and NET ASSETS</b>	\$819,265	(\$654,983)	(\$822,889)	-179.9%	25.6%



**Standard 7: Institutional Resources**  
**(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (6/30)		3 Years Prior (FY18)	2 Years Prior (FY19)	Most Recently Completed Year (FY20)	Current Year (FY 2021)
<b>OPERATING REVENUES (in 000s)</b>					
Tuition and fees		\$5,432	\$5,047	\$5,079	\$4,440
Room and board					
Less: Financial aid		-\$50	-\$2,591	-\$2,438	-\$2,409
Net student fees		\$5,382	\$2,456	\$2,641	\$2,031
Government grants and contracts		\$667	\$531	\$571	\$510
Private gifts, grants and contracts		\$162	\$396	\$380	\$399
Other auxiliary enterprises					
Endowment income used in operations					
Other revenue (specify):					
Other revenue (specify):		\$208	\$65	\$108	\$31
Net assets released from restrictions					
Total Operating Revenues		\$6,419	\$3,448	\$3,700	\$0
<b>OPERATING EXPENSES (in 000s)</b>					
Instruction		\$7,015	\$7,012	\$7,764	
Research					
Public Service		\$40	\$23	\$12	
Academic Support		\$3,834	\$3,568	\$3,547	
Student Services		\$1,844	\$1,784	\$1,823	
Institutional Support		\$2,183	\$2,213	\$2,132	
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)		\$1,912	\$2,025	\$1,740	
Scholarships and fellowships (cash refunded by public institution)		\$3,565	\$807	\$1,104	
Auxiliary enterprises					
Depreciation (if not allocated)		\$1,079	\$1,058	\$1,054	\$1,030
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures		\$21,472	\$18,490	\$19,176	\$0
Change in net assets from operations		-\$15,053	-\$15,042	-\$15,476	\$0
<b>NON OPERATING REVENUES (in 000s)</b>					
State appropriations (net)		\$10,976	\$10,041	\$12,054	\$12,083

	Investment return	\$115	\$164	\$132	\$8
	Interest expense (public institutions)				
	Gifts, bequests and contributions not used in operations	\$190	\$0	\$0	
	Other (specify): PELL	\$2,337	\$2,297	\$2,024	\$1,959
	Other (specify):				
	Other (specify):	\$0	\$0	\$293	
	Net non-operating revenues	\$13,618	\$12,502	\$14,503	\$0
	Income before other revenues, expenses, gains, or losses	-\$1,435	-\$2,540	-\$973	\$0
	Capital appropriations (public institutions)	\$337	\$930	\$120	
	Other (specify):	\$713	\$1,519	-\$305	
	TOTAL INCREASE/DECREASE IN NET ASSETS	-\$385	-\$91	-\$1,158	\$0

## Standard 7: Institutional Resources

### (Statement of Debt)

FISCAL YEAR ENDS month & day ( June /30 )	3 Years Prior (FY18)	2 Years Prior (FY19)	Most Recently Completed Year (FY20)	Current Year (FY21)	Next Year Forward (FY22)
Long-term Debt					
Beginning balance	N/A	N/A	N/A	N/A	N/A
Additions	N/A	N/A	N/A	N/A	N/A
Reductions	N/A	N/A	N/A	N/A	N/A
Ending balance	\$0	\$0	\$0	\$0	\$0
Interest paid during fiscal year	N/A	N/A	N/A	N/A	N/A
Current Portion	N/A	N/A	N/A	N/A	N/A
Bond Rating	N/A	N/A	N/A	N/A	N/A
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	N/A	N/A	N/A	N/A	N/A
Debt to Net Assets Ratio Long-term Debt / Total Net Assets	N/A	N/A	N/A	N/A	N/A
Debt to Assets Ratio Long-term Debt / Total Assets	N/A	N/A	N/A	N/A	N/A
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.					
Line(s) of Credit: List the institutions line(s) of credit and their uses.			N/A	N/A	N/A
Future borrowing plans (please describe). We are a public institution. Debt is the responsibility of the State of CT.					

**Standard 7: Institutional Resources**  
**(Supplemental Data)**

Fiscal Year ends – month& day: (6/30)		3 Years Prior (FY18)	2 Years Prior (FY19)	Most Recently Completed Year (FY20)	Current Year (FY21)	Next Year Forward (FY22)
<b>NET ASSETS</b>						
	Net assets beginning of year	\$23,397	\$26,994	\$26,950	\$25,743	\$25,387
	Total increase/decrease in net assets	(\$385)	(\$44)	(\$1,207)	(356)	
	Net assets end of year	\$26,994	\$26,950	\$24,743	\$25,387	\$25,387
<b>FINANCIAL AID</b>						
	Source of funds					
	Unrestricted institutional	\$603	\$778	\$848		
	Federal, state and private grants	\$3,008	\$2,661	\$2,708		
	Restricted funds					
	Total	\$3,611	\$3,439	\$3,556	\$0	\$0
	% Discount of tuition and fees	-0.9%	-51.3%	-48.0%		
	% Unrestricted discount	404.3%	13.2%	14.9%		
	Net Tuition Revenue per FTE	\$6,778	\$3,601	\$3,390	\$3,054	
	<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>	N/A	N/A	N/A	N/A	N/A
Please indicate your institution's endowment spending policy: QVCC does not have an endowment.						

**Standard 7: Institutional Resources  
(Liquidity)**

FISCAL YEAR ENDS June 30		3 Years Prior (FY18)	2 Years Prior (FY19)	Most Recently Completed Year (FY20)	Current Year (FY21)	Next Year Forward (FY22)
<b>CASH FLOW</b>						
	Cash and Cash Equivalents beginning of year	\$9,080	\$9,485	\$9,589	\$9,412	\$9,211
	Cash Flow from Operating Activities	(\$13,559)	(\$14,831)	(\$14,679)	(\$15,162)	(\$13,646)
	Cash Flow from Investing Activities	\$95	\$108	\$186	\$50	\$45
	Cash Flow from Financing Activities	\$13,869	\$14,827	\$14,316	\$14,911	\$13,420
	Cash and Cash Equivalents end of year	\$9,485	\$9,589	\$9,412	\$9,211	\$9,030
<b>LIQUIDITY RATIOS</b>						
	Current Assets	\$11,336	\$11,190	\$11,216	\$11,392	\$10,253
	Current Liabilities	\$2,251	\$1,865	\$1,975	\$2,109	\$1,898
	Current Ratio	5.04	6.00	5.68	\$5.40	\$4.86
	Days Cash on Hand (Cash and Cash Equivalents / Operating Expenses + Depreciation and other noncash expenses)/365	169.77	200.78	189.57	\$181.66	
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
*FY22 is expected to be 10% lower than FY21 due to anticipated lower state appropriations						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.						
*The college has not needed to access or drawn down its fund balance.						

**Standard 7: Institutional Resources**  
**(Informational Resources)**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY2018 )	(FY2019)	(FY2020)	(FY2021 )	(FY2022)
Total Expenditures					
Materials	\$92,785	\$79,386	\$72,644	\$72,000	\$72,000
Salaries & wages (permanent staff)	\$328,690	\$297,792	\$264,108	\$291,490	\$266,723
Salaries & wages (student employees)	\$1,257	\$1,451	\$471	\$1,500	\$2,766
Other operating expenses	\$18,531	\$5,114	\$4,227	\$5,000	\$5,000
Expenditures/FTE student					
Materials	\$117	\$112	\$93	\$151	\$151
Salaries & wages (permanent staff)	\$414	\$421	\$339	\$610	\$558
Salaries & wages (student employees)	\$2	\$2	\$1	\$3	\$6
Other operating expenses	\$23	\$7	\$5	\$10	\$10
Collections					
Percent available physically	6%	7%	6%	5%	5%
Percent available electronically	94%	93%	94%	95%	95%
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	1.8	1	1.8	1.8	1.8
Librarians - branch /other locations	0.2	0	0.2	0.2	0.2
Other library personnel - main campus	2	1	2	2	2
Other library personnel - branch/other locations	0	0	0	0	0
Availability/attendance					
Hours of operation/week main campus	48	48	48	54	54
Hours of operation/week branch/other locations	24	24	24	4	8
Consortia/Partnerships					
Connecticut State Colleges and Universities Library Consortium					
Connecticut State Colleges and Universities Integrated Library Project, including Ex Libris Alma and Primo					
Connecticut State Library Research/IT databases					
Connecticut Library Consortium					
OCLC: WorldShare Interlibrary Loan, Cataloging & Metadata, EZProxy					
URL of most recent library annual report:	N/A				
Please enter any explanatory notes in the box below					

(1) FY19 salaries includes accrual payout for retiree; employment ended 8/1/18. FY19 also includes expenditures for temporary workers (classified as educational assistants, EA) hired because of the 2 FT vacancies. The costs for those temporary workers are not shown above--these workers were neither permanent nor students. The FY19 EA salaries totaled \$10,659; the FY20 total was \$2593. (2) This sheet does not show the library's virtual hours: since Spring 2020, library staff are available by text, real-time-chat, and email 56 hours each week of the semester through AY21. Staffing shortages forced a cutback in AY22. (3) Cells F31 and G31: the preceding cells in this row report hours open--not hours of librarian service. Cells F31 and G31 report only hours of librarian service because the location has no physical library resources.

**Standard 7: Institutional Resources**  
**(Technological Resources)**

		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
		(FY2018)	(FY2019)	(FY2020)	(FY2021)	(FY2022)
	Course management system	Blackboard Release 3900.8.0-rel.34+a1b2d92 (3900.6.0-rel.32+4fc1198)				
	Number of classes using the system	456	462	490	446	446
	Bandwidth					
	On-campus network	10GB	10GB	10GB	10GB	10GB
	Off-campus access					
	Commodity internet (Mbps)	N/A	N/A	N/A	N/A	N/A
	High-performance networks (Mbps)	N/A	N/A	N/A	N/A	N/A
	Wireless protocol(s)	WPA3 with EAP-TLS Certificate	WPA3 with EAP-TLS Certificate	WPA3 with EAP-TLS Certificate	WPA3 with EAP-TLS Certificate	WPA3 with EAP-TLS Certificate
	Typical classroom technology					
	Main campus	Teacher station with Windows 10, MS Office. Media rack w/ HD projector. Sound systems.				
	Branch/other locations	Provided by local high school at off campus locations. See explanatory notes below.				
	Students	MS Office 365 v2018, AdobeCC v2018				
	Finances	Banner v9.2				
	Human Resources	JazzHR, State of Connecticut PeopleSoft (CoreCT)				
	Advancement	DonorPerfect, Constant Contact				
	Library	Ex Libris Alma, Ex Libris Primo, SpringShare LibApps Platform (cloud software):LibGuides CMS Platform & LibAnswers Platform version 2.38.0, Namtuk Automatic Email Manager version 8.05.1318				
	Website Management	Word Press				
	Portfolio Management	CCN software				
	Interactive Video Conferencing	WebEx, Teams from 2018, Blackboard Collaborate from 2020				
	Digital Object Management	2015-2019, data integrity is stored in QVCC's Rapid Recovery backup system. From 2019 onward, data is stored in Microsoft's OneDrive and Sharepoint cloud storage.				
	Website locations of technology policies/plans					
	Integrity and security of data	<a href="https://www.ct.edu/files/it/BOR_IT-004.pdf">https://www.ct.edu/files/it/BOR_IT-004.pdf</a>				
	Privacy of individuals	<a href="https://www.ct.edu/hr/policies">https://www.ct.edu/hr/policies</a>				
	Appropriate use	<a href="https://www.ct.edu/files/it/BOR_IT-001.pdf">https://www.ct.edu/files/it/BOR_IT-001.pdf</a>				

Disaster and recovery plan	<a href="https://www.ct.edu/it/security">https://www.ct.edu/it/security</a> (Information Security component)				
Technology replacement	<a href="#">17dec2021_emergency response guide.pdf</a> (Facilities component)				
Please enter any explanatory notes in the box below					
<p>Note for typical classroom technology branch and other locations: As of 2017, off campus technology is provided by the local high school-Windham Technical High School (WTHS) as part of an agreement with QVCC. In 2020, QVCC moved to 729 Main Street, Willimantic CT. QVCC is using provided technology from Eastconn, at this location. Digital Object Management notes: QVCC manages the data stored in the Rapid Recovery backup system. The CSCU System Office manages the data in Microsoft OneDrive and Sharepoint.</p>					



**Standard 7: Institutional Resources**  
**(Physical Resources)**

Campus location		Serviceable Buildings	Assignable Square Feet (000)				
	Main campus	7		144,431			
	Other U.S. locations						
	International locations						
			3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
			(FY18)	(FY19)	(FY20)	(FY21)	(FY22)
Revenue (\$000)							
	Capital appropriations (public institutions)		\$337	\$930	\$120	TBD	TBD
	Operating budget		\$175	\$158	\$158	TBD	TBD
	Gifts and grants						
	Debt						
	Total		\$512	\$1,088	\$278	TBD	TBD
Expenditures (\$000)							
	New Construction		\$84	\$44	\$17	TBD	TBD
	Renovations, maintenance and equipment		\$2,024	\$2,316	\$1,750	TBD	TBD
	Technology		\$1,070	\$1,180	\$1,077	TBD	TBD
	Total		\$3,178	\$3,540	\$2,844	TBD	TBD
Assignable square feet (000)		Main campus	Off-campus	Total			
	Classroom	24,288		24,288			
	Laboratory	9,065		9,065			
	Office	13,123		13,123			
	Study	586		586			
	Special	18,721		18,721			
	General	3,659		3,659			
	Support	4,408		4,408			
	Residential	0		0			
	Other	2,998		2,998			
Major new buildings, past 10 years (add rows as needed)							
	Building name	Purpose(s)		Assignable Square Feet (000)		Cost (000)	Year
	Advanced Manufacturing Center	Manufacturing Technologies		10.40		\$7,389	2016
	Quinebaug Middle College	Magnet High School		35.00		\$24,840	2013
New buildings, planned for next 5 years (add rows as needed)							
	Building name	Purpose(s)		Assignable Square Feet		Cost (000)	Year
	Maintenance & Office Guiding	Replace deteriorating building		4.40		\$4,000	2027
Major Renovations, past 10 years (add rows as needed)							
The list below includes renovations costing		\$750,000 or more					

	Building name		Purpose(s)		Assignable Square Feet		Cost (000)	Year
	A Wing Renovation		Upgrade art rooms		4.30		\$946	2022
Renovations planned for next 5 years (add rows as needed)								
The list below includes renovations costing \$100,000 or more								
	Building name		Purpose(s)		Assignable Square Feet		Cost (000)	Year
	Willimantic – 729 Main Street		Upgrade Willimantic Site		8.50		9,000	2025
Please enter any explanatory notes in the box below								
For future planning, the Willimantic 729 Main Street is in the process of being donated to the State of CT for QVCC use for educational programming. Anticipated date of transfer of ownership is July 2022. Maintenance and office building replacements anticipated for 2027 completion based on our current facilities plan.								

## STANDARD 8: EDUCATIONAL EFFECTIVENESS

### Description

Since the previous five-year self-study ([2016](#)), Quinebaug Valley Community College has been subject to multiple and significant changes in organizational structure and function, as well as leadership, staff, and faculty. These changes have been internally driven by retirements, staff departures, and the development of new programs and externally driven by factors that include shifting demographics and the consolidation into a single state community college. The College has gone through myriad changes in academic and administrative leadership, with rotating chief officers and various Deans.

In this context, much of what the College has done to maintain educational effectiveness has relied on an understanding of standard higher education operations that is largely informed by those at the College with institutional memory and understanding, while also being guided by formal State and Federal and accreditor standards and the standards of the various academic disciplines and administrative areas. While we will not merge fully into a statewide system until at least 2023, many dimensions of the consolidation are already being put in place, affecting various local operations ([Students First Overview](#)).

The Board of Regents has tasked the community colleges with projects such as the Transfer and Articulation Program ([TAP](#)), begun in 2012, participation in [Achieving the Dream](#), [the alignment of the curriculum](#) among the twelve community colleges, the normalization of course naming, description, and expected outcomes across all twelve colleges (in part coordinated with the development of a [common System catalog](#)), the establishment of a [common general education core](#), the development of a common approach to students with [developmental education needs for college readiness](#), and in the interest of equity, participation in the Racial Equity and Justice Initiative ([REJI](#)) through Bridgewater State University in Massachusetts.

These projects have the common aim of bringing together twelve institutions within a single entity under which measures can be developed to assess effectiveness consistently and regularly across the one college and within its constituent units ([CSCU Effectiveness](#)). One major aspect is measuring the expressed outcomes of an already functioning institution while at the same time modified outcomes are being defined and the standards, measures, and practices of their assessment are being designed. As these new dimensions of the single State community college are developed, staff and faculty use tools including anecdote and shared reflection to continue assessment of local operations, while participating in the projects and processes that the CSCU System is developing ([regionalized college](#)) ([CSCU Organizational Charts](#)).

Through local institutional research, the College continues to collect and maintain registration, course, student, and instructor data through our student information system, Banner, at predetermined census dates. These data serve as the foundation for examining traditional metrics such as graduation rate, retention, and course success. In addition, through the guidance of the [Student Success Committee](#) (originally known as the College Achieving the Dream Core Team), members of the College are learning to use disaggregation of student data to gauge equity among various cohorts of students.

For local research, QVCC has participated two biennial surveys by way of the Community College Survey of Student Engagement. Data are also collected by a series of [Key Performance Indicators](#), the metrics for which have been established at the CSCU System level, which allow the College to look at student success measures for its own students as well as in comparison with other colleges in the System. Recently, to improve the understanding of student transfer behavior, QVCC started using data from the National Student Clearinghouse [Postsecondary Data Partnership](#). The campus Director of Institutional Research and the Achieving the Dream leads have been trained in the use of this new tool, and ongoing planning results from the important data it provides.

Employment data are available through [P20Win](#), a partnership in the State of Connecticut through the Office of Policy and Management ([OPM](#)) for longitudinal study. Participating agencies in the State include the Department of Labor, the Department of Education, and CSCU. Additionally, though confounded somewhat by the transition to remote coursework in the pandemic, data are collected on success rates in courses offered asynchronously online, in person, and in other modalities, in an effort to ensure students can expect the same level of success regardless of instructional method. Success and completion rates as measured by reviewing final grades for courses taught in multiple modalities are reviewed for disparities.

With the transformation of the College into one campus of a single statewide institution comes the System goal to enhance and develop data literacy throughout CSCU. Toward this end, QVCC is in its second year as a member of the Achieving the Dream network of colleges. In the first year of participation, this process involved gathering data and using it to inform the development of an Action Plan ([Achieving the Dream Action Plan](#) - Sections 1 - 3). The Action Plan is yet to be completed. At the direction of the System Office, the College was asked to complete only the first three sections by the end of summer 2020. At that point, the ATD contract was renegotiated by the SO, and two ATD data coaches at the College were replaced by a team of five coaches now shared by all colleges in the System. QVCC is awaiting further direction about next steps in the plan ([Instructed Not to Complete](#)).

A key project of the CSCU System has been to develop a common general education core across the emerging single community college. This is being done through two related but yet to be correlated efforts: TAP and the General Education project. The former has been a project since 2012 to create an outcomes (or competency) based general education 30-credit core for more than two dozen [degree programs](#), or Transfer Pathways ([General Education](#)). For each program designated as a TAP degree, the general education requirements are defined within a [Framework 30](#): 30 credits of which a significant portion are the gen ed requirements of the degree. Each semester, the competencies that are defined for these courses ([QVCC TAP Competency Courses](#)) are evaluated by individual faculty as demonstrated by students in their courses, and results are stored in our learning outcomes management system, [eLumen](#). The second project, to develop a common [Gen Ed core](#) at the System level, is meant relate [to the TAP project](#), but these are currently largely independent, and the Gen Ed project does not yet address assessment as TAP does.

Alumni relations at the College, as at other community colleges across the country, is an unfolding area of outreach from which we are just now starting to see consistent and informative data. At QVCC, alumni outreach began in earnest three years ago when the QVCC Foundation hired a part-time [Director of Alumni Relations](#).

In the past year, an [Alumni Advisory Committee](#) has been formed, which consists of ten QVCC alumni who meet bimonthly to discuss ways to engage past, present, and future students. This diverse group has come up with innovative ways to connect with graduates and connect graduates with current students. Approximately ten percent of our graduates have been engaged by phone or email. We intend to increase the percentage of engagement and increase the connections with current students (See [Summary Statement](#); Also, See Alumni Documents listed via the electronic version of this Standard narrative).

Toward increasing equity, QVCC seeks to identify cohorts of students with disparate graduation, retention, and success rates across multiple variables. Variables that have been at the forefront of review include age, race, ethnicity, and gender. By participation in ATD, staff have looked for more analysis and different means to identify cohorts that may have varying levels of success within our institution. Success rates in early courses for students coming from different high schools are reviewed ([Success Comparisons](#)). In addition to examining cohorts by single factor analysis, QVCC has begun to examine retention and course success with combinations of demographic and socioeconomic variables. Along with the other Connecticut community colleges, QVCC is now participating in the [Postsecondary Data Partnership](#), which provides ongoing training in the identification of achievement gaps.

The [Student Success Council](#) has an [Equity Team](#), comprising faculty and Student Services staff, that was formed to develop strategies to make the learning community more inclusive, equitable, and diverse. This group, and a [Data Team](#) group, met regularly over the course of the 2019-20 academic year to analyze data related to equity.

The College administration, along with faculty and staff, has recently been reevaluating the process of providing financial aid to students. At QVCC, 51% of the students are Pell eligible and 74% of first-time full-time students receive financial aid. Also, the QVCC Foundation awards \$150,000 per year in scholarships. For many years, the College did not offer students the opportunity to apply for Federal student loans. After careful consideration of students' needs and options, the College decided to offer loans again beginning in Fall 2021.

The Learning Center provides tutoring support to QVCC students at both the Danielson campus and the Willimantic site. Tutoring services are also now available virtually. In Fall 2019, the Learning Center staff on the Danielson campus provided 1,080 tutoring sessions in at least 40 different academic subjects. These sessions took whatever form was necessary to offer as much aid as possible to students. There are individual support sessions as well as small, regular group meetings; sometimes larger groups assemble before key tests or final exams. Some tutoring sessions are unscheduled walk-ins, when students can seek immediate help for a specific issue.

The aid provided by Learning Center tutors is not limited to help with specific classes or academic difficulties. Among other services, Learning Center tutors offer guided computer support with minor technical difficulties, an audience to review and edit resumes and cover letters, and assistance with scholarship and college applications. The 1,080 sessions represented an increase of about 1.2% over the facility's performance in Fall 2018. At the end of Spring 2020, to address changes brought about by the pandemic, the Student Success Council created a [survey to assess students' online learning support experience](#) during the initial period of the pandemic.

## Appraisal

With the arrival of a new CEO in July 2021, a process has begun to draw up a strategic plan that will in fact reflect the insights and understandings freshly gained from the accreditation self-study process, and in light of the resources and direction of institutional change being directed at the State-System level. College leadership expects this plan to be in place early in the spring 2022 semester.

The College has participated in ATD and the REJI program and has begun to develop some analysis of the related data. In preparing the QVCC ATD Action Plan, the Student Success Council analyzed KPI data from 2013 to 2018 for math and English, with special attention to equity gaps for Black and Latinx students. It should be noted that KPI data are collected only for first time college students ([KPI Analysis](#)).

KPI 4 measures the completion rate (with C or better) of college level math in one year. When compared to other colleges in the Capitol East region, QVCC lagged the region from 2013 to 2017. When compared to all 12 community colleges, QVCC lagged the System in 2013, 2015, and 2017. There was a significant gain in performance in 2018 among women (both white and Black/Latinx) and Black/Latinx men, while white men held steady. Unfortunately, the gains from 2018 were not sustained, and QVCC fell from 36% to 28%, ranking us ninth among the 12 community colleges. The bright spot in this data is that Black/Latinx women improved from 14% to 39%.

The equity gap at QVCC for this KPI is of concern. When looking at total white students from 2013 to 2018 compared with total Black/Latinx students for this same period, the equity gap at QVCC is 7% greater than the gaps both in the Capitol East region and in the community colleges as a whole ([KPI Analysis](#).)

KPI 5 measures the completion rate (with C or better) of college level English in one year. When compared to other colleges in the Capitol East region, QVCC has equaled or exceeded the Capitol East region and the system since 2015. As in KPI 4, there was a significant increase in this KPI in 2018 among the same groups. Also, as in KPI 4, the equity gap at QVCC is 3% larger than in the Capitol East region and 7% larger than the equity gap in the System.

As part of ATD, Standard 8.4 was assessed in both the Scale of Adoption Assessment ([SOAA 2020](#)) and in the [ICAT](#). Question 20/Practice 4-B the SOAA 2020 addressed whether students have the opportunity to engage in co-curricular activities that are embedded in coursework. The response was that this is not a systematic practice, but some programs provide opportunities for internships, clinicals, service learning, and group projects. The same question was addressed in [SOAA 2017](#). The response then was that the scaling of this practice was in progress. Although QVCC recognized the importance of this standard in 2017, the College has not followed through with scaling the practice.

This standard was also assessed in question 11 of the Teaching and Learning section of the Institutional Capacity Assessment Tool. The question was phrased, “Does the institution take proactive measures to engage more students in institution life and activities?” The responses in terms of capacity were: 7% minimal, 38% moderate, 25% strong, 18% exemplary, 10% do not

know, and 1% not applicable. The weighted mean (calculated without including the do not know and not applicable categories) is 2.6. This indicates a perception among faculty and staff that we are doing an adequate job of addressing this standard.

In review of success measures on Data First Form 8.1, we find that graduation rates have increased in the most recent year. From outcomes data, it is evident that a large percentage of QVCC students that do not graduate from QVCC are continuing their college education elsewhere. Notably, there is a steep drop in the percentage of non-first-time, full-time students that fall into this category in our most recent data. In the same year, this cohort had an 18% jump in graduation rate at the six and eight year marks.

Upon disaggregation of retention rate, we find that the retention rates of those students receiving Pell grants and those students with no Pell grant tend to be very similar. Moving from the fall-to-fall retention rates of Fall 2016 to Fall 2017 to the present, we see a gradual decrease in the disparity between Hispanic and non-Hispanic students in terms of retention. In general, QVCC has a lower retention rate among male students. This is something to be examined by the Student Success Committee. Graduation rates demonstrate a historical disparity between Hispanic and non-Hispanic students, though the gap has reduced with the most recent measurable cohort. Of note is the small number of students meeting the full-time first-time definition, making pattern analysis challenging.

Moving to Data First form 8.2, we can see that the Associate degree seeking cohort entering QVCC as their first school four years ago has exceeded the graduation rate of the cohort entering six years ago, reflecting some success in efforts to aid students toward reaching graduation. Additionally, higher rates of transfer to other schools are found with this cohort, suggesting we have improved at driving students toward their destinations.

On the Data First form 8.3, job data gathered by P20Win suggests relatively steady job placement rates. In this partnership, students are counted as employed if they are working in the State. Given our location, it is likely that actual employment rates are higher, with Rhode Island and Massachusetts providing viable work locations for many of our students. The data show that QVCC graduates who have earned degrees in Education have the highest percentage of Connecticut employment.

Although current and potential students in Willimantic have consistently expressed interest in taking college courses there, enrollment numbers have shifted because of our changes in location. In Spring 2016, the last term before the Willimantic site was relocated to Windham Technical High School, there were 386 seats. In Fall 2017, only 236 seats were filled at the Windham Tech site, representing a drop of 56.5% from the Fall 2016 Willimantic number.

Completing local self-studies has been challenging on occasion. As part of the process of consolidation, our full-time IR director was replaced with a Campus Director of Institutional Research who divides time between two colleges, spending just two days per week at QVCC. Before he was hired, we had about five months with no IR staff member to help collect and analyze data. The current Campus Director has been working for the past year to get caught up on the self-study process and complete any self-studies that are overdue.



The [self-study process for each discipline](#) periodically examines course objectives and offerings, as well as other factors concerning the discipline. In many disciplines, as is required for the consolidation of the community colleges, the academic bodies throughout the 12 colleges meet regularly to align and analyze course objectives and prerequisites. In programs that require accreditation, such as Early Childhood Education and Medical Laboratory Technician, this process requires externally specified regular analysis and examination of course prerequisites and objectives. However, all courses at the College should have a regular process of using data collection to measure student success.

Since at least 2011, as the System has addressed issues of consistency between community colleges across the State, the definition of standards and practices of learning assessment has occurred increasingly through TAP. This has included the definition of learning outcomes through the gen ed core of every TAP degree. One dimension of this process is the eventual assessment of students' learning in relation to outcomes and rubrics uniformly recognized and adopted across all colleges, as a foundation for guaranteeing the transfer of students from two- to four-year institutions in the CSCU System. This definition of a statewide framework of standards and practices of assessment has been stalled for a number of years, leaving individual colleges to work on their own processes of assessment that are meant to relate to the TAP framework, but progress is undermined by the lack of uniformity among the institutions.

QVCC has a long internal commitment to learning assessment, especially in the [Early Childhood Education program](#) and TAP related courses. Unfortunately, inconsistent and stalled efforts at the CSCU System level have stymied efforts at QVCC and other colleges to develop common, shared measures of learning outcomes assessment beyond just establishing a catalog of loosely defined [competencies](#) associated with TAP courses ([QVCC's course-competency alignments](#)). Until a shared system of understanding and practice is in place, local colleges have no consistent, data-meaningful efforts to carry out learning assessment other than in very [disparate and uncorrelated ways](#) ([QVCC TAP Report](#)).

There are at least two CSCU committees meant to develop System level learning assessment, but neither has made progress over the past two years because of the pandemic and other factors. One QVCC faculty member has been a consistent participant in System efforts to develop learning outcomes assessment, and with the Dean of Academic Affairs and Student Services will participate in a new System committee to develop assessment. The QVCC [ECE](#) program has been a model for the System with its closed loop model of assessment.

Roughly one third of the QVCC student body is enrolled in either the General Studies or the Liberal Arts and Sciences program. In Fall 2020, a Program Coordinator was selected to oversee the two. Due to the large number of students in these two programs, much of the advising occurs through the Student Success Center. Oversight of courses within the programs lands with discipline faculty who assess their own courses, as they do for the gen ed core of TAP. Having many courses in various disciplines in these programs makes it difficult to coordinate the outcomes of courses that are not part of the competency assessment set up for TAP core [Framework 30](#). LAS and GS are subject to the self-study process like other programs, but since they have only recently gained a Program Coordinator, their self-studies are overdue.



The English department has found that with the small cohort served in developmental English, relying on statistics has been problematic. Such data may have the potential to be marginally effective in some respects, but more often it has proved to be a distraction leading away from genuinely productive feedback loops for enhancing course design and maximizing student engagement and performance. Instructors of the two levels of developmental English, English 096 and English 101S, observe student achievement each semester and modify assignments and curriculum during and between semesters, and they regularly share findings and modifications to spread the improvements across sections. Several years ago (before the 2016 interim self-study), the department found this on-the-ground approach to be more useful and effective than data analysis.

One exception is our mid-level developmental English course, English 101 Composition with Embedded support, which is always paired with a regular English 101, such that half the students have placed into regular 101 and the other half are a developmental group that attends a lab section in addition to the regular course meeting. Instructors have found that in most paired sections of English 101 and 101S, the extra support for 101S gives its students an advantage over students taking English 101 without support, even though the latter have entered the course with higher placement scores. This observation has led to careful monitoring of grading methods in the lower level, English 096, to avoid promoting students directly to 101 who are not ready for it—that is, taking care in awarding the B+ or better that permits an 096 student to skip directly to unsupported English 101 ([English Success Data](#); [Math Data](#); [Math and English Comparison](#)).

Due to the pandemic, placement of new students into developmental and gateway math and English courses was modified starting with Summer 2020. The College had been using a multiple measures placement system, although it relied heavily on the Accuplacer test. During the pandemic, all colleges in the System were directed to rely mainly on GPA to place students into first year English and all levels of math. That placement directive remains in force, although some math and English faculty in the System are challenging its efficacy.

QVCC lacks broadly stated goals for co-curricular learning, so there has been no assessment. While co-curricular learning is certainly taking place, there is no directed approach to encourage and support it. The Director of Student Activities position was eliminated between four and five years ago. Other colleges in our System, even some as small as QVCC, manage to fund this position. Until adequate resources are dedicated to this standard, co-curricular learning will not get the attention it deserves. In the consolidated one college, there is a strong likelihood of reinstating the Director of Student Activities but this would likely occur in 2023.

PTK is the only honor society that holds regular monthly chapter meetings in addition to monthly officer meetings. Members participate in campus service projects, community service projects, and regional conferences each semester. In the 2019 and 2020 calendar years, our PTK achieved the highest possible status of five stars ([2019 Progress Report](#)). In 2017, PTK chapter was a two-star chapter, and in 2018, PTK was officially a one-star chapter. The leap to five stars was due to the completion of an Honors in Action project, which has a research component and an action component. The chapter's project and rapid increase in star status earned it five New England region awards in 2019 and again in 2020.

QVCC has made much progress in alumni relations in recent years. The hiring of a Director of [Alumni Relations](#) has been key to this success. An alumni database has been established, alumni events are being held on a regular basis, and an [Alumni Advisory Committee](#) has been established. Renewed energy has been dedicated to serving the Willimantic community, and the [WillimanticMain St location](#) has been re-established.

At the beginning of the transition to a virtual learning environment, the campus student success team developed an online survey to better understand the student experience and perspective during and after the transition ([SST Online Learning Student Survey 5-26-2020](#)). A total of 128 students completed the survey, which included questions related to access to technology and the transition to online instruction. Ninety-eight percent of respondents stated they had access to a computer or laptop, while 75.7% stated they had exclusive use of a computer or laptop. When asked about what was needed to succeed online, the top four responses were time to do academic work, space free of distraction, reliable internet connection, and access to a computer or laptop. When asked what was considered difficult within the virtual learning environment, the top four were time, physical environment, access to resources, and navigating the online environment. In response to this survey, various departments developed ways to create access to technology on campus for students in need.

For courses offered fully online, one concern is that no faculty evaluation tool is officially sanctioned by contract to evaluate online teaching. Most evaluators [use a modification of the Faculty Course Evaluation tool, which was developed by a faculty committee and is supported by the Dean](#). Also, the CSU System has not provided a mechanism for student evaluations of instructors in online courses. When classes are on-ground, the College uses a survey provided by the System to all colleges, which is tabulated and processed locally. The College has not developed nor been encouraged by the System to develop a method that would provide enough statistical value concerning the online mode.

## Strengths, Challenges, and Projections

Strengths	Challenges
Veteran staff and faculty who know how to operate the institution in the midst of significant retirements and reorganization	Current and imminent changes in College organization under CSCU consolidation plan, causing confusion around College roles and functions
Through faculty and staff participation in System initiatives, such as ATD, an increasing ability to use data and evidence	Multiple changes in College administration due to retirements, as well as changes in institutional structure and function under consolidation
	Loss of institutional memory and understanding due to retirements and reorganization
	Demands on staff and faculty to serve on consolidation committees at the System level, while continuing to operate QVCC as an independently accredited institution
	Lack of shared standards and understanding related to learning assessment at the State level, even as the System consolidates
	Functioning in new ways during the pandemic

Projection	Responsible Persons	Timeline
The College will continue participation in projects toward consolidation of resources and key functions of a single community college.	Faculty on System committees and teams (through additional responsibilities), staff assigned to relevant teams, oversight by CEO, Dean of Academic Affairs and Student Services, Regional President	2021-23, and ongoing.
Continued participation in ATD	Student Success/ATD Team	2021-22
Continued participation in developing System governance, particularly involving academic oversight of programs and curriculum and their assessment, toward proposed shared catalog by Fall 2023	Acting Dean, System program alignment committee, Curriculum Alignment Manager, Shared Governance Interim Associate VP for Academic Affairs	2021-22 and ongoing
Continued work on development of learning assessment standards and practices	QVCC Assessment Coordinator, System Assessment Council	ongoing
Continued work on analysis and improvement of student success in addition to learning outcomes	IR Department in collaboration with Student Success Committee	ongoing
The College will rebuild and improve its presence in and service to the Willimantic area.	Regional President, CEO, Acting Dean, Admissions	ongoing
The College will continue, through System resources and participation in	Systemwide Assessment Task Force, QVCC Alumni Relations staff	ongoing

support programs, to gain understanding about long term outcomes, especially for students who have completed their programs at QVCC and gone on to further studies or the workplace.		
The College will continue to address factors that can increase availability of and participation in student activities outside the classroom.	Academic Senate (through 2021-22), ATD Team, CSCU Success Center, CT State Community College Division of Enrollment Management and Student Affairs	ongoing

## Standard 8 Data Forms

### Standard 8 (Part 1): Educational Effectiveness (Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2017)	(FY2018)	(FY 2019)	(FY2020)	(FY2021)
<u>IPEDS Retention Data</u>						
Associate degree students		53%	53%	55%	46%	46%
Bachelors degree students						
<u>IPEDS Graduation Data (150% of time)</u>						
Associate degree students		22%	25%	21%	33%	33%
Bachelors degree students						
<u>IPEDS Outcomes Measures Data</u>						
First-time, full time students						
Awarded a degree within six years		27%	25%	28%	25%	25%
Awarded a degree within eight years		28%	27%	30%	25%	25%
Not awarded within eight years but still enrolled		1%	1%	4%	3%	3%
Not awarded but subsequently enrolled elsewhere		42%	23%	30%	27%	27%
First-time, part-time students						
Awarded a degree within six years		11%	11%	12%	12%	12%
Awarded a degree within eight years		12%	11%	14%	14%	14%
Not awarded within eight years but still enrolled		2%	1%	4%	2%	2%
Not awarded but subsequently enrolled elsewhere		24%	15%	23%	19%	19%
Non-first-time, full-time students						
Awarded a degree within six years		28%	27%	24%	42%	42%
Awarded a degree within eight years		31%	28%	24%	42%	42%
Not awarded within eight years but still enrolled		3%	0%	0%	2%	2%
Not awarded but subsequently enrolled elsewhere		56%	43%	44%	18%	18%
Non-first-time, part-time students						
Awarded a degree within six years		18%	13%	14%	12%	12%
Awarded a degree within eight years		18%	13%	16%	14%	14%
Not awarded within eight years but still enrolled		1%	1%	3%	1%	1%
Not awarded but subsequently enrolled elsewhere		41%	40%	49%	57%	57%

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
Other undergraduate Graduation Rates (Add definitions/methodology in #2 below)	(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2021)
Gender - F	56%	51%	63%	44%	44%
Gender - M	46%	44%	49%	36%	36%
Pell Status - Received Pell	47%	54%	55%	41%	41%
Pell Status - No Pell Award	58%	43%	59%	41%	41%
Ethnicity - Hispanic	33%	36%	56%	43%	43%
Ethnicity - Not Hispanic	58%	50%	58%	40%	40%
IPEDS Race/Ethnicity - American Indian or Alaska Native	N/A	0%	0%	0%	0%
IPEDS Race/Ethnicity - Asian	0%	60%	100%	40%	40%
IPEDS Race/Ethnicity - Black or African American	30%	18%	0%	15%	15%
IPEDS Race/Ethnicity - Hispanic	33%	36%	56%	43%	43%
IPEDS Race/Ethnicity - Multiple Races	38%	56%	60%	29%	29%
IPEDS Race/Ethnicity - Native Hawaiian or Pacific Islander	100%	0%	N/A	N/A	N/A
IPEDS Race/Ethnicity - Unknown	71%	67%	0%	0%	0%
IPEDS Race/Ethnicity - White	60%	51%	58%	43%	43%

**Standard 8 (Part 3): Educational Effectiveness  
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2021)
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
Gender - F	20% (24/118)	24% (28/118)	19% (20/104)	31% (25/80)	33%
Gender - M	25% (32/126)	26% (28/106)	24% (19/81)	34% (31/92)	33%
Ethnicity - Hispanic	12% (5/43)	6.5% (3/46)	0% (0/35)	17% (3/18)	33%
Ethnicity - Not Hispanic	25% (49/193)	30% (46/154)	27% (39/145)	34% (52/152)	33%
IPEDS Race/Ethnicity - American Indian or Alaska Native	N/A	100%	N/A	0%	33%
IPEDS Race/Ethnicity - Asian	25%	33%	N/A	0%	33%
IPEDS Race/Ethnicity - Black or African American	8%	0%	0%	50%	33%
IPEDS Race/Ethnicity - Hispanic	12%	7%	0%	17%	33%
IPEDS Race/Ethnicity - Multiple Races	27%	11%	17%	25%	33%
IPEDS Race/Ethnicity - Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	33%
IPEDS Race/Ethnicity - Unknown	33%	40%	100%	33%	33%
IPEDS Race/Ethnicity - White	27%	32%	27%	36%	33%
<b>Definition and Methodology Explanations</b>					
Retention rates are fall-to-fall for new, first-time college students in associate degree programs. Graduation rates are based on Fall first-time, full-time students at the 150% completion time.					

## Standard 8.2

	Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students	N/A			
Degree from original institution			25%	28%
Not graduated, still enrolled at original institution			2%	7%
Degree from a different institution				
Transferred to a different institution		N/A	16%	19%
Not graduated, never transferred, no longer enrolled			57%	46%
First-time, Part-time Students				
Degree from original institution			13%	14%
Not graduated, still enrolled at original institution			1%	6%
Degree from a different institution				
Transferred to a different institution			14%	17%
Not graduated, never transferred, no longer enrolled			72%	63%
Non-first-time, Full-time Students				
Degree from original institution			54%	39%
Not graduated, still enrolled at original institution			2%	3%
Degree from a different institution				
Transferred to a different institution			10%	25%
Not graduated, never transferred, no longer enrolled			33%	33%
Non-first-time, Part-time Students				
Degree from original institution			30%	23%
Not graduated, still enrolled at original institution			2%	5%
Degree from a different institution				
Transferred to a different institution			13%	22%
Not graduated, never transferred, no longer enrolled			55%	50%



Standard 8: Educational Effectiveness													
	3-Years Prior				2 Years Prior				1 Year Prior				Year
	(FY 2014-15)				(FY 2015-16 )				(FY 2016-17 )				(FY 2 017-18)
National Licensure Passage Rates													
Name of exam	# who took exam	# who passed		# who took exam	# who passed		# who took exam	# who passed		# who took exam		# who passed	
NIMS Measurement & M	45	43	95.6%	24	24	100%	49	41	83.7%	43	30	69.8%	
NIMS Job Planning & Be	41	38	92.7%	17	17	100%	43	40	93%	41	39	95.1%	
NIMS CNC Milling Oper	30	20	66.7%	48	40	83.3%	31	26	83.9%	12	8	66.7%	
NIMS CNC Turning Ope	22	20	90.9%	37	32	86.5%	30	26	86.7%	11	7	63.6%	
OSHA - 10							57	57	100%	43	43	100%	

Standard 8: Educational Effectiveness																
		3-Years Prior					2 Years Prior				1 Year Prior				Most Recent Year	
		(FY 2014-15)					(FY 2015-16 )				(FY 2016-17 )				(FY 2 017-18)	
Placement Rates																
or/time	*	# of grads	# with jobs		# of grads	# with jobs		# of grads	# with jobs		# of grads		# with jobs			
Total - All Programs		808	566	70%	782	542	69.3%	762	516	67.7%	513	340	66.3%			
Computer & Informa		44	29	65.9%	48	28	58.3%	50	29	58%	29	17	58.6%			
0301) Data Processing		13	10	76.9%	12			11			6					
0801) Web Page, Digit		-	-		2			3			3					
0901) Computer Syste		31	19	61.3%	34	17	50%	36	18	50%	20	10	50%			
Education		53	44	83%	59	51	86.4%	49	43	87.8%	34	31	91.2%			
10101) Education, Gene		7			8	7	87.5%	5			4					
210) Early Childhood		46			51	44	86.3%	44			30					
Engineering		50	41	82%	50	43	86%	53	41	77.4%	31	25	80.6%			
301) Engrnr Science		50	41	82%	47			37	29	78.4%	15	13	86.7%			
201) Mechatronics, R		-	-		3			16	12	75%	16	12	75%			
Engrnr Technologies &		24	13	54.2%	12	6	50%	14	7	50%	8					
0000) Engrnr Technolog		11			9			12			7					
306) Mechanical Draf		5			3			2			1					
Lib Arts & Sciences, C		336	226	67.3%	299	196	65.6%	271	172	63.5%	178	115	64.6%			
101) Liberal Arts & S		105	77	73.3%	81	58	71.6%	70	52	74.3%	49	34	69.4%			
102) General Studies		231	149	64.5%	218	138	63.3%	201	120	59.7%	129	81	62.8%			
Biological & Biomedic		-	-		-	-		1			1					
101) Biology/Biologic		-	-		-	-		1			1					
Public Admin & Socia		-	-		1			4			4					
0000) Human Svcs, Ge		-	-		1			4			4					
Social Sciences		-	-		-	-		1			1					
001) Political Science		-	-		-	-		1			1					
Precision Production		64	52	81.3%	88	67	76.1%	100	73	73%	78	54	69.2%			
510) Computer Nume		64	52	81.3%	88	67	76.1%	100	73	73%	78	54	69.2%			
Visual & Performing		31	19	61.3%	25	12	48%	32	20	62.5%	24	16	66.7%			
701) Art/Art Studies,		29			24			32	20	62.5%	24	16	66.7%			
Health Professions &		140	96	68.6%	124	91	73.4%	99	71	71.7%	57	38	66.7%			
701) Health/Health C		11			13			9	0		6					
713) Medical Insuran		29	19	65.5%	28	20	71.4%	25	16	64%	10					
801) Medical/Clinical		42	30	71.4%	40	32	80%	29	22	75.9%	15	12	80%			
899) Allied Health &		3			2			3	0		4					
004) Clinical/Medical		-	-		-	-		2	0		2					
009) Phlebotomy Tec		32	23	71.9%	24	18	75%	22	18	81.8%	14	10	71.4%			
502) Psychiatric/Men		23	14	60.9%	17	10	58.8%	9			6					
Business, Mgmt, Mark		133	97	72.9%	125	84	67.2%	121	75	62%	83	45	54.2%			
201) Business Admin		62	44	71%	66	40	60.6%	76	40	52.6%	57	25	43.9%			
302) Accounting Tech		35	24	68.6%	31	21	67.7%	20	16	80%	10	8	80%			
401) Administrative A		36	29	80.6%	28	23	82.1%	25	19	76%	16	12	75%			
anced Manufacturing		22	21	95.5%	55	44	80%	37	27	73%	8	7	87.5%			
hatronics Automation		n/a	n/a		3	1	33.3%	13	4							
Check this box if the program reported is subject to "gainful employment" requirements.																
b Location of gainful employment report (if applicable)						https://portal.ct.gov/OPM/P20Win										

Standard 8: Educational Effectiveness															
		3-Years Prior				2 Years Prior				1 Year Prior				Year	
		(FY 2014-15)				(FY 2015-16 )				(FY 2016-17 )				(FY 2 017-18)	
Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid															
						3 Years Prior		2 Years Prior	1 Year Prior			Current Year		Next Year Forward (goal)	
						(FY 2 )		(FY2 )	(FY 2 )			(FY 2 )		(FY 2 )	
Completion Rates															
1	Advanced Manufacturing Machine Technology					65%		75%	66%			Not yet avail		66%	
2															
3															
4															
5															
Placement Rates															
1	Advanced Manufacturing Machine Technology					95%		80%	84%			88%	95%	95%	
2	Mechatronics Automation Technician							33%	31%						
3															
4															
5															
Please enter any explanatory notes in the box below															
Employment figures are based upon the first quarter after graduation, and organized by CIP code. Records with a two-digit number are summaries, followed by more specific 6-digit breakdowns. Source is P20Win. Because the Mechatronics program is 1)very new and 2) based on incumbent workers, completion and placement rates are hard to gauge. We have students who started at the beginning of the program who are still not graduating yet or are gearing up to graduate this year because they are not full time students. There is less need for job placement as most are being sent by their employers. We are currently working with several local companies and the DOL to set up apprenticeship opportunities for our students not currently working the field.															

## STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

### Integrity

#### Description

It is the expectation of the College that QVCC faculty, staff, and students will act responsibly, ethically, and honorably. This expectation is conveyed and reinforced in the [College Catalog](#), [The Student Conduct Philosophy](#), [Student Handbook](#), in the classroom through individual syllabi, in the [QVCC mission](#), and on the College [website](#). These documents are regularly updated to reflect changes in policy, State and Federal law, and institutional practice.

Setting high ethical standards supports the College's efforts to relate to its internal and external constituencies with truthfulness, clarity, and fairness. As an institution of higher learning, we are especially concerned with academic integrity and have created policies for assuring that students understand and abide by prohibitions against [academic dishonesty](#). In addition, three of our academic programs—[Advanced Manufacturing](#), [Medical Laboratory Technician](#), and [Early Childhood Education](#)—have national accreditations that require annual reviews and/or meetings with advisory boards. Our Advanced Manufacturing program faculty and staff also meet frequently with their advisory board to ensure they are meeting employer needs. Accreditation and program evaluation information on these programs can be found in their respective portals on the QVCC website. Equally essential to its academic mission is the College's commitment to academic freedom and intellectual property rights, which are guaranteed in its [collective bargaining agreements](#) (CBA) with faculty and staff.

For 50 years, QVCC has been chartered by the State of Connecticut to grant associate degrees and certificates. The College has abided by applicable Federal and State statutes, including the [Freedom of Information Act](#), the [Family Educational Rights and Privacy Act](#), [Title IX](#), the [Clery Act](#), the [Americans With Disabilities Act](#), and [Section 504 of the Rehabilitation Act of 1973](#). The College also adheres to [Affirmative Action/Non-Discriminatory policies](#) and practices in all areas of operation, including student and staff recruitment, admissions, employment, evaluation, discipline, and promotion. Its [nondiscriminatory policies](#) are linked in the footer of the College's main webpage, giving easy access on all pages of the website and is included in promotional materials. Each fall semester after census, the College complies with Federal requirements for notification to all registered students of [Annual Student Right-to-Know information](#), as well as the annual [Clery Report](#).

Additionally, faculty and staff are required to complete training on a variety of topics related to institutional integrity and transparency. These trainings, which include cybersecurity, FERPA, equity and inclusion, and Title IX, support the College's efforts to actively promote a welcoming community that respects and supports people of diverse characteristics and backgrounds. Access to these trainings is provided by the Connecticut State Community College Division of [Human Resources](#) through its [portal](#). This website provides employees access to [Board of Regents policies](#) and forms related to benefits, grievances, labor contracts, and more. As the twelve community colleges in the State move towards consolidation to one college with twelve locations, human resource functions have been regionalized, including QVCC in the [Capital East Region](#).

Throughout its history, QVCC has consistently conducted its operations with honesty and integrity, as evidenced by the expectation that its employees abide by [Board Of Regents Policies](#) on:

1. Racism and Acts of Intolerance
2. Violence Prevention and Response
3. Sexual Harassment
4. Drug Free Workplace
5. Electronic Monitoring in the Workplace
6. Code of Ethics
7. Violence in the Workplace Prevention
8. Consensual Relationships

To assure compliance with these policies, which are described in the [College Catalog](#), the Human Resources Division requires all employees to sign a form acknowledging that they have received them. In addition, all new hires must sign a form indicating that they have received a copy of the State Ethics Commission's [Guide to the Code of Ethics for Public Officials and State Employees](#). Faculty and staff are encouraged to hold membership in professional organizations with formal requirements for conduct and integrity. Examples include the staff in the QVCC Marketing Department, who are members of the National Council for Marketing and Public Relations of Community Colleges; Admissions staff belong to the New England Association for College Admission Counseling; Records staff belong to the Connecticut Association of Collegiate Registrars; and academic staff and faculty are members of the professional associations in their respective fields.

The College has accepted responsibility for the appropriateness and integrity of all activities that it sponsors and/or that carry its name by adopting a [Student Code of Conduct](#) and a [Code of Conduct for Regents, Employees, and Volunteers](#). In collaboration with Three Rivers Community College, we have developed an Institutional Review Board to address the need for oversight of internal and external research initiatives involving human subjects or animals. The process occurs by action of the Acting Dean of Academic Affairs and Student Services, who recruits knowledgeable faculty and staff in pertinent disciplines to review proposals and monitor ongoing projects as the need arises. As of this writing, the TRCC/QVCC IRB has developed protocols both for proposals that require IRB oversight and those that are exempt from IRB supervision ([See IRB Documents](#)).

To strengthen its efforts to promote integrity, the College periodically assesses its policies and the conditions that support them. It does so through the self-study processes required by NECHE, the BOR, the Connecticut State Department of Higher Education, and secondary accreditation bodies (examples in electronic document room). In addition, the College holds institutional membership in national, regional, and State associations and councils. All these affiliations include forms of external oversight and demonstrate the College's commitment to institutional integrity.

Many of our degree and certificate programs have annual reviews with advisory boards consisting of faculty, business and industry partners, and alumni. For example, the Advanced Manufacturing Program Advisory Board meets frequently, and the staff of the program are

members of the [Eastern Connecticut Advanced Manufacturing Alliance](#), a professional organization composed of faculty from QVCC and TRCC, representatives from the Eastern Connecticut manufacturing community, and members of the [Eastern Connecticut Workforce Investment Board](#).

QVCC is committed to the level of institutional integrity described in the standards of the Commission on Institutions of Higher Education, as evidenced by its efforts to comply with CIHE standards, policies, requests, and requirements of affiliation. QVCC notifies the Commission regarding events that may affect its ability to fulfill its institutional mission, such as significant changes to programs, resources, or conditions at the College (electronic documents room for examples).

## **Appraisal**

The College has always maintained a strong commitment to ethics and integrity. However, the extent of this commitment has not always been effectively communicated to internal and external constituencies. The library is the only department with a published [code of ethics \(Library Policies\)](#). In addition, faculty and staff awareness of the benefits of our Institutional Review Board process for human subject research could be stronger. Greater awareness of this process would be favorable given that an IRB is required by many Federal, State, and private foundation grant providers and serves a critical role in protecting research subjects and by extension the faculty, the College, and others who conduct research on our campus. While QVCC is not a research institution, it does offer research opportunities to external organizations, and for the purposes of institutional improvement and advancement gathers and analyzes data on student success, student attitudes, and instructional effectiveness. Many of these inquiries involve the direct collection of data from human subjects and should therefore be monitored by an [IRB](#).

## **Transparency**

### **Description**

The College provides extensive and accurate information to registered students, prospective students, members of the community, and internal constituents, on the College [website](#) and in the [Student Handbook](#) and College catalog. Annually, prior to the start of a new academic year, the catalog and Student Handbook are updated and published digitally. The catalog provides students with information about academic integrity, grading, discipline, and grievance processes as well as the names and contact information of key support staff. An [Annual Notice of the College Non-Discrimination](#) policy is published in local newspapers.

To improve access to current information and reduce cost and waste, print versions of semester schedules, the catalog, and the Student Handbook have been eliminated; these resources are now available exclusively online. Since 2016, archived versions of the catalog have been available through the College website, and hard copies for prior years can be found in the library and in the Office of Marketing and Communications. In house printing allows for flexibility to quickly create and produce materials and fliers for winter or summer intersessions, student activities, and on-campus events and notifications. Recruitment and admissions materials are updated annually

or semiannually to accurately represent tuition rates and degree and certificate requirements, and time sensitive information is included, such as the dates of recruiting events and application deadlines.

To further improve access to current information, the College underwent a website redesign in 2016 with a focus on Search Engine Optimization (SEO). Since then, traffic to the website has increased significantly (raw data is in support documents). Besides improving SEO, the Marketing and Communications Office has over the past four years increased digital marketing activities and the use of social media platforms. These efforts have resulted in significant increases in followers on [Facebook](#), Instagram, and [LinkedIn](#) and in the effectiveness of our advertising efforts. They have also resulted in significant improvement in website traffic as indicated by year-over-year increases in first time and repeat site visitors (metrics in support documents). To analyze traffic patterns and viewer characteristics, the College uses analytic tools for metrics including Google Analytics, Facebook Insights, Twitter analytics, and metrics generated by digital search engine marketing campaigns.

The College website, which serves as the centerpiece of our recruitment activities and to inform the community about our programs and services, is continually updated in content, design, navigation, and photography. Updating includes current information about enrollment and registration, program changes, student services, and campus news and activities. Site maintenance is accomplished by a team of editors, each of whom has an area of expertise. While the College does not have a dedicated position of webmaster, site administration is overseen by the Director of Marketing and Public Relations. Due to limited in house resources and expertise in website development, the College contracts with a website development company that works with other Connecticut community colleges as well as other nonprofits.

In addition to providing resources to current and prospective students, the QVCC website and publications provide students, faculty, staff, and members of surrounding community information regarding the College's charter, [accreditation](#), and compliance with Federal and State laws such as the Family Educational Rights and Privacy Act, [Title IX](#), the [Clery Act](#), the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973 ([links](#)). It also informs the public that the College adheres to Affirmative Action/Non-Discriminatory policies and practices in all its operations. Though it is not explicitly stated, the College's most recent audited financial statement is available upon request from the College's business office.

Learning outcomes for degree and certificate programs are included and updated on program webpages, where such pages are available, and in informational print materials. Faculty are expected to include consistent learning outcomes in their syllabi that correlate with catalog descriptions and with the official course records. In addition, many programs provide information from authoritative sources regarding career outlook projections and transfer opportunities ([Student Right to Know](#); [Job Placement](#), [Manufacturing Program](#); [Transfer Toolbox](#)).

## **Appraisal**

To best serve our students and surrounding communities, the College must continue to improve the dissemination of data about its programs and functions. This includes important public and



internal information, which is provided for some but not all programs. The loss of a full-time Institutional Research position in 2018, which evolved to a shared position between QVCC and TRCC, has made the task of maintaining up to date information on student success and retention more challenging. Quality IR will become increasingly important as we transition to one college. In addition, the College does not post its most recent audited financial statement on its website, but instead states that it is available upon request from the business office.

## **Public Disclosure**

### **Description**

Our catalog and website describe the institution as one that serves the community by providing an affordable yet challenging education that prepares students to be fully engaged citizens in an ever-changing world. To achieve this outcome, QVCC offers low tuition, a highly supportive faculty and staff, and a modern curriculum that balances career focused courses with courses in the liberal arts and sciences. These features of the QVCC experience are described in clear language and supported by up-to-date information that is easily accessible in multiple formats to current and prospective students, the faculty and staff of the College, the QVCC Foundation, and the broader community.

The QVCC catalog and promotional materials, which are also easily accessible to the public through our website, include core information about the College, including our [mission](#), objectives, and expected educational outcomes; status as a public institution; requirements, [procedures, and policies related to admissions](#) and the [transfer of credits](#); a list of institutions with which we have [articulation agreements](#); a schedule of student [tuition and fees](#); [refund policies](#); rules and regulations for [student conduct](#); procedures for student appeals and complaints; information related to attending or withdrawing from the institution; the [academic programs](#), courses, and [other educational opportunities currently offered](#); [academic policies and procedures](#); and the [requirements for degrees](#) and other forms of [academic recognition](#). Additional information that can be found on the website includes events and a newsfeed containing the latest updates of important College announcements. Press releases are distributed to local media outlets, posted on the website [Newsroom](#), and shared on social media.

QVCC's website is the main recruitment vehicle for prospective and enrolling students. For incoming students, the College has added an [On Q](#) video portal that features short videos developed to support on-boarding for new students as well as refresher information for current and returning students. This portal will continue to grow as more videos are produced. After the Admissions Office analyzed the admissions funnel and bottlenecks, changes to the [Accepted Student Checklist](#) resulted in a new webpage, [Accepted—Now What?](#), which aids in the on-boarding of new, transfer, and readmission students, with an emphasis on personal assistance, next steps, and guidance with basic tasks such as preparing for class registration, logging into [MyCommNet](#), setting up student email, and connecting with resources and departments on campus. Working with the student affairs area, a refreshed design concept, new navigation, and FAQ page are being added to support academic advising, career services, and disability services.

The website includes a [detailed faculty/staff directory](#) that lists each employee's departmental or program affiliation as well as degrees held and the institutions granting them. The list is searchable alphabetically and by department area. The College also includes a [full list of faculty](#)



[and staff](#) in each annual catalog online, which includes information about faculty and staff qualifications. In addition, the College's website contains links to the [CSCU website](#), which lists contact information for senior administrators. All faculty and staff listings are updated regularly to reflect new hires, retirements, and job title changes.

Because of the unique needs and characteristics of Windham County, in 1986 QVCC opened a satellite location in Willimantic to better serve residents in southern Windham County. From Fall 1999 through spring 2017, the College satellite location resided at 729 Main Street. In Spring 2017, due to State budget constraints and under the direction of the CSCU President, it was decided that the [Main Street location would close](#). To continue serving our Willimantic students, the College began using a shared space at Windham Regional Technical High School, which was [approved by NECHE](#) to be included in the College's accreditation. In Fall 2020, QVCC [returned to the 729 Main Street](#) location by sharing space with an alternative high school operated by EASTCONN, a regional educational service center.

Courses are now offered at the Willimantic site on a limited basis, as enrollment has been stymied by the pandemic and by site restrictions to only evening courses through the fall 2021 semester. The college will once again have daytime classes at the Willimantic Center in the spring of 2022. Students taking classes in the Willimantic location have access to one full-time faculty member, two adjunct faculty members, and an evening site coordinator in the person of the interim Academic Division Director, who provides admissions and academic advising assistance. Students also have access to student services staff on the main campus through virtual appointments. The College [website includes information specific to Willimantic](#) including parking, transportation, an embedded map for directions, online learning support, and instructions for how to get library assistance through the main campus. Students who take courses at the satellite location are part of the greater College and have full access to web-based resources. A targeted college awareness advertising campaign specific to the Willimantic area includes cable advertising on Telemundo (an American Spanish-language terrestrial television network owned by NBCUniversal Telemundo Enterprises), Google advertisements, theater trailers, and digital signs at the Willimantic Department of Motor Vehicles.

Per the CCSU's policies on low-enrolled and/or dormant programs, the College updates its web page and recruitment materials to reflect the programs, courses, and services that are no longer available. Low-enrolled programs are defined by the BOR as [low completer programs](#) and are to be reviewed regularly by each college. According to this policy and practice, such programs eventually are to be discontinued as offerings at a specific campus. However, as colleges are consolidated, courses and programs are being normalized across the State as offerings of the single community college, and a one college catalog is being developed, meaning the responsibility for dormant programs will be under the direction of centralized authorities.

Regarding public disclosure of key characteristics of the QVCC student body and the success of our students in achieving their goals, the College collects and reports a range of metrics in its official reports to Federal and State agencies and secondary accreditation bodies. The information on student success contained in these reports includes rates of retention and graduation and exam pass rates for programs that require licensure exams ([IPEDS 2019-20](#); [Key Performance Indicators](#)).

Detailed information about [tuition](#) and financial aid is easily accessible on the College website and in print materials. Our website also includes a net price calculator. [Financial aid](#) at QVCC comes in the form of [Federal](#) and [State grants](#) and [scholarships](#) from the QVCC Foundation ([Financial Aid Figures FY21](#); [Financial Aid Figures FY20](#); [Financial Aid Figures FY 19](#)).

QVCC did not issue [Federal](#) student loans for ten years and promoted the goal of debt-free education as part of its marketing and recruitment effort, but the College resumed access to loans in Fall 2021. In Spring 2019, the Connecticut legislature passed [SB273—An Act Concerning Debt-Free College](#), which provides free tuition for first-time full-time Connecticut residents at any of the State’s community colleges starting with Fall 2020. In the initial semester of the program, QVCC awarded PACT funds to 178 students, 154 of whom maintained sufficient academic progress to retain their funding through the 2020-2021 academic year ([PACT](#)). CSCU and the State of Connecticut have made a commitment to continuing students in the PACT program for the 2021-2022 academic year.

QVCC ensures that when students, prospective students, or members of the public are interacting with an individual acting on behalf of the College either as a volunteer or through a contractual or other written agreement, the relationship of that individual to the institution is clear. This is assured by the [Code of Conduct for Regents, Employees and Volunteers](#) and the fact that language in the [State of Connecticut contract template](#) requires vendors to adhere to the State’s code of ethics, including the requirement that they disclose the nature of their relationship with the College whenever necessary. In addition, the College’s current [accreditation status](#) is displayed and accurately and explicitly on its website, in its catalog, and in its publications.

## **Appraisal**

For website information to be useful to our community, it must be thorough, accurate, and up to date. Many of the College’s academic program webpages need updating, although accurate curriculum information is available through the College catalog, which is updated annually. As the College and System move toward consolidation, the massive changes regarding curriculum alignment across all institutions will need to be added to the local College website. As changes are approved, the College will add the latest course and degree descriptions, course sequences, prerequisites, and program sheets. In the meantime, many departmental and program portals will be works in progress. In addition to academic program descriptions, faculty profiles and images need updating. Also, information on student success in our degree and certificate programs is not consistently available on our website.

## Strengths, Challenges, and Projections

Strengths	Challenges
A marketing department with a history of cutting-edge methods and quality work in public relations, advertising, and both print and electronic media, available to the whole College	Consolidation of marketing and public relations staff, which will eliminate on-campus presence
A number of staff and faculty who are experienced in higher education and able to assist in the improvement of the presentation of College information to the community through electronic media	Current and imminent changes in College organization under consolidation, causing confusion around staff roles and functions
In the midst of significant internal College change and CSCU System reorganization, a small but strong cohort of staff and faculty who can help review and improve implementation of College and System policies and practices of ethics, institutional transparency, and public disclosure	Multiple changes in College administration due to retirements, as well as changes in institutional structure and function under consolidation
Ability to pivot to new methods of presenting information to external constituents and of recruiting prospective students during the pandemic	Loss of institutional memory and understanding due to retirements and reorganization
	Uncertainty about appropriate sources of authoritative information in the System, brought on by major statewide restructuring in institutional and information technology structures
	Functioning in new ways in the pandemic

<b>Projection</b>	<b>Responsible Persons</b>	<b>Timeline</b>
The College will work on improving the information it should provide on its website, as well as accuracy in aligning the information with other sources at the CSCU System level.	Dean of Academic Affairs and Student Services, College Marketing Office, IR, website editors	2020-2023 (up to one college consolidation)
The College will review and update where necessary current policies relating to academic integrity, intellectual property rights, and codes of conduct as reflected in its online publications.	CEO, Regional President, Acting Dean, Website Content Manager, Marketing Office	2021-2023 (up to consolidation)
The College will update course, degree, and certificate information to reflect changes instituted by the System and to include student outcomes and success.	Acting Dean, CIP, faculty	2021-23 (ongoing)

## Standard 9 Data Forms

Standard 9: Integrity, Transparency, and Public Disclosure			
(Integrity)			
Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	August 2020	<a href="http://catalog.qvcc.edu/content.php?catoid=5&amp;navoid=185">http://catalog.qvcc.edu/content.php?catoid=5&amp;navoid=185</a>	Academics
Intellectual property rights		<a href="https://cscu.libguides.com/c.php?g=1170039&amp;p=8546966">https://cscu.libguides.com/c.php?g=1170039&amp;p=8546966</a>	Academics
Conflict of interest	October 2017	<a href="https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf">https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf</a>	BOR/HR
Privacy rights	October 2020	<a href="https://www.ct.edu/files/pdfs/privacy.pdf">https://www.ct.edu/files/pdfs/privacy.pdf</a>	BOR
Fairness for students	October 2021	<a href="https://qvcc.edu/student-resources/right-to-know/">https://qvcc.edu/student-resources/right-to-know/</a>	Academics/Student Support
Fairness for faculty	October 2021	<a href="https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf">https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf</a>	HR
Fairness for staff	October 2021	<a href="https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf">https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf</a>	HR
Academic freedom	October 2017	<a href="https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf#page=5">https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf#page=5</a>	BOR/HR
Research	October 2016	<a href="https://www.ct.edu/files/policies/4.4%20Faculty%20Consulting%20&amp;%20Research.pdf">https://www.ct.edu/files/policies/4.4%20Faculty%20Consulting%20&amp;%20Research.pdf</a>	System/HR
Title IX	August 2020	<a href="https://qvcc.edu/discover-qvcc/locations-and-directions/campus-offices/human-resources/affirmative-action/title-ix/">https://qvcc.edu/discover-qvcc/locations-and-directions/campus-offices/human-resources/affirmative-action/title-ix/</a>	Interim Associate Dean of Outreach
Other; specify			
Employee Code of Conduct	October 2017	<a href="https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf">https://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf</a>	System/HR

Non-discrimination policies	August 2021	<a href="https://bit.ly/3wQEWB7">https://bit.ly/3wQEWB7</a>	System/HR
Recruitment and admissions	August 2021	<a href="https://bit.ly/3kKmMMF">https://bit.ly/3kKmMMF</a>	System/HR
Employment	August 2021	<a href="https://bit.ly/30wr4A1">https://bit.ly/30wr4A1</a>	System/HR
Evaluation		<a href="https://bit.ly/3covIm1">https://bit.ly/3covIm1</a>	System
Disciplinary action	August 2021	<a href="https://bit.ly/3cfYR35">https://bit.ly/3cfYR35</a>	System/HR
Advancement			
Student Conduct	June 2016	<a href="https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf">https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf</a>	BOR/System
COVID-Immunization: Students	June 2021	<a href="https://www.ct.edu/files/policies/2.5%20COVID-19%20Vaccination.pdf">https://www.ct.edu/files/policies/2.5%20COVID-19%20Vaccination.pdf</a>	System
COVID Immunization: Staff	June 2021	<a href="https://s3.documentcloud.org/documents/21047973/covid_vaccination_moa.pdf">https://s3.documentcloud.org/documents/21047973/covid_vaccination_moa.pdf</a>	BOR
<b>Resolution of grievances</b>			
Students		<a href="https://www.ct.edu/complaint">https://www.ct.edu/complaint</a>	Academic and Student Affairs
Faculty		<a href="https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf">https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf</a>	System/HR
Staff		<a href="https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf">https://www.ct.edu/files/pdfs/Congress%20CBA%202016-2021.pdf</a>	System/HR
Other; specify			
<b>Other</b>	<b>Last Updated</b>	<b>Website location or Publication</b>	<b>Responsible Office or Committee</b>
Telecommuting Policy: COVID related	October 2021	<a href="https://www.ct.edu/files/policies/4.12%20Telecommuting%20Policy.pdf">https://www.ct.edu/files/policies/4.12%20Telecommuting%20Policy.pdf</a>	BOR
Please enter any explanatory notes in the box below			
<p>As the CSCU/CSCC System is in the process of consolidating services, functions, and institutional operations, the maintenance of information sources, and the responsibility for publication and implementation of policies is increasingly taken up by the System (regional and State) administrators of the emerging System. A centralized list of college/System policies is being developed, and as this becomes routine, local college/campus promulgation and publication of these will rely on the regional and System oversight and management.</p> <p><a href="https://www.ct.edu/regents/policies">https://www.ct.edu/regents/policies</a></p>			

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="https://qvcc.edu/contact-us/">https://qvcc.edu/contact-us/</a>
Notice of availability of publications and of audited financial statement or fair summary	Not posted on the College website
Processes for admissions	<a href="https://qvcc.edu/admissions-financial-aid/admissions/">https://qvcc.edu/admissions-financial-aid/admissions/</a>
Processes for employment	<a href="https://qvcc.edu/discover-qvcc/locations-and-directions/campus-offices/human-resources/employment-opportunities/">https://qvcc.edu/discover-qvcc/locations-and-directions/campus-offices/human-resources/employment-opportunities/</a>
Processes for grading	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=422&amp;hl=grading&amp;returnto=search">http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=422&amp;hl=grading&amp;returnto=search</a>
Processes for assessment	<a href="https://qvcc.edu/learning-center/placement-test/">https://qvcc.edu/learning-center/placement-test/</a>
Processes for student discipline	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=388">http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=388</a>
Processes for consideration of complaints and appeals	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=386#section-2">http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=386#section-2</a>
<b>List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.</b>	
Statement/Promise	Website location and/or publication where valid documentation can be found
Mission statement: The QVCC Alumni Association strives to continue meaningful engagement to all past, present and future QVCC students. The Alumni Association will work as ambassadors to the college and develop our alumni presence to further live-long relationships.	<a href="https://qvcc.edu/foundation-2/alumni/">https://qvcc.edu/foundation-2/alumni/</a>
AMTC 95% placement of graduates	<a href="https://qvcc.edu/manufacturing-2/">https://qvcc.edu/manufacturing-2/</a>
Engineering	<a href="https://qvcc.edu/programs/academics/academic-degrees-certificates/engineering-sci/">https://qvcc.edu/programs/academics/academic-degrees-certificates/engineering-sci/</a>

Date of last review of:	
Print publications	Viewbook - January 2020 Parent Guide - English and Spanish- ? Financial Aid Guide - English and Spanish - ?
Digital publications	College Catalog published August 2020 <a href="http://qvcc.catalog.acalog.com/index.php">http://qvcc.catalog.acalog.com/index.php</a> 2020-2021 Student Handbook - published August 2020 <a href="http://qvcc.catalog.acalog.com/index.php">http://qvcc.catalog.acalog.com/index.php</a> Archived Catalogs: editions 2016 - 2019 <a href="http://qvcc.catalog.acalog.com/index.php">http://qvcc.catalog.acalog.com/index.php</a>
	College Website: Currently under full review, re: up-to-date information as well as alignment with CSCU System information and changes under way (2021-22)



## Standard 9: Integrity, Transparency, and Public Disclosure

### (Public Disclosure)

Information	Website location
Institutional catalog	<a href="http://qvcc.catalog.acalog.com/index.php">http://qvcc.catalog.acalog.com/index.php</a>
Obligations and responsibilities of students and the institution	<a href="https://qvcc.edu/wp-content/uploads/2020/07/Student_Handbook_2020_2021.pdf">https://qvcc.edu/wp-content/uploads/2020/07/Student_Handbook_2020_2021.pdf</a>
Information on admission and attendance	<a href="https://qvcc.edu/admissions-financial-aid/admissions/">https://qvcc.edu/admissions-financial-aid/admissions/</a>
Institutional mission and objectives	<a href="https://qvcc.edu/discover-qvcc/who-we-are/">https://qvcc.edu/discover-qvcc/who-we-are/</a> <a href="http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;n avoid=417">http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;n avoid=417</a>
Expected educational outcomes	<a href="https://qvcc.edu/wp-content/uploads/2019/03/ECE- Student-Outcomes.pdf">https://qvcc.edu/wp-content/uploads/2019/03/ECE- Student-Outcomes.pdf</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://qvcc.catalog.acalog.com/index.php?catoid=13">http://qvcc.catalog.acalog.com/index.php?catoid=13</a>
Requirements, procedures and policies re: admissions	<a href="https://qvcc.edu/admissions-financial-aid/admissions/">https://qvcc.edu/admissions-financial-aid/admissions/</a> <a href="http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;n avoid=418">http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;n avoid=418</a>
Requirements, procedures and policies re: transfer credit	<a href="https://qvcc.edu/admissions-financial-aid/admissions/#1505156636345-57d9ed1e-026f">https://qvcc.edu/admissions-financial-aid/admissions/#1505156636345-57d9ed1e-026f</a> <a href="https://qvcc.edu/admissions-financial-aid/admissions/transfer-to-qvcc/">https://qvcc.edu/admissions-financial-aid/admissions/transfer-to-qvcc/</a>
A list of institutions with which the institution has an articulation agreement	<a href="https://qvcc.edu/programs/academics/academic-degrees-certificates/">https://qvcc.edu/programs/academics/academic-degrees-certificates/</a>
Student fees, charges and refund policies	<a href="https://qvcc.edu/admissions-financial-aid/financial-aid/tuition-fees/">https://qvcc.edu/admissions-financial-aid/financial-aid/tuition-fees/</a> <a href="https://qvcc.edu/additional-withdrawal-and-refund-policies/">https://qvcc.edu/additional-withdrawal-and-refund-policies/</a>
Rules and regulations for student conduct	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;n avoid=388&amp;hl=student+conduct&amp;returnto=search">http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;n avoid=388&amp;hl=student+conduct&amp;returnto=search</a> <a href="https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf">https://www.ct.edu/files/policies/2.1%20StudentCodeofConduct.pdf</a>
Procedures for student appeals and complaints	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;n avoid=388&amp;hl=student+conduct&amp;returnto=search#section-5">http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;n avoid=388&amp;hl=student+conduct&amp;returnto=search#section-5</a>

Other information re: attending or withdrawing from the institution	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=385&amp;hl=withdraw&amp;returnto=search#withdrawing">http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=385&amp;hl=withdraw&amp;returnto=search#withdrawing</a> <a href="https://qvcc.edu/withdrawal-and-refund-policies-summer-and-winter/">https://qvcc.edu/withdrawal-and-refund-policies-summer-and-winter/</a> <a href="https://qvcc.edu/withdrawal-and-refund-policies-fall-and-spring/">https://qvcc.edu/withdrawal-and-refund-policies-fall-and-spring/</a>
Academic programs	<a href="https://qvcc.edu/programs/academics/academic-degrees-certificates/">https://qvcc.edu/programs/academics/academic-degrees-certificates/</a> <a href="https://qvcc.edu/programs/academics/departments/">https://qvcc.edu/programs/academics/departments/</a> <a href="http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=412">http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=412</a> <a href="https://qvcc.edu/manufacturing-2/">https://qvcc.edu/manufacturing-2/</a>
Courses currently offered	<a href="https://ssb-prod.ec.commnet.edu/pls/x/bzskfcls.P_CrseSearch">https://ssb-prod.ec.commnet.edu/pls/x/bzskfcls.P_CrseSearch</a> <a href="https://qvcc.edu/programs/academics/winter/">https://qvcc.edu/programs/academics/winter/</a> <a href="https://qvcc.edu/programs/academics/summercollege-2/">https://qvcc.edu/programs/academics/summercollege-2/</a>
Other available educational opportunities	<a href="https://qvcc.edu/programs/workforce-2/">https://qvcc.edu/programs/workforce-2/</a> <a href="https://qvcc.edu/programs/workforce-2/b-i/">https://qvcc.edu/programs/workforce-2/b-i/</a>
Other academic policies and procedures	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=385">http://qvcc.catalog.acalog.com/content.php?catoid=11&amp;navoid=385</a>

## Standard 9: Integrity, Transparency, Public Disclosure, Continued

Requirements for degrees and other forms of academic recognition	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=412">http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=412</a> <a href="https://qvcc.edu/programs/academics/academic-degrees-certificates/">https://qvcc.edu/programs/academics/academic-degrees-certificates/</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="https://qvcc.edu/programs/academics/academic-degrees-%20certificates/">https://qvcc.edu/programs/academics/academic-degrees-%20certificates/</a>
Names and positions of administrative officers	<a href="https://qvcc.edu/discover-qvcc/leadership/">https://qvcc.edu/discover-qvcc/leadership/</a>
Names, principal affiliations of governing board members	<a href="https://qvcc.edu/discover-qvcc/leadership/board-of-regents/">https://qvcc.edu/discover-qvcc/leadership/board-of-regents/</a>
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="https://qvcc.edu/discover-qvcc/locations-and-directions/qvwt/">https://qvcc.edu/discover-qvcc/locations-and-directions/qvwt/</a>
Programs, courses, services, and personnel not available in any given academic year.	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=414">http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=414</a>
Size and characteristics of the student body	<a href="https://qvcc.edu/discover-qvcc/who-we-are/">https://qvcc.edu/discover-qvcc/who-we-are/</a>
Description of the campus setting	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=417#campus-and-facilities">http://qvcc.catalog.acalog.com/content.php?catoid=12&amp;navoid=417#campus-and-facilities</a> <a href="https://qvcc.edu/discover-qvcc/locations-and-directions/">https://qvcc.edu/discover-qvcc/locations-and-directions/</a>
Availability of academic and other support services	<a href="https://qvcc.edu/student-resources/">https://qvcc.edu/student-resources/</a> <a href="https://qvcc.edu/student-resources/first-year-2/">https://qvcc.edu/student-resources/first-year-2/</a> <a href="https://qvcc.edu/veterans/">https://qvcc.edu/veterans/</a>
Range of co-curricular and non-academic opportunities available to students	<a href="https://qvcc.edu/happenings/student-activities/">https://qvcc.edu/happenings/student-activities/</a> <a href="https://qvcc.edu/student-resources/clubs/">https://qvcc.edu/student-resources/clubs/</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=13&amp;navoid=480">http://qvcc.catalog.acalog.com/content.php?catoid=13&amp;navoid=480</a>
Institutional goals for students' education	<a href="http://qvcc.catalog.acalog.com/content.php?catoid=13&amp;navoid=479">http://qvcc.catalog.acalog.com/content.php?catoid=13&amp;navoid=479</a>
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="https://qvcc.edu/admissions-financial-aid/financial-aid/state-aid/">https://qvcc.edu/admissions-financial-aid/financial-aid/state-aid/</a> <a href="https://nces.ed.gov/collegenavigator/?id=130217#retgrad">https://nces.ed.gov/collegenavigator/?id=130217#retgrad</a> <a href="https://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acaebadacb2">https://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acaebadacb2</a> <a href="https://qvcc.edu/programs/academics/academic-degrees-certificates/medical-assisting/">https://qvcc.edu/programs/academics/academic-degrees-certificates/medical-assisting/</a>

Total cost of education and net price, including availability of financial aid and typical length of study	<a href="http://bor.ct.edu/finaid/netprice/1_npcalc.html">http://bor.ct.edu/finaid/netprice/1_npcalc.html</a> <a href="https://qvcc.edu/admissions-financial-aid/financial-aid/state-aid/">https://qvcc.edu/admissions-financial-aid/financial-aid/state-aid/</a> <a href="https://qvcc.edu/admissions-financial-aid/financial-aid/grants/">https://qvcc.edu/admissions-financial-aid/financial-aid/grants/</a>
Expected amount of student debt upon graduation and loan payment rates	<a href="https://qvcc.edu/student-resources/right-to-know/">https://qvcc.edu/student-resources/right-to-know/</a>
Statement about accreditation	<a href="https://qvcc.edu/discover-qvcc/accreditation/">https://qvcc.edu/discover-qvcc/accreditation/</a>

## **Appendices**

**Appendix A: Affirmation of Compliance**

**Appendix B: Series E form**

**Appendix C: Most recent audited financial statement**

**Appendix D: Auditor's management letter Appendix**

**E: Supporting documents**

**Appendix F: Addendum from CEO**

## **Appendix A: Affirmation of Compliance**

## AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity

- Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	<a href="https://bit.ly/3q12Zir">https://bit.ly/3q12Zir</a> ; <a href="https://bit.ly/3hi62uZ">https://bit.ly/3hi62uZ</a>
Print Publications	Catalog (online only) : <a href="https://bit.ly/3hi62uZ">https://bit.ly/3hi62uZ</a>
Self-study/Fifth-year Report Page Reference	Page 48

- Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	<a href="https://www.qvcc.edu/ACMS/StudentRightsPolicy">Student Rights Policy - Quinebaug Valley Community College - Acalog ACMS™ (qvcc.edu)</a>
Print Publications	Online catalog
Self-study/Fifth-year Report Page Reference	Page 69

- Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

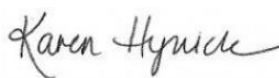
Method(s) used for verification	Password login; Faculty compare known work from student with online work.
Self-study/Fifth-year Report Page Reference	Page 50

- FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	<a href="https://qvcc.edu/discover-qvcc/neche-self-study/">https://qvcc.edu/discover-qvcc/neche-self-study/</a>
Print Publications	Shoppers' Guide and Turnpike Buyer
Self-study Page Reference	Pages 8 and 9

The undersigned affirms that Quinebaug Valley Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:



Date: February 11, 2022

## **Appendix B: Series E form**



**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT**  
**OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS**

<b>CATEGORY</b>	(1) Where are the learning outcomes for this level/program published?(please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:	<sup>1</sup> CSCU TAP Outcomes Serve this function <a href="https://www.ct.edu/tap/gen">https://www.ct.edu/tap/gen</a>	Assignments and assessments defined by each instructor, following shared rubrics, and expected course outcomes	Instructors, program Coordinators, System Office. Evidence has been gathered and turned into data using multiple methods including eLumen. Interpretation.	Courses have been modified to ensure assessment of intended outcomes. Gen Ed outcomes are in the process of being reviewed at the System level.	Ongoing
List each degree program:					
<b>Accounting</b>	<a href="https://bit.ly/3pfoZ4f">https://bit.ly/3pfoZ4f</a>	Course outcomes assessed by instructors, Student Internships	Students are assessed by instructor, the program by PC and Department faculty.	See details in 2016 review document.	2016

<sup>1</sup> Full list of programs and program reviews (past, completed, pending) and description of intended outcomes, review process, responsible administrators, outcome results and their use, can be found in the Document Room under "Program Review" tab. TAP Pathways encompass at least 16 "programs" (meta-majors), the outcomes for which are aligned as general education outcomes. A common, coherent set of rubrics, outcomes measures, and "key performance indicators" are yet to be defined at the CSCU System level, making this process a "work in progress."

CATEGORY	(1) Where are the learning outcomes for this level/program published?(please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<b>Allied Health Certificates</b>  1. Health Career Pathways  2. HIMT  3. Med Office Skills  4. Phlebotomy (see below)	1. <a href="#">Program: Health Career Pathways Cert.</a> 2. <a href="#">Program: Health Information Management Technician: Certified Coding Specialist Certificate</a> 3. <a href="#">Program: Administrative Medical Office Skills Cert.</a>	Course outcomes assessed by instructors, Practicum	Interpretation is completed by Program Coordinator	Phlebotomy program has been relocated under the MLT Program coordinator	2016
<b>Business</b>	<a href="https://bit.ly/3pfoZ4f">https://bit.ly/3pfoZ4f</a>	Course outcomes assessed by instructors, Student Internships	Students are assessed by instructor, the program by PC and Department faculty.	See details in 2016 review document.	2016
<b>Cannabis Studies</b>	<a href="#">Program: Cannabis Studies Certificate</a>	New program 2020	New program 2020	New program 2020	New program in 2020
<b>Computer IT Support</b>	<a href="#">Program: Computer Services: IT Support Services Option, A.S.</a>	Course outcomes determined by instructor and/or course completion.	Reviewed by Program Coordinator, annually.	Individual course modification.	2007 self-study is currently in process, will be complete Sp 2022
<b>Computer IT Support</b>	<a href="#">Program: Computer Services: IT Support Services Option, A.S.</a>	Course outcomes determined by instructor and/or course completion.	Reviewed by Program Coordinator, annually.	Individual course modification.	2007 self-study is currently in process, will be complete Sp 2022
<b>Computer Networking</b>	<a href="#">Program: Computer Networking, A.S.</a>	Course outcomes determined by instructor and/or course completion.	Reviewed by Program Coordinator, annually.	Individual course modification.	2007 self-study is currently in process, will be complete Sp 2022
<b>Cybersecurity</b>	<a href="#">Program: Cybersecurity, A.S.</a>	Course outcomes determined by instructor and/or course completion.	Reviewed by Program Coordinator, annually.	Individual course modification.	N/A New program in 2017
<b>Early Childhood Education</b>	<a href="#">Program: Early Childhood Education, A.S.</a>	Course outcomes determined by instructor and/or course completion.	Data is assessed by program coordinator, annually and per semester as appropriate	Changes have been made to course presentation and assignments to support student success.	Overall program review 2019. Annual Report 2021
<b>Engineering Science</b>	<a href="#">Program: Engineering Science, A.S.</a>	Course outcomes determined by instructor and/or course completion.	Individual instructors and Program Coordinator	Changes have been made to make work groups more welcoming to diverse students, Universal design principles have been adopted throughout	2020
<b>English as a Second Language</b>	<a href="#">Program: ESL Certificate of Completion in Advanced English Proficiency</a>	Levels of English Proficiency (LOEP) test and written essay upon entry, course completion with a C or better.	Individual instructors and Program Coordinator	Curriculum changes are made periodically to align with learning objectives	2018
<b>General Studies</b>	CSCU TAP Outcomes Serve this	Assignments and assessments defined by each instructor,	Instructors gather data and evaluate by	New Online LAS degree program to	2010

	function <a href="https://www.ct.edu/tap/gen">https://www.ct.edu/tap/gen</a>	following shared rubrics and expected course outcomes	discipline self-study. Program also conducts self-study.	be offered Fall 2022, High School Partnership program to start Fall 2022	self-study is currently in process, will be complete Sp 2022
--	--	---	--	--	--

CATEGORY	(1) Where are the learning outcomes for this level/program published?(please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Human Services	<a href="#">Program: Human Services, A.S.</a>	Course outcomes determined by instructor and/or course completion.	Individual instructors and Program Coordinator	Changes made to curriculum based on self-study and assessment of the requirements of a changing profession.	2015
Liberal Arts and Sciences	CSCU TAP Outcomes Serve this function <a href="https://www.ct.edu/tap/gen">https://www.ct.edu/tap/gen</a>	Assignments and assessments defined by each instructor, following shared rubrics and expected course outcomes	Instructors gather data and evaluate by discipline self-study. Program also conducts self-study.	New Online LAS degree program to be offered tentatively in the Fall 2023, High School Partnership program to start Fall 2022	2008  self-study is currently in process, will be complete Sp 2022
Manufacturing	<a href="#">Program: Advanced Manufacturing Machine Technology Certificate</a>	Course outcomes determined by instructor through assessments and projects.  National Institute for Metalworking Skills (NIMS) credentials; up to 4 per student.  OSHA-10 card.	Outcomes reviewed by instructor. Program reviewed by department, Advisory Board;  NIMS credentials assessed and awarded by NIMS.  OSHA-10 card	Program modifications to curriculum.  NIMS changes/credentials have affected changing of book editions.  Addition of Career Awareness course	2018
Mechatronics Automation Technician	<a href="#">Program: Mechatronics Automation Technician Certificate</a>	Course outcomes determined by instructor through assessments and assignments.	Outcomes reviewed by instructor. Program reviewed by department.	Program modifications to curriculum.  Addition of Career Awareness course due to Advisory Board input.	N/A  New program in 2017
Medical Assisting	<a href="#">Program: Medical Assisting, A.S.</a>	For Medical Assisting student the completion of 160-hour practicum experience. Successfully passing national certification board exam.	Interpretation is completed by Program Coordinator at the end of Spring, Summer, and Fall semesters.	Practicum experience first offered in summer 2021. An additional course has been added to the Admin. Med Office Skills certificate to better prepare students for the national board exam.	2011  self-study is currently in process, will be complete Sp 2022
Medical Laboratory Technician	<a href="#">Program: Medical Laboratory Technician, A.S.</a>	Externships MLT certification examinations given my ASCP and AMT.	Annual curriculum review committee (MLT); continuous assessment of student performance on national exams.	Curriculum revisions are implemented every academic year by MLT faculty.	November 2020 (ABHES initial inspection visit).
Pathways to Teaching	<a href="#">Program: Pathway to Teaching Careers, A.A.</a>	Assessments by instructor, written papers, presentations, teaching demonstrations	Instructor of students in program courses	Instructors have modified courses based on consultation with ECSU.	N/A
Phlebotomy	<a href="#">Program: Phlebotomy Certificate</a>	Externships, passing national certification exam	Interpretation is completed by Program Coordinator	Phlebotomy program was relocated under the MLT Program coordinator to provide a better fit	2016

				for oversight.	
<b>Technology Studies</b>	<a href="#">Program: Technology Studies, A.S.</a>	Course assignments and assessments defined by each instructor.	Individual instructors and Program Coordinator	Streamlined course offerings to better target student interest and industry need.	2020
<b>Visual Arts</b>	<a href="#">Program: Visual Arts, A.A.</a>	Assessments by instructor dependent on type of class: e.g., portfolios, artists statements, written papers, critique, and exhibition, etc.	Visual Arts faculty. Process is dependent upon type of class, done by individual portfolio review and/or class critique.	Changes in course descriptions and outcomes, as well as adjustment to course prerequisites.	2020
<b>CSCU Transfer Articulation Pathways (TAP)</b>  (29 programs: see <a href="#">CSCU Transferring - Transfer Tickets by Program</a> )	See note above regarding CSCU TAP outcomes	These are System Pathways which are controlled by the System. Systemwide discipline workgroups are convened on a regular basis to review these programs and make required adjustments.	Systemwide discipline workgroups are convened on a regular basis to review these programs and make required adjustments.	Various changes depending upon program. See link to the left for details.	N/A

**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT**  
**OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar passrates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
<b>National Institute for Metalworking Skills (NIMS)</b>	10/11/18	New accreditation of certificate program	Found in latest report.	10/11/2023
<b>National Association for the Education of Young Children (NAEYC)</b>	3/2020	Refinement of rubrics	Found in latest report: <a href="https://bit.ly/3nPnLgy">https://bit.ly/3nPnLgy</a>	2027
<b>Accrediting Bureau of Health Education Schools (ABHES)</b>	2/12/2021	New accreditation of Medical Laboratory Technician Program	Intended KPIs can be found in detail: <a href="https://bit.ly/3DQTG5A">https://bit.ly/3DQTG5A</a>	2/28/2024

[LAS Revisions and Responses to Feedback LAS Learning Outcomes System Program](#)  
[Gen Studies Revisions and Responses to Feedback Learning Outcomes](#)

**Appendix C: Most recent audited financial statement**

[FY2021 Connecticut Community College FS.pdf](#)

## **Appendix D: Auditor's management letter**

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GRANT THORNTON LLP  
75 State Street, 13<sup>th</sup> Floor  
Boston, MA 02109

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## REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

The Board of Regents of  
Connecticut State Colleges and Universities

### Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut Community Colleges, an enterprise fund of the State of Connecticut (collectively, the "System") as of and for the years ended June 30, 2021 and 2020, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

### Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the aggregated discretely presented component units (the affiliated foundations (the "Foundations")), which statements reflect total assets of \$82.2 million and \$68.7 million, and total net assets of \$80.1 million and \$66.5 million as of June 30, 2021 and 2020, respectively, and total revenues, capital gains and losses, and other support of \$20.0 million and \$14.1 million for the years then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control.



Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Connecticut Community Colleges as of June 30, 2021 and 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Emphasis of matter**

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut and do not purport to, and do not present fairly, the financial position of the State of Connecticut as of June 30, 2021 or June 30, 2020, the changes in its financial position or where applicable, its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

#### **Other matters**

##### *Required supplementary information*

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 11 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Other Post-Employment Benefits and Related Ratios, and Schedule of Contributions on pages 45 through 47 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Supplementary information*

Our audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses, and Changes in Net Position, Combining Statement of Cash Flows, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group included on pages 49 through 59 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

*Grant Thornton LLP*

Boston, Massachusetts  
January 25, 2022

## **Appendix E: Supporting documents**

## **QVCC Self-Study Sources: By Standard**

### **Standard 1: Mission and Purpose**

#### **Links**

[CSCU Mission and Vision](#) CSCU Mission and Vision Statement, both for the 17 Institution System, and the more specific focus of the Connecticut State Community College (CSCC)  
[CSCC](#) Explanation of the Connecticut State Community College  
[Organizational Chart Comparisons](#) Reflecting the changing organizational structure of the College and the CSCU/CSCC System, 2016-2023  
[QVCC Demographics](#): Danielson area  
[QVCC History of the College](#)  
[QVCC Mission Statement](#) Accessed through QVCC “Who We Are” page.  
[QVCC Planning Process](#) 2016 Process for Strategic Plan and revised Mission and vision Statement.  
[QVCC Virtual Tour](#) Selection of brief virtual tours of key elements of the Danielson Campus.  
[QVCC Willimantic Center](#) “We are Back” (on Main Street)  
[Students First](#) Connecticut State Colleges and Universities consolidation plan

#### **Further Documents**

##### ***NEASC/NECHE Actions and Letters, 2016-18***

[Acceptance of 2016 5th Year Report, November 2016](#)  
[NEASC Acceptance, Grad Rate Project, Specifying Items for 2018 Interim Report, July 2017](#)  
[Willimantic Relocation Approval Letter, 10/2017](#)  
[NECHE Acceptance of 2018 Update Report; Confirmation of 2021 Visit, 01/2019](#)  
[QVCC - Confirmation of Accreditation Including Distance Learning and Certificates, 8/2018](#)  
[QVCC - Confirmation of Accredited Certificates, 10/2018](#)  
[QVCC Visit Delay to Spring 2022](#)

##### ***NECHE Actions***

[NECHE Changes and Actions](#)

##### ***Plans***

[Strategic Plan Documents](#)  
[Mission Statement 2016 Revision Timeline](#)  
[QVCC Mission Statement Notes](#)  
[2020 Vision With Metrics 2016 \(Spreadsheet\)](#)  
[Strategic Plan With Metrics](#)

### **Standard 2: Planning and Evaluation**

#### **Links**

[Achieving the Dream](#) Announcement of Connecticut Community Colleges joining the ATD initiative.  
[Assessment Council Committee](#) (in addition to TAP FIRC) established to develop student learning assessment.  
Assessment: Step By Step Guide (QVCC 2000)  
[Connecticut Office of Higher Education IT Strategic Plan](#) FY 2021

[CSCU Advanced Manufacturing Program Centers Initiative Report](#), 2013  
[CSCU Advanced Manufacturing Strategic Plan](#) Feb. 2019  
[CSCU Enrollment Management and Student Affairs \(EMSA\) FAQ](#) Released February 3, 2021  
[CSCU Five Year IT Strategic Plan](#) 2015-2020  
[CSCU Organization](#) Organizational chart and description  
[CSCU IT Governance](#)  
[CSCU Planning](#)  
[FIRC](#) Framework Implementation and Review Committee (of TAP)  
[General Education Workgroup](#)  
[ICAT](#) (Achieving the Dream Institutional Capacity Assessment Tool)  
[Institutional Effectiveness](#)  
[KPI Analysis](#) (Specific CSCU KPI Analysis for QVCC)  
[KPIs](#) Key Performance Indicators (Standards and dashboard developed by the CSCU System)  
[“Long History”](#) (Of QVCC’s learning assessment efforts)  
[ORSE](#) Office of Research and System Effectiveness (CSCU System)  
[Strategic Plan](#) QVCC Strategic Plan 2015-2020 (Outline)  
[Strategic Master Plan for Higher Education in Connecticut](#) ( Overview 2015-2021)  
[Strategic Master Plan for Higher Education in Connecticut](#) (Plan 2015)  
[Students First Initiative](#) (CSCU/CSCC Consolidation Plan for the Community Colleges)  
[Suggested Rubrics](#) (Early version of TAP rubrics, shared from MXCC website)  
[TAP 2012 to Present](#) Working outline of TAP history, aims, and process at CSCU level

## **Further Documents**

### ***00\_NECHE Change & Approval Docs***

[NECHE Changes and Actions](#)

### ***01-NEASC\_Self\_Studies***

[01\\_NEASC\\_QVCC\\_2011\\_Self-Study](#)  
[02\\_NEASC\\_QVCC\\_5yr\\_Self-Study\\_2016](#)  
[03\\_NEASC\\_QVCC\\_Interim\\_Report\\_2016](#)  
[04\\_NEASC\\_QVCC\\_2018\\_2\\_YEAR\\_PROGRESS\\_REPORT](#)

### ***2019 SENSE Report and Discussion***

[SENSE 2019 Benchmark Report](#)  
[SENSE 2019 Executive Summary](#)  
[SENSE Discussion](#)

### ***CSCU Org and Strategic Plan***

[CSCU Digest 2019](#) (Planning Update)  
[CSCU Digest 2018](#) (Planning Update)  
[CSCU Digest 2017](#) (Planning Update)  
[CSCU Strategic Plan](#) (2013: Missions, Metrics, Timeline)

## **External Accreditation of Programs**

### ***Early Childhood Education***

[01\\_NAEYC\\_Self-Study\\_March2019](#)  
[02\\_ECE\\_NAEYC\\_Accreditation\\_March\\_2020](#)  
[03\\_QVCC\\_Annual\\_ECE\\_Report\\_March\\_2021](#)

### ***Facilities Master Planning***

[Facilities Master Plan Combined Documents](#)

### ***Manufacturing***

[Advanced Manufacturing Combined Documents](#)

### ***Medical Technology***

[01 QVCC ABHES Self Evaluation 2019](#)

[02 Medical Lab Technician Program Approval 2021](#)

[03 Medical Lab Technician Certificate](#)

### ***Mission, Vision, Strategic Plan***

[Mission Statement 2016 Revision Timeline](#)

[Strategic Plan Combined Documents](#)

### ***President's Climate Committee***

[Climate Committee Combined Documents](#)

### ***QVCC Organization and Governance***

[Feb 2020 CEO Email Re: College Reorganization](#)

[QVCC Combined Organizational Charts November 2019](#)

### ***Resources for Assessment***

[Student Success Council](#)

[eLumen TAP Outcomes Report \(Full\)](#)

[KPI Dashboard \(Students First Resources\)](#)

## **Standard 3: Organization and Governance**

### **Links:**

[About the BOR](#)

[Adjunct Faculty Resources](#) (Handbook etc.)

[Articulation Agreements](#)

[BOR Established](#) (Statutory establishment of the Connecticut Board of Regents)

[BOR Mission Vision and Goals](#) (2021 CSCU/CSCC Version)

[CBA](#) (Collective Bargaining Agreement, 4Cs)

[CCCs](#) (Connecticut Community Colleges; to be renamed Connecticut State Community College)

[Centralized Administration](#) (New one-college structure of the CSCU/CSCC System)

[CEO](#) (BOR description of the intended profile of the CEO position at the campuses)

[Charter Oak State College](#) (COSC)

[CIP](#) (Curriculum, Instruction and Policy committee of Academic Senate)

[College Policies: Academic](#) (QVCC)

[College Policies: General](#) (QVCC)

[Connecticut Board of Regents \(BOR\)](#): Mission, Vision, Bylaws, Members

[CSCC](#) (Connecticut State Community College—New name of ‘one-college system.’)

[CSCU Enrollment Management and Student Affairs \(EMSA\) FAQ](#) (Released February 3, 2021)

[CSCU Faculty Advisory Committee](#) (With QVCC participation)

[CSCU Organizational Charts](#) (As of Feb. 2021)

[CSCU Policies: General](#)

[CSCU Policies and Governance: Information Technology](#)

[CSCU System](#)

[CSCU System Office](#) (Referred to as SO)

[CSCU/ CSCC System](#) (Organizational Chart)

[Department Chairs and Program Coordinators](#)

[Faculty Handbook](#) (Adjunct Faculty)

[BCI – QVCC MOU](#) (Second Chance Pell Program)

[MOU with Windham Technical High School](#) (2017)

[ORSE](#) Office of Research and System Effectiveness

[QVCC Academic Senate](#) Current Makeup (Spring 2021), By-laws, etc.

[QVCC Academic Senate Bylaws](#) (See Article 4)

[QVCC Curriculum, Instruction, and Policy Committee](#) (Defined in Academic Senate by-laws)

[QVCC Foundation](#) (Serves as Regional Advisory Committee to the College)

[QVCC Organizational Charts](#) (Chart comparisons, 2016-2021)

[QVCC Student Government Association](#)

[SEBAC](#) (State Employees Bargaining Agent Coalition)

[Student Evaluation of Instructor \(Sample Form\)](#)

[Student Evaluation of Instructor](#) (Contract call for equivalent process for online classes)

[Student Evaluations: Online Courses](#) (CBA requirement)

[SGA](#) (Student Government Association—QVCC)

[Student Conduct Policy](#)

[Student Handbook](#) (Found in College Catalog)

[Students First FAQs](#) (CSCU reports to NECHE)

[Transfer Information](#) (QVCC transfer agreements and pathways)

[Vacant QVCC positions](#) (As of spring 2021)

## **Further Documents**

[\*QVCC Mission Statement\*](#)

[Mission Statement Timeline](#)

## ***NECHE Related***

[NEASC QVCC Interim Report 2016](#)

[NECHE Five-year Report Approval](#)

## ***Organization***

[Academic Affairs Meeting Calendar 2020 21](#)

[Committees: System And at QVCC](#)

[Vacant QVCC Positions \(As of spring 2021\)](#)

## ***Organizational Charts***

[QVCC Combined Org Chart-November 2019 Update](#)

## ***Program Review***

[Program Review & Cycle](#)

## ***Student Instructor Evaluation Form***

[Instructor Evaluation Form](#)



## Standard 4: The Academic Program

### Links

[Academic Affairs Division](#) (QVCC)  
[Academic Departments and Chairs](#) (QVCC)  
[Accuplacer Test](#)  
[Advanced Placement Examinations and CLEP](#) (QVCC)  
[Award of Credit](#) Additional processes of credit evaluation at QVCC  
[Blackboard Competencies](#) Self-Assessment  
[Broad Institutional Goals](#) (CSCU System)  
[Center For Teaching](#) (CSCU, State-Wide)  
[Center For Teaching](#) (QVCC)  
[College Catalog \(Online\)](#) (QVCC)  
[College Career Pathway](#) (Program of college courses taught in local high schools)  
[College Career Pathways](#) (Catalog Description)  
[College Career Pathway Partnering Schools](#) (List of high schools participating)  
[Connecticut State Community College](#) (CSCU Single College Plan)  
[Connecticut State Community College Announcement](#)  
[Credit Evaluation](#) (Alternatives) (QVCC)  
[CSCC](#) Connecticut State Community College (New “one-college” name)  
[CSCU Mission, Purpose, Plan](#)  
[CSCU Planning Document: 2018](#) (CSCU System)  
[CSCU Program Approval and Review Policies](#)  
[CSCU Transfer Articulation Pathways](#) (CSCU System)  
[CSCU Transfer Articulation Pathways](#) (QVCC)  
[Degree Programs and Certificates](#) (QVCC)  
[Department Chairs](#) (QVCC Academic Departments and Chairs)  
[Educational Technologies](#) (QVCC)  
[Fast Track to College Program](#)  
[Fast Track Program 4.23.21](#) (Booklet)  
[FDRP](#) (Faculty Development and Review Plan, CSCU System, legacy link)  
[General Education Outcomes](#) (As originally adopted by QVCC in 2000; in College Catalog)  
[General Education Outcomes](#) (Document from QVCC 1998-2000 process)  
[Information Management](#) (Challenges of increased complexity)  
[Mission Statement](#) (QVCC)  
[Moving Connecticut Forward](#) (CSCU System)  
[NC-SARA](#)  
[NECHE Policy on Substantive Change](#)  
[Professional Development](#) (Resources)  
[Professional Development Annual Reports 2017-20](#) (QVCC)  
[Program Approval and Review](#)  
[Program Coordinator Listing](#) (QVCC)  
[Programs Menu Page](#) (QVCC)  
[Program Proposal and Review Documents](#) (CSCU System)  
[QVCC College Home Page](#) (Main) (QVCC)  
[QVCC Application Page](#)  
[SARA \(NC-SARA\) on QVCC Distance Learning Webpage](#)



[Scholarships](#) (QVCC: General Information)  
[Scholarships](#) (QVCC: 2020 List)  
[Strategic Plan \(Outline\)](#) (QVCC)  
[Students First Consolidation Plan](#) (CSCU)  
[Student Handbook](#)  
[Student Right to Know](#) (QVCC)  
[Student Services and Resources](#) (QVCC)  
[Tenure and Promotion](#) (Listing at 4Cs Union website)  
[TAP](#) (Transfer and Articulation Program philosophy and goals)  
[Transfer and Articulation Program \(TAP\) Pathways](#) (QVCC Listing)  
[Transfer and Articulation Program Standards](#) (CSCU System)  
[Transfer Into the College](#) (College acceptance of transfer credits and experience)  
[Transfer Out of the College](#) (Assurance of credit integrity for transfer to other institutions)

## **Further Documents**

### ***Articulation Agreements***

[Bryant University](#)  
[EWIB](#)  
[Nichols College](#)  
[Quinnipiac](#)  
[Rhode Island College](#)  
[Sacred Heart University](#)  
[St Joseph University](#)  
[University of Bridgeport](#)

### ***Brooklyn Correctional Institution (BCI)***

[Brooklyn Correctional Institution \(BCI\)- QVCC MOU](#)  
[BCI NEASC Review 2018](#)

### ***Center for Teaching Documents***

[CFT Committee Report 2018 - 2019](#)  
[CFT Committee Report 2019 - 2020](#)  
[Center For Teaching \(CFT\) Reports](#)

### ***Clubs & Involvement***

[Club List Handout 2019](#)  
[Student Clubs 2018 2019](#)

### ***Committees***

[Committees System And at QVCC](#)  
[Programs & Review Timeline](#) (Each review involves a committee)  
[Student Success Council](#)

### ***CSCU BOR Students First Consolidation TAP***

[Access and Opportunity](#) (CSCU 2018 Promotional Piece)  
[Board of Regents ACME Policy: Access and Equity](#)  
[Board of Regents \(BOR\) Curriculum Alignment Process](#)

[Board of Regents Endorsement of Revised Students First Plan \(2018\)](#)  
[Transfer and Articulation \(TAP\) Policy Statement](#)

### ***Graduation***

[DegreeWorks Example for Early Childhood Education Program](#)  
[Graduation-App 2020 MAY 29](#)

### ***High School Partners***

[01 Credit Program Options for High School Students](#)  
[02 CCP Becomes FastTrack Program](#)  
[03 QVCC Fast Track Program Description 4.23.21](#)  
[04 High School Partnership Flyer 2021](#)  
[05 Running Start Flyer revised 2.25.21](#)  
[06 QVCC High School Enrollment 2015-2020 eRegistrations](#)  
[07 CCP to FastTrack with Enrollments](#)  
[08 Process to Approve CCP/FastTrack Instructors](#)

### ***Integrity of Academic Credit***

[Proctorio Overview-Final](#)

### ***Planning***

[01 Strategic Plan Compiled Documents](#)  
[02 Proposed Academic Master Plan Jan 2012](#)  
[03 2020-\(College\) Vision Flyer](#)

### ***Professional Development Funds Reports***

[Professional Development Reports 2017\\_20](#)

### ***Programs of Study***

[Comparison For Accuracy of Records](#)

### ***Self-Study and Program Information***

#### ***Program Reviews up to 2021***

[00 Program Review and Cycle](#)  
[01 Med Tech Self Study](#)  
[02 MLT Accreditation Certificate 2021](#)  
[03 MLT Program Accreditation](#)  
[Advanced Manufacturing Tech Self Study - 2018](#)  
[Allied Health Certificate Programs Self Study - 2016](#)  
[Behavioral Social Sciences and Humanities Self Study - 2016](#)  
[Business and Accounting Self Study - 2016](#)  
[EGR and Tech Studies \(short format\) - Self Study](#)  
[English Self Study 2015](#)  
[ESL Self Study - 2018](#)  
[Math Self Study - 2016](#)  
[NAEYC Accreditation - ECE](#)  
[NAEYC Self-Study - March 2019](#)

[Sciences - Self Study](#)  
[Degrees and Certificates Credits](#)

### ***Student Success***

[01 Student Success Council](#)  
[02 SST Survey Summary 5-26-20](#)  
[03 2020 Preliminary Census Report 2020-09-21](#)  
[04 IPEDS Data Feedback Report 2020](#)  
[Library Tech Loan Program](#)

### **Syllabi Course Records, and Program Information**

#### **Brochure\_Current\_AMTC**

[Advanced Manufacturing Certificate](#)  
[Advanced Manufacturing Compiled Documents](#)

#### **Catalog\_Current\_AMTC**

[Program Advanced Manufacturing Machine Technology Certificate](#)

#### ***Course Records and Syllabi:***

*All course records and syllabi available in electronic document room*

#### ***Flyer\_Credit by Exam\_Tech High School\_AMTC***

[Fall 2019 Flyer](#)

### **Standard 5: Students**

#### **Links**

[Accepted Students](#) (QVCC Checklist)  
[Achieving the Dream](#) (ATD: QVCC Joins Cohort)  
[Admissions Web Page](#) (QVCC)  
[Admissions Information](#) (Requirements for admissions)  
[Assessment Testing](#) (2019 CSCU Policy change in the face of COVID-19)  
[Business and Industry Services](#)  
[Career Services](#) (QVCC)  
[College Catalog: Becoming a QVCC Student](#) (Online)  
[Community College Research Center](#) (QVCC draws from them through CSCU initiatives around guided pathways and Achieving the Dream)  
[Cost of Tuition and Fees](#) (QVCC)  
[CSCU Town By Town](#)  
[CT State Library Document Retention Schedule for Higher Education](#)  
[Disability Services \(QVCC\)](#)  
[Disengage Student Form](#)  
[Dean's List \(Fall 2020\)](#)  
[Financial Aid](#) (QVCC)  
[Financial Aid for Undocumented Students](#) (QVCC)  
[High School Pathways Program](#)  
[Holistic Case Management Advising](#) (CSCU Mode, Achieving The Dream)

[Honor Societies](#) (QVCC)  
[Library Policies](#) (QVCC)  
[LiR](#) Learning in Retirement program  
[Mission and Core Values](#) (Adopted by Student Services in 2020)  
[Military Friendly School](#) QVCC designation  
[MYCommnet](#) CSCC single sign-in portal  
[NACADA](#) Global Community for Academic Advising  
[NASFAA](#) National Association of Financial Aid Administrators  
[NEACAC](#) New England Association for College Admissions Counseling  
[“New to QVCC”](#) Online Orientation Video  
[Open House Events](#) (Spring events; check to see for current Fall events)  
[Professional Standards for Student Services](#) (External Professional Link)  
[QVCC ESL](#)  
[QVCC Foundation](#)  
[Records Office](#) (QVCC)  
[Scholarships](#) (QVCC: General Information)  
[SNAP Employment and Training Program](#) (QVCC)  
[Statistical Atlas](#) (Windham County demographics—QVCC's service area)  
[SGA](#) (Student Government Association—QVCC)  
[Student Conduct Policy](#)  
[Student Handbook: Rights, Grievance Procedure, Review Policy](#) (QVCC)  
[Student Right to Know](#) (QVCC)  
[Student Services and Resources](#) (QVCC)  
[Students First](#) (CSCU Consolidation Plan)  
[Survey of Entering Student Engagement](#) (SENSE) Executive Summary, 2019  
[Undocumented Students--Financial Aid](#) (QVCC)  
[Undocumented Students--Resources](#) (QVCC)  
[US Census: Windham County CT](#) (US Census data, Windham County, 2019 update)  
[Veterans Services](#)  
[Workforce Development and Community Education](#)  
[Windham Census Data](#) (Poverty rate, Willimantic CT compared to overall rate of Windham County)

## **Further Documents**

### ***Academic Credit***

[Credit by Exam AMTC Count](#)  
[Credit for Prior Learning AMTC Process](#)

### ***Alumni Relations***

[01 Alumni Mission Statements](#)  
[02 Alumni Advisory Committee Member Letter](#)  
[03 Alumni Advisory Committee Members](#)  
[04 Alumni Relations NECHE Report](#)

### ***College Activities***

[01 Cultural Programming Committee](#)  
[02 Beta Beta Pi Chapter Progress Report 2019](#)

[03 Sample of College Events](#)

[04 SEED Welcome Letter Fall 2018](#) (Seeking Educational Equity and Diversity)

### ***LEAP Data***

[LEAP Data Flyer Combo](#)

### ***Program Related***

[Fall 2019 PLA flyerAMTC.pdf](#)

[LangLabUseElkin.pdf](#)

### ***Student Demographics***

[01 Demographic Makeup of QVCC Students Fall 2018](#)

[02 Demograph Spring 2021 By Town](#)

[03 Windham-Willimantic Census Data](#)

[04 Enrollment By Program \(4yr Comparison\)](#)

### ***Student Engagement***

[00 SENSE Discussion](#)

[01 SENSE 2019 Executive Summary](#)

[02 SENSE 2019 Benchmark Report](#)

### ***Student Services Assessment***

[01 Student Success Council](#)

[02 Disabilities & Wraparound Services](#)

## **Standard 6: Teaching, Learning, and Scholarship**

### **Links**

[Achieving the Dream/ QVCC](#)

[Alignment and Completion of Math and English](#) – CCSU Proposal

[4 Cs Contract](#) (Union CBA)

[Center For Teaching](#) (Barnes Seminar)

[Center for Teaching](#) (QVCC)

[Center for Teaching](#) (Instructional Skills Workshop)

[Center For Teaching](#) (Schwab Leadership Institute)

[Center for Teaching](#) (State-wide, Facebook)

[Connecticut Poverty Rate by County](#)

[Connecticut Board of Regents Policies](#) (BOR)

[CSCU Update 9, KPIs and Equity](#)

[Data U.S.A. Profile of QVCC- Racial Composition](#)

[Faculty Development and Review Plan](#) (CT BOR) (legacy link)

[Faculty Development and Review Plan](#) (Instructional Observation Forms)

[Faculty Remote and Online Learning](#) (CSCU System Resources)

[General Education Outcomes](#) (As originally adopted by QVCC in 2000; in College Catalog)

[Guided Pathways](#)

[Human Resources](#) (CSCU System)  
[Human Resources Affirmative Action Statement](#)  
[Human Resources Office](#), Generalist (Now centered in region and State)  
[“In Killingly, A Debate over the High School Mascot Leads to a Political Reckoning.”](#) Hartford Courant, December 01, 2019  
[Instructional Observation Forms](#) (Faculty Development and Review Plan)  
[Instructional Skills Workshops](#)  
[Library](#) (QVCC)  
[Mission Statement](#) (QVCC)  
[OER Project](#) (Open Educational Resources, QVCC and CSCU)  
[QVCC- Willimantic “We are Back on Main Street” Page](#)  
[QVCC Course Schedule](#)  
[QVCC Affirmative Action](#)  
[QVCC College Directory](#)  
[QVCC Course Schedule](#) (Search Tool)  
[QVCC Library, Online](#) (Tech Skills Support)  
[QVCC Library Resource](#) (Chasing Coral)  
[QVCC Library Resource on Race](#)  
[QVCC Student Clubs](#)  
[Regulations](#) (Connecticut State Agencies)  
[SEBAC: State Employees Bargaining Agent Coalition](#)  
[Spring-2021-Preliminary-Enrollment-Report-2021-02-05](#)  
[Staff and Faculty Directory](#) (Static)  
[Staff and Faculty Directory](#) (QVCC Searchable)  
[State Statute/ Postsecondary Regulations](#)  
[Student Activity and Academic Performance](#) (External Document)  
[The New to QVCC Online Orientation Video](#)

## **Further Documents**

### ***BOR Planning***

[BOR Finance and Infrastructure Committee Meeting Minutes 9 6 17](#)  
Equity in Teaching Learning and Scholarship  
[01 Cultural Programming Committee](#)  
[ACME Developmental Ed Background](#) (Alignment and Completion of Math and English)  
[Equity at QVCC: Presentation](#)  
[Food Insecurity Email by Dean 10 6 17](#)  
[Food Insecurity Email by Associate Dean of Student Outreach and Advanced Learning March 2021](#)  
[Report for Cultural Programming Committee: Our Multicultural Selves Brave Conversations Fall 2019](#)  
[SEED Welcome Letter Fall 2018](#)

## **Institutional Documents**

### ***Center for Teaching***

[Center For Teaching \(CFT\) Reports](#)

### ***Cultural Programming Sample Year End Reports***

[01 Cultural Programming Committee](#)

[Cultural Programming Year End Report 2019-20](#)  
[Cultural Programming Year End Report Fall 2018 Spring 2019](#)

***Faculty Development and Review Plan (FDRP)***

[CT Community Colleges -Faculty Development and Review Plan Extract](#)  
[Faculty-Promotion-Application 2020](#)  
[FDRP Full Forms](#)  
[FDRP Review Process Flowchart](#)  
[FDRP Web Links](#)  
[Process for approving CCP Instructors 2019](#)

***NECHE Documents and Correspondence on Willimantic Location***

[00 NECHE: Changes & Actions](#)  
[01 Second Chance Pell Instrument OMB Approved FINAL](#)  
[02 Willimantic BOR-QVCC-DOE-Windham Tech MOU](#)  
[03 Willimantic Relocation: To NEASC](#)  
[04 Willimantic Relocation Approval Letter](#)  
[05 QVCC BCI Visit Final Report 2018 \(Re: Brooklyn Correctional Institution\)](#)  
[06 NEASC 2018 2 YEAR PROGRESS REPORT](#)  
[11 RE Question about Willimantic Location](#)

***QVCC Faculty Evaluation Observation Forms***

[Faculty-Promotion-Application 2020](#)  
[Observation Form for Classroom and ESL](#)  
[Observation Form for Clinical Settings](#)  
[Observation Form for Laboratory and Studio Settings](#)  
[Overall Performance Form](#)  
[Professional Development Plan Form](#)  
[Self Appraisal Form](#)

***Recruitment Hiring and Affirmative Action***

[CHRO Evaluation - QVCC 2020](#)  
[CHRO Letter of Approval - QVCC 2020](#)  
[Manufacturing Technology Instructor Job Description for BOR](#)  
[RECRUITMENT PROCESS OVERVIEW FOR CSCC](#)

***Professional Development Summary and Reports***

[Center For Teaching Reports Compilation](#)  
[Professional Development Summary Reports 2018 to 20](#)  
[Scholarly Activity Samples](#)

***Student Services Resources***

[Email with Advising for Faculty Workshop Details Fall 2020](#)  
[Student Services Roadmap](#)

***Success Data ENG and MAT***

[ENG Success Comparisons](#)  
[ACME Developmental Ed Background](#) (Alignment of Completion in Math and English--ACME)

## ***Vacant Positions at the Colleges (Through spring 2021)***

[QVCC Positions Vacated and Not Filled \(Working List in Process\)](#)

## **Standard 7: Institutional Resources**

### **Links**

[45-60 Minute Orientation Sessions](#) QVCC Library Tech Skills Ramp-up

[ALA Code of Ethics](#)

[ALA Library Bill of Rights](#)

[APA Community Colleges Audit](#) (Fiscal Year 2016-17: Latest Available from the State)

[Appropriation Decline](#) (Comparison: 2016-2021)

[Audited Financial Statement 2020](#)

[Center of Excellence for Recruitment and Talent](#)

[CohnReznick Bond Fund Audit, 2020](#)

[CT BOR Finance and Infrastructure](#)

[Curbside Pick-up: QVCC Library](#)

[Current Employee Policies](#)

[Diversity and Inclusion Team](#) (CSCU HR Center of Excellence Model)

[EASTCONN](#) (Regional, non-profit, public organization for educational alliance)

[Financial Aid Code of Conduct Policy](#)

[Hotspot and Laptop-lending Program](#)

[Library Hours of Service](#)

[Library QVCC Learning Preferences Survey](#) (Course Modalities)

[Library Safe Reopening Guidelines for Students: Webpage](#)

[Library Safe Return Guidelines for Staff](#)

[Library Shared Discovery Tool](#)

[Online Tech Skills Guides](#)

[Policies: Board of Regents](#)

[Policies: CT Office of the Comptroller](#)

[Pledge to Advance Connecticut \(PACT\)](#)

[Professional Development Resources](#)

[QVCC Foundation](#)

[QVCC Health and Safety Protocols For Student Access](#)

[QVCC Library Collection Development Policy](#)

[QVCC Library Homepage](#)

[QVCC Library Policies](#)

[QVCC Library's YouTube Channel](#)

[SEBAC](#) (State Employees Bargaining Agent Coalition)

[Shared Services](#) (CSCC System model of Human Resource organization and operation)

[SLA Service Level Agreements](#) (Contracting positions for campus administration)

[System Office Finance Department](#)

[Unrestricted Net Assets: QVCC](#) (QVCC--2017-2021)

[Virtual QVCC Open for Business](#) (General Resources)

[Virtual Reference](#) (QVCC Library Contact Hours)

### **Further Documents**

***Facilities Master Plan***

[Facilities Master Plan \(Compiled Documents\)](#)



### ***Financial Statements***

[Appropriation Decline Comparison: 2016-2021](#)  
[Audited Financial Statement 2020](#)  
[Board of Regents Finance and Infrastructure Committee Charter](#)  
[CohnReznick Bond Fund Audit, 2020](#) [CSCU Department of Finance](#)  
[Financial Aid Code of Conduct Policy](#)  
[Financial Statements, Maintained by CSCU System](#)  
[FY 18 Enrollment Budget](#)  
[FY19 Enrollment Budget](#)  
[FY20 Enrollment Budget](#) [FY21 Enrollment Budget](#)  
[FY18 Financial Aid](#)  
[FY19 Financial Aid](#)  
[FY20 Financial Aid](#)  
[FY21 Financial Aid](#)  
[FY18 Full-Time Personnel Budget](#)  
[FY19 Full-Time Personnel Budget](#)  
[FY20 Full-Time Personnel Budget](#)  
[FY21 Full-Time Personnel Budget](#)  
[FY18 Part-Time Personnel Budget](#)  
[FY19 Part-Time Personnel Budget](#)  
[FY20 Part-Time Personnel Budget](#)  
[FY21 Part-Time Personnel Budget](#)  
[FY21 Revised Budget vs Original Budget](#)  
[IT Transform 2020 Project Needs Assessment](#)

### ***Library Resources and Data***

[Aug 2020 Got Tech Survey Example Form](#)  
[Library Google Analytics Summary Data](#)  
[Library-Information-Literacy-Instruction-Program-Summary-Data](#)  
[Library Laptop Hotspot Lending Program Report -](#)  
[Library Student Services Summary Data AY 2021](#)  
[Library Tech Loan Program \(Data\)](#)  
[May 2020 ATD-SSC Online Student Survey Results](#)  
[May 2020 ATD-SSC Online Student Survey](#)  
[Return to Campus Guide for Library Staff Aug 5 2020](#)  
[7-22 Library ACRL AY2019](#)  
[7-22 Library IPEDS AY18-19](#)  
[7-22 Library IPEDS AY19-20](#)

### **Standard 8: Educational Effectiveness**

#### **Links**

[ACME](#) (CSCU initiative: Alignment and Completion of Math and English)  
[ABHES Accreditation](#) (Accreditor for QVCC's Medical Technology Program)  
  
[Accommodate by Simplicity](#) (QVCC online application for students with disabilities)  
[Achieving the Dream](#) (Announcement of QVCC's participation)  
[Alignment of the Curriculum](#)  
Assessment Testing (2019 CSCU policy change on placement testing, due to COVID-19)  
[Common General Education Core](#)

## [Common System Catalog](#)

[Competencies](#) (Definition for Transfer and Articulation Program--TAP)

[CSCU Effectiveness](#) (Institutional Effectiveness)

[CSCU Organizational Charts](#) (System organizational charts in-progress, 2021)

[Degree Programs](#) (QVCC Degrees offered)

[Developmental Education Needs for College Readiness](#)

[Early Childhood Education](#) (QVCC Program and Curriculum)

[Framework 30](#) (Core of courses in CSCU TAP programs)

[General Education](#) (CSCC System web project and resources)

[General Education Core](#) (CSCC System definition of project)

[General Education Curriculum Project](#) (CSCC further definition of project)

General Education Outcomes (As originally adopted by QVCC in 2000; in College Catalog)

[ICAT](#) (Achieving the Dream Institutional Capacity Assessment Tool)

[Institutional Research](#) (CSCU explanation for consolidation of IR roles and functions)

[Institutionally Isolated Ways](#) (Minutes of TAP/FIRC committee reflecting status of assessment)

[Key Performance Indicators](#) (CSCU Online Tableau tool data example)

[KPIs](#) (Online CSCU tool for analysis of Key Performance Indicators set by System)

[KPI Analysis](#) (Specific CSCU KPI Analysis for QVCC)

[Medical Laboratory Technician](#) (QVCC Medical Lab Tech Degree)

[NAEYC Accreditation](#) (Accreditor of QVCC's Early Childhood Education program)

[OPM](#) (Office of Policy and Management, Connecticut)

[ORSE](#) (CSCU Office of Research and System Effectiveness)

[P20Win](#) (CSCU Educational Support service)

[Post-Secondary Data Partnership](#) (National Student Clearinghouse)

[QVCC's Course-competency Alignments](#) (QVCC alignment of TAP Course Competencies)

[QVCC TAP Report \(2021\)](#) Summary report of TAP assessment and resulting data, 2016-21

[Regionalized College](#) (Reflecting the new CSCU regionalized Structure)

[Relation to the TAP Project](#) (General Education project and TAP/FIRC project)

[SOAA 2017](#) (Guided Pathways Scale of Adoption Assessment)

[SOAA 2020](#) (Guided Pathways Scale of Adoption Assessment)

Student Success Committee/Council

[Students First Overview](#) (CSCU Analysis of need for change in the System)

[Students First Update](#) (CSCU April 2019 Report to NECHE)

[TAP](#) (CSCU Transfer and Articulation Program: Definition and Sources)

[Willimantic Main St Location](#) (QVCC's Return to 729 Main Street Location, 2020-21)

## **Further Documents**

### ***Achieving The Dream***

[01 Final 2019 ATD Kickoff QVCC](#)

[02 2019 Student Success Inventory Template QVCC](#)

[03 Instructing Not to Complete Action Plan](#)

[04 Action Plan 2020](#)

[05 QVCC ICAT - Results Summary](#) (ATD Institutional Capacity Assessment Tool)

[06 QVCC ICAT Response Distribution](#)

## ***CSCU System Data***

[2018 System Trends State of CT Higher Ed](#)

[2019 System Trends](#)

[Important Links to Dept of Higher Ed Sources](#)

***Cultural Programming (Annual Reports)***

[01 Cultural Programming Committee](#)

***Curriculum Makeup and Design***

[Distance Education Course Design Guidelines for Student Success](#)

[Draft Gen Ed Proposal 9 13 2019 \(Students First\)](#)

***Disabilities***

[02 Disabilities & Wraparound Services](#)

[ADA-Compliance-Considerations-and-Best-Practices-for-Accessible](#)

***Enrollment***

[01 Demographic Makeup of QVCC Students Fall 2018](#)

[02 Demographics Spring 2021 By Town](#)

[03 QVCC Enrollment By Program](#)

[04 Enrollment by Race Ethnicity through F2019](#)

***Faculty Oversight***

[01 Explanation of Forms](#)

[02 Classroom Observation Form](#)

[03 OnlineHyrid Course Observation Guidlines for Evaluators](#)

**Foundation and Alumni Office**

***Alumni Relations Office***

[01 Alumni Mission Statements](#)

[02 Alumni Advisory Committee Member Letter](#)

[03 Alumni Advisory Committee Members](#)

[04 Alumni Relations NECHE Report](#)

[05a Alumni - Foundation Newsletter 2](#)

[05b Alumni - Foundation Newsletter](#)

[06a AAC Meeting Minutes 1.24.18](#)

[06c AAC Meeting Minutes 3.28.18](#)

[06d AAC Meeting Minutes 6.20.18](#)

***QVCC Foundation Minutes***

[QVCC Foundation Minutes 4-11-18 Redacted](#)

[QVCC Foundation Minutes 5.9.18](#)

***Honor Societies***

[PTK -2017 Beta Beta Pi Chapter Progress Report](#)

[PTK -2018 Beta Beta Pi Chapter Progress Report](#)

[PTK -2018 Beta Beta Pi Chapter Rankings Profile](#)

[PTK -2019 Beta Beta Pi Chapter Progress Report](#)

***Internal Governance***

[AcademicSenateBylaws 04-03 -2017](#)

***KPI Data***

[CSCU Student Success KPIs 2019](#)

[CSCU Student Success KPIs 2020](#)  
[KPI Analysis](#)

***Math & English Data*** (Alignment and Completion of Math and English)

- [01 QVCC English Data from ACME](#)
- [02 QVCC English Data from ACME 2](#)
- [03 QVCC Math Data from ACME](#)
- [04 QVCC Math Data from ACME 2](#)
- [05 Presentation English and Math Progression for Guided Pathways](#)

***Policies***

- [Course Over Enrollment Policy 10-28-13](#)
- [Minimum Computer Skills Online Hybrid Courses Policy10-28-13](#)
- [Online Code of Conduct Policy 10-28-13](#)

**Self-Study and Program Information**

***Program Reviews up to 2021***

- [00 Program Review & Cycle](#)
- [01 Med Tech Self Study](#)
- [02 Med Lab Tech \(MLT\) Accreditation Certificate 2021](#)
- [03 MLT Program Accreditation](#)
- [Advanced Manufacturing Tech Self Study - 2018](#)
- [Allied Health Certificate Programs Self Study - 2016](#)
- [Behavioral Social Sciences and Humanities Self Study - 2016](#)
- [Business and Accounting Self Study - 2016](#)
- [Engineering and Tech Studies - Self Study- 2020](#)
- [English Self Study 2015](#)
- [ESL Self Study - 2018](#)
- [Math Self Study - 2016](#)
- [NAEYC Accreditation - ECE- 2020-22](#)
- [NAEYC Self-Study - March 2019](#)
- [Sciences - Self Study --2020](#)

***Student Surveys***

- [Jan 2020 Adult Learners Current Students Survey](#)
- [SST Survey Summary 5-26-20](#) (Student Success Team Online Survey)

***TAP and Assessment***

- [eLumen TAP Outcomes Full Report 2021](#)
- [QVCC YESS Survey Summary Data.xlsx](#)
- [QVCC Graduation And Transfer By Demographic](#) (Fall '13 Through Fall '17 FT New Students)
- [QVCC High School Math](#)
- [QVCC Instructional Method Success](#)
- [QVCC Transfer Out Review](#)

## **Standard 9: Integrity, Transparency, and Public Disclosure Links**

[4Cs Contract: Collective Bargaining Agreement](#) (Document)  
[Academic Programs: Early Childhood Education](#)  
[Academic Programs: Medical Assisting](#)  
[Academic Programs: Medical Laboratory Technology](#)  
[Academic Recognition](#)  
[Accepted Students, Now What?](#) (QVCC)  
[Accreditation](#) (QVCC)  
[Admissions Webpage](#)  
[Advantage](#) (The QVCC Advantage)  
[Americans With Disabilities Act \(ADA\)](#) (Document)  
[Americans With Disabilities Act \(ADA\)](#) (QVCC Webpage)  
[Articulation Agreements \(QVCC: Transfer Toolbox\)](#)  
[Annual Notice of Non-Discrimination](#)  
[Articulation of Academic Programs](#)  
[Audited Financial Statement](#) (Available on System website)  
[Board of Regents Policies](#)  
[Capital East Region](#) (Regions of the CSCU System)  
[Clery Act](#) (QVCC Annual Report)  
[Clery Report](#) (QVCC Annual Report)  
[Code of Conduct for Regents, Employees, and Volunteers](#)  
[Code of Ethics: QVCC Library](#)  
[Collective Bargaining Agreement](#) (CBA)  
[College Annual Notice of Non-discrimination](#)  
[College Catalog \(Online\)](#)  
[College Enrollment Reports](#) (QVCC)  
[Connecticut Policy: Records Management](#)  
[Cost of Tuition and Fees](#) (QVCC Page)  
[Cost of Tuition and Fees:](#) (Via Net Price Calculator)  
[CSCU: Data Management Standards](#)  
[CSCU IT Strategic Plan](#)  
[CSCU Organizational Charts](#) (New organization under reorganization plan)  
[Degree Requirements: Degree Works Tool](#)  
[Eastern Connecticut Advanced Manufacturing Alliance \(ECAMA\)](#)  
[Eastern Connecticut Workforce Investment Board \(EWIB\)](#)  
[Family Educational Rights and Privacy Act \(FERPA\)](#)  
[Federal Grants \(For QVCC Students\)](#)  
[Freedom of Information Act \(FOI\)](#)  
[Guide to the Code of Ethics For Public Officials and State Employees](#)  
[Human Resources](#) (CSCU System)  
[IRB \(Institutional Review Board\) Documents](#)  
[Key Performance Indicators](#) (KPI dashboard at CSCU System)  
[Mission Statement \(QVCC\)](#)  
[Net-Price Calculator](#) (CSCU, for QVCC)  
[Newsroom](#) (QVCC)  
["New to QVCC" Online Orientation Video](#)

[Other Opportunities: Workforce Development, Community Education](#)  
[PACT \(CSCU\)](#) (Pledge to Advance Connecticut, Last Dollar Grants for Students)  
[PACT Materials](#) (QVCC Web)  
[PACT Documents](#) (Further Documentation)  
[Policies: Academic Dishonesty](#) (QVCC)  
[Program Proposal and Review \(CSCU\)](#)  
[Program Review Cycle \(QVCC\)](#)  
[QVCC & State Employment Policies Form](#)  
[QVCC College Home Page \(Main\)](#) (QVCC)  
[QVCC Data Domain Stewards Managers2020-21](#)  
[QVCC-Marketing Campaigns-Jan,2019-Oct, 2019](#)  
[QVCC View-piece](#)  
[Scholarships \(QVCC Foundation\)](#)  
[Staff and Faculty Directory](#) (QVCC) (Searchable)  
[Staff and Faculty Listing, With Credentials](#)  
[State Grants](#) (For QVCC Students)  
[State of Connecticut Contract Templates](#)  
[Strategic Plan \(QVCC\)](#)  
[Student Conduct Philosophy](#)  
[Student Conduct Policy](#)  
[Student Handbook](#)  
[Student Right to Know](#) (QVCC)  
[Student Success Resources and Information](#) (CSCU)  
[Student Success: Key Performance Indicators](#)  
[Title IX](#) (Affirmative Action)  
[Transfer of Credits](#) (QVCC Policy and Practice)  
[Willimantic Site](#)  
[Closure of Willimantic Location – Article](#) from the CT Mirror, April 6, 2017

## **Academic Program Proposal and Review**

- **Self-Studies**
  - [00 Program Review Cycle](#)
  - [Advanced Manufacturing Tech Self Study - 2018](#)
  - [Allied Health Certificate Programs Self Study - 2016](#)
  - [Behavioral Social Sciences and Humanities Self Study - 2016](#)
  - [Business and Accounting Self Study - 2016](#)
  - [Engineering and Tech Studies - Self Study -- 2020](#)
  - [English Self Study 2015](#)
  - [ESL Self Study - 2018](#)
  - [Math Self Study - 2016](#)
  - [Medical Lab Technician \(MLT\)Accreditation Certificate 2021](#)
  - [MLT-Program Accreditation](#)
  - [NAEYC Accreditation - ECE](#)
  - [NAEYC Self-Study - March 2019](#)
  - [Sciences -Self Study --2020](#)

## **QVCC Self-Study 2021: Sources by Topic**

*(A selection of document sources organized by key topics)*

### **Achieving the Dream**

[Achieving the Dream](#) (Announcement of QVCC's participation)  
[Achieving the Dream](#) (ATD: QVCC Joins Cohort)  
[Achieving The Dream Kickoff QVCC 2020](#)  
[Achieving the Dream/ QVCC](#)  
[Action Plan 2020](#) (QVCC: Achieving the Dream  
[Community College Research Center](#) (QVCC draws from them through CSCU initiatives around guided pathways and Achieving the Dream)  
[ICAT](#) (Achieving the Dream Institutional Capacity Assessment Tool)  
[Instruction Not to Complete ATD Action Plan](#)  
[May 2020 ATD-SSC Online Student Survey](#)  
[May 2020 ATD-SSC Online Student Survey Results](#)  
[Presentation English and Math Progression for Guided Pathways](#)  
[QVCC ICAT - Results Summary](#) (ATD Institutional Capacity Assessment Tool)  
[QVCC ICAT Response Distribution](#)  
[SOAA 2017](#) (Guided Pathways Scale of Adoption Assessment)  
[SOAA 2020](#) (Guided Pathways Scale of Adoption Assessment)  
[SST Survey Summary 5-26-20](#) (Student Success Team Online Survey)  
[SST Survey Summary 5-26-20](#) (Student Success Team Online Survey)  
[Student Success Inventory Template QVCC 2019](#) (Achieving The Dream)

### **Articulation Agreements**

[Articulation Agreements \(QVCC: Transfer Toolbox\)](#) (College website)  
[Bryant University](#) (Articulation agreement)  
[CSCU Transfer Articulation Pathways](#) (QVCC TAP Pathways)  
[EWIB](#) (Eastern Connecticut Workforce Investment Board Articulation Agreement 2012)  
[NC-SARA on QVCC Distance Learning Webpage](#) (QVCC Membership in SARA)  
[Nichols College](#) (Articulation agreement)  
[Quinnipiac](#) (Articulation agreement)  
[Rhode Island College](#) (Articulation agreement)  
[University of Bridgeport](#) (Articulation agreement)  
[University of Maine](#)

### **Assessment**

Learning Assessment (Learning Outcomes)  
[Accuplacer Test](#)  
[Achieving The Dream Kickoff QVCC 2020](#)  
[ACME](#) (CSCU initiative: Alignment and Completion of Math and English)  
[ACME](#) (Focus on developmental education in Math and English; explanation)  
[Advanced Placement Examinations and CLEP](#) (QVCC)  
[Assessment Council Committee](#) (in addition to TAP FIRC) established to develop student learning assessment.  
[Assessment: Step by Step Guide \(QVCC 2000\)](#)



[Assessment Testing](#) (2019 CSCU Policy change in the face of COVID-19)  
[Common General Education Core](#) (CSCU Working Goal)  
[Competencies](#) (Definition for Transfer and Articulation Program--TAP)  
[Credit by Exam AMTC Count](#) (Advanced Manufacturing Technology Count)  
[Credit for Prior Learning AMTC Process](#) (Advanced Manufacturing Tech Process)  
[Early Childhood Education Program NAEYC Self-Study - March 2019](#) (Integrated model of learning assessment)  
[eLumen TAP Outcomes Full Report 2021](#) (Report on assessment of TAP outcomes, 2017-20)  
[First Math Success by High School to QVCC](#)  
[General Education](#) (CSCC System web project and resources)  
[General Education Outcomes](#) (As originally adopted by QVCC in 2000, in College Catalog)  
[General Education Outcomes](#) (Document from QVCC 1998-2000 process)  
[Guided Pathways](#)  
[QVCC Instructional Method Success](#)  
[QVCC English Data from ACME](#)  
[QVCC English Data from ACME 2](#)  
[QVCC Math Data from ACME](#)  
[QVCC Math Data From ACME 2](#)  
[Relation to the TAP Project](#) (General Education project and TAP/FIRC project)  
[Suggested Rubrics](#) (Early version of TAP rubrics, shared from MXCC website)  
[Transfer and Articulation \(TAP\) Policy Statement](#)  
[Transfer and Articulation Program](#) (CSCU: Definition and Sources)  
[Transfer and Articulation Program](#) (CSCU: Philosophy and goals)  
[Transfer and Articulation Program \(TAP\) Pathways](#) (QVCC Listing)

### **Students Success Assessment (Completion, Retention, Persistence)**

[CSCU Student Success KPIs 2019](#)  
[CSCU Student Success KPIs 2020](#)  
[CSCU Update 9, KPIs and Equity](#)  
[IPEDS Data Feedback Report 2020](#)  
[KPI Analysis](#) (Specific CSCU KPI Analysis for QVCC)  
[KPI Dashboard \(Students First Resources\)](#)  
[May 2020 ATD-SSC Online Student Survey](#)  
[May 2020 ATD-SSC Online Student Survey Results](#)  
[QVCC Graduation And Transfer By Demographic](#) (Fall '13 Through Fall '17 FT New Students)  
[QVCC Library IPEDS AY18-19 7-22](#)  
[QVCC Library IPEDS AY19-20 7-22](#)  
[SENSE 2019 Benchmark Report](#)  
[SENSE 2019 Executive Summary](#)  
[SENSE Discussion](#)  
[Student Success Council](#)  
[Student Success Resources and Information](#) (CSCU)  
[Student Success: Key Performance Indicators](#)  
[Student Success Inventory Template QVCC 2019](#) (Achieving The Dream)

### **COVID-19 Adaptations**

[Accuplacer Test](#) (Placement testing adapted to online/remote only)  
[Brooklyn Correctional Institution \(BCI\)- QVCC MOU](#) (Program reconfigured during pandemic)



[Curbside Pick-up: QVCC Library](#)  
[Email with Advising for Faculty Workshop Details Fall 2020](#)  
[Food Insecurity Email by Assoc. Dean of Student Outreach & Advanced Learning 3/21](#)  
[Got Tech Survey Example Form Aug 2020](#) (Survey Conducted by Library to determine need)  
[Graduation-App 2020 MAY 29](#) (Online app promoted for use by distanced students)  
[Hotspot and Laptop-lending Program, QVCC Library](#)  
[Jan 2020 Adult Learners Current Students Survey](#)  
[Library QVCC Learning Preferences Survey \(Course Modalities\)](#)  
[Library Safe Reopening Guidelines for Students: Webpage](#)  
[Library Safe Return Guidelines for Staff](#)  
[Library Student Services Summary Data AY 2021](#)  
[Library Tech Loan Program \(Data\)](#)  
[New to QVCC](#) Online Orientation Video  
[Newsroom](#) (QVCC)  
[Online Tech Skills Guides](#)  
[Open House Events](#) (Spring events; check to see for current Fall events)  
[Orientation Sessions Online \(45-60 minutes\)](#) QVCC Library Tech Skills Ramp-up  
[QVCC Health and Safety Protocols For Student Access](#)  
[QVCC Instructional Method Success](#) (Tracking online course methods)  
[QVCC Library, Online](#) (Tech Skills Support)  
[QVCC Library's YouTube Channel](#) (Developed with COVID-19 adaptations)  
[QVCC Virtual Tour](#) Selection of brief virtual tours of key elements of the Danielson Campus.  
[Return to Campus Guide for Library Staff Aug 5 2020](#)  
[Spring-2021-Preliminary-Enrollment-Report-2021-02-05](#)  
[The New to QVCC Online Orientation Video](#)  
[Virtual QVCC Open for Business](#) (General Resources)  
[Virtual Reference](#) (QVCC Library Contact Hours)

## **Data Sources**

[Action Plan 2020](#) (QVCC: Achieving the Dream)  
[APA Community Colleges Audit](#) (Fiscal Year 2016-17: Latest Available from the State)  
[Audit of Bond Fund By CohnReznick, 2020](#)  
[Audited Financial Statement](#) (Available on System website)  
[Audited Financial Statement 2020](#)  
[Beta Beta Pi Chapter Progress Report 2019](#)  
[College Enrollment Reports](#) (QVCC)  
[Community College Research Center](#) (QVCC draws from them through CSCU initiatives around guided pathways and Achieving the Dream)  
[Connecticut Poverty Rate by County](#)  
[CSCU Preliminary Census Report 2020-09-21](#)  
[CSCU System Trends 2018 State of CT Higher Ed](#)  
[CSCU System Trends 2019](#)  
[CSCU Town By Town](#) (Interactive enrollment map, by college and town)  
[CSCU Update 9, KPIs and Equity](#)  
[CSCU Student Success KPIs 2019](#)  
[CSCU Student Success KPIs 2020](#)  
[CT BOR Finance and Infrastructure](#)

[Data U.S.A. Profile of QVCC- Racial Composition](#)  
[Demographic Makeup of QVCC Students Fall 2018](#)  
[Demographics Spring 2021 By Town](#) (QVCC Service Region)  
[eLumen TAP Outcomes Full Report 2021](#)  
[Enrollment By Program \(4yr Comparison\)](#) (QVCC)  
[Enrollment by Race Ethnicity through F2019](#) (CSCU System)  
[Facilities Master Plan \(Compiled Documents\)](#)  
[Financial Statements \(CSCU-maintained Links\)](#)  
[ICAT](#) (Achieving the Dream Institutional Capacity Assessment Tool)  
[IPEDS Data Feedback Report 2020](#)  
[Jan 2020 Adult Learners Current Students Survey](#)  
[KPI Analysis](#) (Specific CSCU KPI Analysis for QVCC)  
[KPI Dashboard \(Students First Resources\)](#)  
[Language Lab Use: Assessing Student Needs](#) (Example)  
[LEAP Data and Brochure](#) (Learn, Enroll, Assess, Proceed program)  
[Library Tech Loan Program \(Data\)](#)  
[Library-Information-Literacy-Instruction-Program-Summary-Data](#)  
[May 2020 ATD-SSC Online Student Survey](#)  
[May 2020 ATD-SSC Online Student Survey Results](#)  
[OPM](#) (Office of Policy and Management, Connecticut)  
[ORSE](#) Office of Research and System Effectiveness (CSCU System)  
[P20Win](#) (CSCU Educational Support service)  
[Post-Secondary Data Partnership](#) (National Student Clearinghouse)  
[QVCC Demographics](#): Danielson area  
[QVCC English Data from ACME](#)  
[QVCC English Data from ACME 2](#)  
[QVCC ESL](#)  
[QVCC High School Enrollment 2015-2020 eRegistrations](#)  
[QVCC High School Math](#)  
[QVCC ICAT - Results Summary](#) (ATD Institutional Capacity Assessment Tool)  
[QVCC ICAT Response Distribution](#)  
[QVCC Instructional Method Success](#)  
[QVCC Library IPEDS AY18-19 7-22](#)  
[QVCC Library IPEDS AY19-20 7-22](#)  
[QVCC Math Data from ACME](#)  
[QVCC Math Data From ACME 2](#)  
[QVCC TAP Report \(2021\)](#) Summary report of TAP assessment and resulting data, 2016-21  
[QVCC Transfer Out Review](#)  
[QVCC Enrollment By Program](#)  
[SENSE 2019 Benchmark Report](#)  
[SENSE 2019 Executive Summary](#)  
[SENSE Discussion](#)  
[SOAA 2017](#) (Guided Pathways Scale of Adoption Assessment)  
[SOAA 2020](#) (Guided Pathways Scale of Adoption Assessment)  
[Spring-2021-Preliminary-Enrollment-Report-2021-02-05](#)  
[SST Survey Summary 5-26-20](#) (Student Success Team Online Survey)  
[Statistical Atlas](#) (Windham County demographics—QVCC's service area)  
[Student Success Resources and Information](#) (CSCU)  
[Student Success: Key Performance Indicators](#)

[System Office Finance Department](#)

[US Census: Windham County CT](#) (US Census data, Windham County, 2019 update)

[Windham Census Data](#) (Poverty rate, Willimantic CT compared to overall rate of Windham County)

[Windham-Willimantic Census Data](#)

## **Enrollment**

[Spring-2021-Preliminary-Enrollment-Report-2021-02-05](#)

## **Equity**

[Access and Opportunity](#) (CSCU 2018 Promotional Piece)

[Accommodate by Simplicity](#) (QVCC online application for students with disabilities)

[ACME Policy: Access and Equity](#) (CSCU BOR Policy)

[ACME](#) (CSCU initiative: Alignment and Completion of Math and English)

[ACME Developmental Ed Background](#) (Alignment and Completion of Math and English)

[Action Plan 2020](#) (QVCC: Achieving the Dream)

[ADA-Compliance-Considerations-and-Best-Practices-for-Accessible](#)

[Advantage](#) (The QVCC Advantage)

[Alignment and Completion of Math and English](#) – (CCSU Proposal ACME)

[Americans With Disabilities Act \(ADA\)](#) (QVCC Webpage)

[Annual Notice of Non-Discrimination](#)

[Brooklyn Correctional Institution \(BCI\)- QVCC MOU](#) (Second Chance Pell Program)

[Brooklyn Correctional Institution NEASC Review 2018](#) (Report to QVCC from NEASC reviewer)

[Career Services](#) (QVCC)

[CCP to FastTrack With Enrollments](#)

[CHRO Evaluation - QVCC 2020](#)

[CHRO Letter of Approval - QVCC 2020](#) (Affirmative Action Plan)

[College Career Pathway](#) (Program of college courses taught in local high schools, State doc)

[College Career Pathway Partnering Schools](#) (List of high schools participating with QVCC)

[College Career Pathways](#) (Catalog Description)

[Connecticut Poverty Rate by County](#)

[Cost of Tuition and Fees](#) (QVCC Page)

[Cost of Tuition and Fees:](#) (Via Net Price Calculator)

[Credit Program Options for High School Students](#)

[CSCU Advanced Manufacturing Strategic Plan](#) Feb. 2019

[CSCU Update 9, KPIs and Equity](#)

[Cultural Programming Committee](#) (Annual Reports 2018-2020)

[Data U.S.A. Profile of QVCC- Racial Composition](#)

[Demographic Makeup of QVCC Students Fall 2018](#)

[Demographics Spring 2021 By Town](#) (QVCC Service Region)

[Developmental Education Needs for College Readiness](#)

[Disabilities & Wraparound Services](#) (Documents: Description and Data)

[Disability Services \(QVCC\)](#) (Web)

[Diversity and Inclusion Team](#) (CSCU HR Center of Excellence Model)

[Enrollment by Race Ethnicity through F2019](#) (CSCU System)

[Equity at QVCC: Presentation](#)

[ESL Self Study - 2018](#)

[Fast Track to College Program](#) (QVCC Web)

[Federal Grants \(For QVCC Students\)](#)

[First Math Success by High School to QVCC High School](#)  
[Food Insecurity Email by Associate Dean of Student Outreach and Advanced Learning March 2021](#)  
[Food Insecurity Email Message by Dean 10 6 17](#)  
[High School Pathways Program](#)  
[Holistic Case Management Advising](#) (CSCU Mode, Achieving The Dream)  
[Hotspot and Laptop-lending Program, QVCC Library](#)  
[Human Resources Affirmative Action Statement](#)  
[Jan 2020 Adult Learners Current Students Survey](#)  
[KPI Analysis](#) (Specific CSCU KPI Analysis for QVCC)  
[KPIs and Equity, CSCU Update 9](#)  
[KPI Dashboard \(Students First Resources\)](#)  
[LEAP Data Flyer Combo](#)  
[Library Laptop Hotspot Lending Program Report](#)  
[Library Tech Loan Program \(Data\)](#)  
[Mission and Core Values](#) (Adopted by Student Services in 2020)  
[Mission Statement](#) (QVCC)  
[Moving Connecticut Forward](#) (CSCU System 2018 Planning Statement)  
[Notice of Non-discrimination, College Annual](#)  
[OER Project](#) (Open Educational Resources, QVCC and CSCU)  
[Other Opportunities: Workforce Development, Community Education](#)  
[PACT \(CSCU\)](#) (Pledge to Advance Connecticut, Last Dollar Grants for Students)  
[PACT Documents](#) (Further Documentation)  
[PACT Materials](#) (QVCC Web)  
[Presentation English and Math Progression for Guided Pathways](#)  
[QVCC Affirmative Action](#)  
[QVCC BCI Visit Final Report 2018](#) (Re: Brooklyn Correctional Institution)  
[QVCC Demographics](#): Danielson area  
[QVCC ESL](#)  
[QVCC High School Enrollment 2015-2020 eRegistrations](#)  
[QVCC Library Resource on Race](#)  
[QVCC Willimantic Center](#) “We are Back” (on Main Street)  
[QVCC Graduation And Transfer By Demographic](#) (Fall '13 Through Fall '17 FT Fall New Students  
[Report for Cultural Programming Committee](#): Our Multicultural Selves Brave Conversations Fall 2019  
[Sample of College Events](#)  
[SEED Welcome Letter Fall 2018](#) (Project: Seeking Educational Equity and Diversity)  
[SNAP Employment and Training Program](#) (QVCC)  
[Statistical Atlas](#) (Windham County demographics—QVCC's service area)  
[Student Services and Resources](#) (QVCC)  
[Student Success: Key Performance Indicators](#)  
[Title IX](#) (Affirmative Action)  
[Undocumented Students--Financial Aid](#) (QVCC)  
[Undocumented Students--Resources](#) (QVCC)  
[US Census: Windham County CT](#) (US Census data, Windham County, 2019 update)  
[Veterans Services](#)  
[Willimantic BOR-QVCC-DOE-Windham Tech MOU](#)  
[Willimantic Location Closure– Article](#) from the CT Mirror, April 6, 2017  
[Willimantic Main St Location](#) (QVCC’s Return to 729 Main Street Location, 2020-21)  
[Willimantic Relocation Approval Letter](#)  
[Willimantic Relocation: To NEASC](#)

[Willimantic Site](#)

[Windham Census Data](#) (Poverty rate, Willimantic CT compared to overall rate of Windham County)

[Windham-Willimantic Census Data](#)

[Workforce Development and Community Education](#)

## **Externally Accredited Programs**

### **Advanced Manufacturing Technology**

[Advanced Manufacturing Certificate](#)

[Advanced Manufacturing Combined Documents](#)

[Advanced Manufacturing Tech Self Study - 2018](#)

[Fall 2019 Flyer](#) AMTC Credit By Exam

[Manufacturing Technology Instructor Job Description for BOR](#)

[Manufacturing: Compiled Course Records](#)

### **Early Childhood Education**

[Academic Programs: Early Childhood Education](#)

[DegreeWorks Example For Early Childhood Education Program](#)

[Early Childhood Education](#) (QVCC Program and Curriculum)

[Early Childhood Education NAEYC Certificate of Accreditation March 2020](#)

[Early Childhood Education Program NAEYC Self-Study - March 2019](#)

[NAEYC Accreditation](#) (Accreditor of QVCC's Early Childhood Education program)

[NAEYC Accreditation - ECE](#)

[QVCC Annual ECE Report March 2021](#)

## **Finance**

[Appropriation Decline](#) Comparison: 2016-2021

[Audited Financial Statement 2020](#)

[Board of Regents Finance and Infrastructure Committee Charter](#)

[CohnReznick Bond Fund Audit, 2020](#) CSCU Department of Finance

[Financial Aid Code of Conduct Policy](#)

[Financial Statements, Maintained by CSCU System](#)

[FY 18 Enrollment Budget](#)

[FY19 Enrollment Budget](#)

[FY20 Enrollment Budget](#)

[FY21 Enrollment Budget](#)

[FY18 Financial Aid](#)

[FY19 Financial Aid](#)

[FY20 Financial Aid](#)

[FY21 Financial Aid](#)

[FY18 Full-Time Personnel Budget](#)

[FY19 Full-Time Personnel Budget](#)

[FY20 Full-Time Personnel Budget](#)

[FY21 Full-Time Personnel Budget](#)

[FY18 Part-Time Personnel Budget](#)

[FY19 Part-Time Personnel Budget](#)

[FY20 Part-Time Personnel Budget](#)

[FY21 Part-Time Personnel Budget](#)

[FY21 Revised Budget vs Original Budget](#)

[Shared Services](#) Finance oversight goes to shared (centralized) model under Students First

[Unrestricted Net Assets: QVCC](#) (QVCC--2017-2021)

## **Medical Technology Laboratory Technician**

[ABHES Accreditation](#) (Accreditor for QVCC's Medical Technology Program)

[Academic Programs: Medical Assisting](#) (Still offered, no longer externally accredited)

[Academic Programs: Medical Laboratory Technology](#)

[Medical Laboratory Technician Self Study](#)

[Medical Lab Technician \(MLT\) Accreditation Certificate 2021](#)

[Medical Lab Technician Program Approval Letter 2021](#)

[Medical Laboratory Technician](#) (QVCC Medical Lab Tech Degree, Web)

[QVCC ABHES Self Evaluation 2019](#)

## **Library**

[Aug 2020 Got Tech Survey Example Form](#)

[Library Course Reserve Usage Statistics 2018-20](#)

[Library Google Analytics Summary Data](#)

[Library Information Literacy Instruction Feedback, AY 2019-20](#)

[Library Information Literacy Instruction Feedback, Fall 2020](#)

[Library-Information-Literacy-Instruction-Program-Summary-Data](#)

[Library Laptop Hotspot Lending Program Report -](#)

[Library Student Services Summary Data AY 2021](#)

[Library Tech Loan Program \(Data\)](#)

[May 2020 ATD-SSC Online Student Survey Results](#)

[May 2020 ATD-SSC Online Student Survey](#)

[Return to Campus Guide for Library Staff Aug 5 2020](#)

[7-22 Library ACRL AY2019](#)

[7-22 Library IPEDS AY18-19](#)

[7-22 Library IPEDS AY19-20](#)

## **NEASC/NECHE Actions, 2016-2021**

[Acceptance of 2016 5th Year Report, November 2016](#)

[NEASC Acceptance, Grad Rate Project, Specifying Items for 2018 Interim Report, July 2017](#)

[Willimantic Relocation Approval Letter, 10/2017](#)

[NECHE Acceptance of 2018 Update Report; Confirmation of 2021 Visit, 01/2019](#)

[QVCC - Confirmation of Accreditation Including Distance Learning and Certificates, 8/2018](#)

[QVCC - Confirmation of Accredited Certificates, 10/2018](#)

[QVCC Visit Delay to Spring 2022](#)

## **Online Learning**

[ADA-Compliance-Considerations-and-Best-Practices-for-Accessible](#)

[Best Practices for Online Teaching](#) (Presentation, related to Best Practices course for faculty)

[Best Practices Course \(BPOP\)](#) Taught by QVCC DL Coordinator

[Blackboard Competencies Self-Assessment](#)

[Distance Education Course Design Guidelines for Student Success](#)

[Educational Technologies](#) (QVCC)

[Faculty Remote and Online Learning](#) (CSCU System Resources)

[Got Tech Survey Example Form Aug 2020](#)

[Hotspot and Laptop-lending Program, QVCC Library](#)

[Library Laptop Hotspot Lending Program Report –](#)

[iTeach Essentials Certificate](#) (CSCU program for development in online teaching)



[Minimum Computer Skills Online Hybrid Courses Policy10-28-13](#)  
[NC-SARA](#)  
[NC-SARA on QVCC Distance Learning Webpage](#)  
[Online Code of Conduct Policy 10-28-13](#)  
[Online Tech Skills Guides](#)  
[Online Hyrid Course Observation Guidlines for Evaluators](#)  
[Orientation Sessions Online \(45-60 minutes\)](#) QVCC Library Tech Skills Ramp-up  
[QVCC Instructional Method Success](#)  
[QVCC Library, Online](#) (Tech Skills Support)  
[Student Evaluation of Instructor](#) (Contract call for equivalent process for online classes)  
[Student Evaluations: Online Courses](#) (CBA requirement)

## **Program Reviews**

[00 Degrees and Certificates Credits](#)  
[01 Program Review and Cycle](#)  
[02 Program Proposal and Review Documents](#) (CSCU System)  
[Advanced Manufacturing Tech Self Study - 2018](#)  
[Allied Health Certificate Programs Self Study - 2016](#)  
[Behavioral Social Sciences and Humanities Self Study - 2016](#)  
[Business and Accounting Self Study - 2016](#)  
[Engineering and Tech Studies- Self Study 2020](#)  
[English Self Study 2015](#)  
[ESL Self Study - 2018](#)  
[Math Self Study - 2016](#)  
[Med Tech Self Study 2019](#)  
[Medical Lab Tech Accreditation Certificate 2021](#)  
[Medical Lab Tech Program Accreditation 2019](#)  
[NAEYC Accreditation - ECE \(2020-22\)](#)  
[NAEYC Self-Study - March 2019](#)  
[Sciences - Self Study--2020](#)

## **Professional Development**

[Best Practices for Online Pedagogy](#) (Presentation, related to Best Practices course for faculty)  
[Best Practices Course \(BPOP\)](#) Taught by QVCC DL Coordinator  
[Center For Teaching](#) (Barnes Seminar)  
[Center For Teaching \(CFT\) Reports](#)  
[Center For Teaching](#) (CSCU, State-Wide)  
[Center For Teaching](#) (Instructional Skills Workshop)  
[Center For Teaching](#) (QVCC)  
[Center For Teaching](#) (Schwab Leadership Institute)  
[Center for Teaching](#) (State-wide, Facebook)  
[Classroom Observation Form](#) (Sample, as used under contractual requirement)  
[Current Employee Policies](#) (CSCU/CSCC)  
[Distance Education Course Design Guidelines for Student Success](#)  
[Email with Advising for Faculty Workshop Details Fall 2020](#)  
[Explanation of Forms](#) (Faculty Development and Review Plan)  
[Faculty Development and Review Plan](#) (CT BOR) (legacy link)

[Faculty Development and Review Plan](#) (Instructional Observation Forms)  
[Faculty Development and Review Plan Flowchart](#)  
[Faculty Development and Review Plan Forms Extracted](#) (Faculty Development and Review Plan)  
[Faculty Development and Review Plan Overall Performance Form](#)  
[Faculty Development And Review Plan Self Appraisal Form](#)  
[Faculty Development and Review Plan Weblinks](#)  
[Faculty Handbook](#) (Adjunct Faculty)  
[Faculty Remote and Online Learning](#) (CSCU System Resources)  
[Faculty-Promotion-Application 2020](#)  
[Instructor Evaluation Form](#) (Sample form, student evaluation of instructor)  
[iTeach Essentials Certificate](#) (CSCU program for development in online teaching)  
[Observation Form for Classroom and ESL](#)  
[Observation Form for Clinical Settings](#)  
[Observation Form for Laboratory and Studio Settings](#)  
[Online Tech Skills Guides](#)  
[Online Hybrid Course Observation Guidelines for Evaluators](#)  
[Process to Approve CCP/FastTrack Instructors](#)  
[Professional Development](#) (Resources)  
[Professional Development Plan Form](#)  
[Professional Development Reports 2017\\_20](#)  
[Scholarly Activity Examples](#)  
[SEED Welcome Letter Fall 2018](#) (Seeking Educational Equity and Diversity)  
[Tenure and Promotion](#) (Listing at 4Cs Union website)

### **Students First (CSCU One-College Consolidation Project)**

[Achieving the Dream](#) (Announcement of QVCC's participation)  
[Achieving the Dream](#) (ATD: QVCC Joins Cohort)  
[Achieving The Dream Kickoff QVCC 2020](#)  
[Achieving the Dream/ QVCC](#)  
[ACME](#) (CSCU initiative: Alignment and Completion of Math and English)  
[ACME Developmental Ed Background](#) (Alignment and Completion of Math and English)  
[Action Plan 2020](#) (QVCC: Achieving the Dream)  
[Alignment and Completion of Math and English](#) – (CCSU Proposal ACME)  
[Alignment of the Curriculum](#) (CSCU Report to NECHE)  
[Assessment Council Committee](#) (in addition to TAP FIRC) established to develop student learning assessment.  
[Board of Regents \(BOR\) Curriculum Alignment Process](#)  
[Board of Regents ACME Policy: Access and Equity](#)  
[Board of Regents Endorsement](#) of Revised Students-First Plan (2018)  
[Board of Regents Policies](#)  
[BOR Established](#) (Statutory establishment of the Connecticut Board of Regents)  
[BOR Finance and Infrastructure Committee Meeting Minutes 9 6 17](#)  
[BOR Mission Vision and Goals](#) (2021 CSCU/CSCC Version)  
[BOR IT-004 FOR7.25](#) (IT/Information Security Policy)  
[Broad Institutional Goals](#) (CSCU System)  
[Capital East Region](#) (Regions of the CSCU System)  
[Center of Excellence for Recruitment and Talent](#) (CSCU Human Resources Restructuring)  
[Centralized Administration](#) (New one-college structure of the CSCU/CSCC System)  
[CEO](#) (BOR description of the intended profile of the CEO position at the campuses)  
[CEO Email Re: College Reorganization, Feb 2020](#)



[Committees: System And at QVCC](#)  
[Common General Education Core](#) (CSCU Working Goal)  
[Common System Catalog](#) (CSCU Working Goal)  
[Community College Research Center](#) (QVCC draws from them through CSCU initiatives around guided pathways and Achieving the Dream)  
[Connecticut Office of Higher Education IT Strategic Plan](#) FY 2021  
[Connecticut State Community College](#) (CSCU Single College Plan)  
[Connecticut State Community College Announcement](#)  
[CSCC](#) (Connecticut State Community College—New name of ‘one-college system.’)  
[CSCU Advanced Manufacturing Program Centers Initiative Report](#), 2013  
[CSCU Advanced Manufacturing Strategic Plan](#) Feb. 2019  
[CSCU Digest 2017](#) (Planning Update)  
[CSCU Digest 2018](#) (Planning Update)  
[CSCU Digest 2019](#) (Planning Update)  
[CSCU Effectiveness](#) (Institutional Effectiveness goals explained)  
[CSCU Enrollment Management and Student Affairs \(EMSA\) FAQ](#) (Released February 3, 2021)  
[CSCU Faculty Advisory Committee](#) (With QVCC participation)  
[CSCU Five Year IT Strategic Plan](#) 2015-2020  
[CSCU IT Governance](#)  
[CSCU Mission and Vision](#) CSCU Mission and Vision Statement, both for the 17 Institution System, and the more specific focus of the Connecticut State Community College (CSCC)  
[CSCU Mission, Purpose, Plan](#) (Planning Document)  
[CSCU Organizational Charts](#) (System organizational charts in-progress, 2021)  
[CSCU Planning](#) (CSCU Web)  
[CSCU Program Approval and Review Policies](#)  
[CSCU Strategic Plan](#) (2013: Missions, Metrics, Timeline)  
[CSCU System](#)  
[CSCU System Office](#) (Referred to as SO)  
[CSCU System Trends 2018 State of CT Higher Ed](#)  
[CSCU System Trends 2019](#)  
[CSCU Transfer Articulation Pathways](#) (CSCU System)  
[CSCU Transfer Articulation Pathways](#) (QVCC)  
[CSCU Update 9, KPIs and Equity](#)  
[CSCU Student Success KPIs 2019](#)  
[CSCU Student Success KPIs 2020](#)  
[CSCU/ CSCC System](#) (Organizational Chart)  
[CT BOR Finance and Infrastructure](#)  
[Disabilities & Wraparound Services](#) (Documents: Description and Data)  
[Disability Services \(QVCC\)](#) (Web)  
[Draft Gen Ed Proposal 9 13 2019 \(Students First\)](#)  
[Faculty Remote and Online Learning](#) (CSCU System Resources)  
[FIRC](#) (Framework Implementation and Review Committee (of TAP) )  
[Framework 30](#) (Core of courses in CSCU TAP programs)  
[General Education](#) (CSCC System web project and resources)  
[General Education Core](#) (CSCC System definition of project)  
[General Education Curriculum Project](#) (CSCC further definition of project)  
[General Education Workgroup](#)  
[Guided Pathways](#)  
[Holistic Case Management Advising](#) (CSCU Mode, Achieving The Dream)  
[Human Resources Office](#), Generalist (Now centered in region and State)

[Institutional Effectiveness](#) (CSCU goal statement)  
[Institutional Research](#) (CSCU explanation for consolidation of IR roles and functions)  
[IT Transform 2020 Project: Needs-Assessment](#)  
[KPI Analysis](#) (Specific CSCU KPI Analysis for QVCC)  
[KPI Dashboard \(Students First Resources\)](#)  
[Manufacturing Technology Instructor Job Description for BOR](#)  
[Organizational Chart Comparisons](#) Reflecting the changing organizational structure of the College and the CSCU/CSCC System, 2016-2023  
[ORSE](#) Office of Research and System Effectiveness (CSCU System)  
[P20Win](#) (CSCU Educational Support service)  
[Regionalized College](#) (Reflecting the new CSCU regionalized Structure)  
[Relation to the TAP Project](#) (General Education project and TAP/FIRC project)  
[Shared Services](#) (CSCC System model of Human Resource organization and operation)  
[SOAA 2017](#) (Guided Pathways Scale of Adoption Assessment)  
[SOAA 2020](#) (Guided Pathways Scale of Adoption Assessment)  
[Strategic Master Plan for Higher Education in Connecticut](#) (Overview 2015-2021)  
[Strategic Master Plan for Higher Education in Connecticut](#) (Plan 2015)  
[Student Success Council](#)  
[Student Success: Key Performance Indicators](#)  
[Students First](#) (CSCU Consolidation Plan)  
[Students First FAQs](#) (CSCU reports to NECHE)  
[Students First Overview](#) (CSCU Analysis of need for change in the System)  
[Students First Update](#) (CSCU April 2019 Report to NECHE)  
[System Office Finance Department](#)  
[Transfer and Articulation \(TAP\) Policy Statement](#)  
[Transfer and Articulation Program](#) (CSCU: Definition and Sources)  
[Transfer and Articulation Program](#) (CSCU: Philosophy and goals)  
[Transfer and Articulation Program \(TAP\) Pathways](#) (QVCC Listing)  
[Transfer and Articulation Program 2012 to Present](#) (Working outline of TAP history, aims, and process at CSCU level)  
[Transfer and Articulation Program Standards](#) (CSCU System)  
[Vacant QVCC positions](#) (As of spring 2021)

## **Student Success**

[Accepted Students](#) (QVCC Checklist)  
[Accepted Students, Now What?](#) (QVCC)  
[Access and Opportunity](#) (CSCU 2018 Promotional Piece)  
[Accommodate by Simplicity](#) (QVCC online application for students with disabilities)  
[ACME](#) (CSCU initiative: Alignment and Completion of Math and English)  
[ACME Developmental Ed Background](#) (Alignment and Completion of Math and English)  
[ADA-Compliance-Considerations-and-Best-Practices-for-Accessible](#)  
[Advantage](#) (The QVCC Advantage)  
[Alignment and Completion of Math and English](#) – (CCSU Proposal ACME)  
[Articulation Agreements \(QVCC: Transfer Toolbox\)](#)  
[Beta Beta Pi Chapter Progress Report 2019](#)  
[Board of Regents ACME Policy: Access and Equity](#)  
[College Career Pathway](#) (Program of college courses taught in local high schools, State doc)

[College Career Pathway Partnering Schools](#) (List of high schools participating with QVCC)  
[College Career Pathways](#) (Catalog Description)  
[Credit Program Options for High School Students](#)  
[Credit by Exam AMTC Count](#) (Advanced Manufacturing Technology Count)  
[Credit for Prior Learning AMTC Process](#) (Advanced Manufacturing Tech Process)  
[CSCU Effectiveness](#) (Institutional Effectiveness goals explained)  
[CSCU Preliminary Census Report 2020-09-21](#)  
[CSCU System Trends 2018 State of CT Higher Ed](#)  
[CSCU System Trends 2019](#)  
[CSCU Transfer Articulation Pathways](#) (CSCU System)  
[CSCU Transfer Articulation Pathways](#) (QVCC)  
[CSCU Update 9, KPIs and Equity](#)  
[CSCU Student Success KPIs 2019](#)  
[CSCU Student Success KPIs 2020](#)  
[Data U.S.A. Profile of QVCC- Racial Composition](#)  
[Dean's List \(Fall 2020\)](#) (\*This may be the latest we can fit in to our report before it is completed)  
[Demographic Makeup of QVCC Students Fall 2018](#)  
[Demographics Spring 2021 By Town](#) (QVCC Service Region)  
[Disabilities & Wraparound Services](#) (Documents: Description and Data)  
[Disability Services \(QVCC\)](#) (Web)  
[Disengaged Student Form](#)  
[Distance Education Course Design Guidelines for Student Success](#)  
[Diversity and Inclusion Team](#) (CSCU HR Center of Excellence Model)  
[eLumen TAP Outcomes Full Report 2021](#)  
[ENG Success Comparisons](#) (Compiled Data Reports)  
[Enrollment By Program \(4yr Comparison\)](#) (QVCC)  
[Fast Track to College Program](#)  
[Financial Aid for Undocumented Students](#) (QVCC)  
[First Math Success by High School to QVCC High School](#)  
[Food Insecurity Email by Associate Dean of Student Outreach and Advanced Learning March 2021](#)  
[Food Insecurity Email Message by Dean 10 6 17](#)  
[High School Partnership Flyer 2021](#)  
[High School Pathways Program](#)  
[Holistic Case Management Advising](#) (CSCU Mode, Achieving The Dream)  
[Honor Societies](#) (QVCC)  
[Hotspot and Laptop-lending Program, QVCC Library](#)  
[IPEDS Data Feedback Report 2020](#)  
[Jan 2020 Adult Learners Current Students Survey](#)  
[KPI Analysis](#) (Specific CSCU KPI Analysis for QVCC)  
[KPI Dashboard \(Students First Resources\)](#)  
[Library Tech Loan Program](#)  
[Presentation English and Math Progression for Guided Pathways](#)  
[PTK -2017 Beta Beta Pi Chapter Progress Report](#)  
[PTK -2018 Beta Beta Pi Chapter Progress Report](#)  
[PTK -2018 Beta Beta Pi Chapter Rankings Profile](#)  
[PTK -2019 Beta Beta Pi Chapter Progress Report](#)  
[QVCC High School Enrollment 2015-2020 eRegistrations](#)  
[QVCC English Data from ACME](#)

[QVCC English Data from ACME 2](#)  
[QVCC ESL](#)  
[QVCC ICAT - Results Summary](#) (ATD Institutional Capacity Assessment Tool)  
[QVCC ICAT Response Distribution](#)  
[QVCC Instructional Method Success](#)  
[QVCC Math Data from ACME](#)  
[QVCC Math Data From ACME 2](#)  
[QVCC Student Clubs](#)  
[QVCC Student Government Association](#)  
[QVCC TAP Report \(2021\)](#) Summary report of TAP assessment and resulting data, 2016-21  
[QVCC Transfer Out Review](#)  
[QVCC Enrollment By Program](#)  
[QVCC Graduation And Transfer By Demographic](#) (Fall '13 Through Fall '17 FT New Students)  
[SST Survey Summary 5-26-20](#) (Student Success Team Online Survey)  
[Student Activity and Academic Performance](#) (External Document)  
[Student Clubs 2018 2019](#)  
[Student Success Council](#)  
[Student Success Resources and Information](#) (CSCU)  
[Student Success: Key Performance Indicators](#)  
[Student Success Team Survey Summary 5-26-20](#)  
[Student Success Inventory Template QVCC 2019](#) (Achieving The Dream)  
[Undocumented Students--Financial Aid](#) (QVCC)  
[Undocumented Students--Resources](#) (QVCC)

## **Appendix F: Addendum**



Addendum to Self-Study  
Quinebaug Valley Community College  
2021-22

The ten-year NECHE accreditation visit for QVCC was originally scheduled for October 2021, for which the self-study was to be completed by mid-August. Nine report teams under the guidance of two steering chairs completed this work in June 2021, knowing that yet another change in college administration would soon be taking place. A new CEO arrived as of July, and in consideration of this change the college received a postponement of the October review-team visit, to April 2022.

With this postponement, the new CEO, the self-study chairs, and the wider college staff began to address a number of key issues surfaced in the report, the work for which could begin right away under this new leadership. This postponement also gave the CEO the opportunity to review the completed document and address any potential concerns of voice, content, or pending institutional changes that might be called for, to give the Commission, the visiting reviewers, and the college community the most up-to-date reflection of an institution very much in flux.

#### **Changes in Self-Study Since June 2021**

Much of the self-study remains as it was originally completed by the June 2021 deadline to reflect the story of the college up to that point. Changes directly to the document since that time include:

- Updated statistics in a few places to show newly available data for enrollment and student completion rates
- Revised or new institutional positions and/or appointments
- Updated naming of positions both locally and System-wide
- Updated inclusion of further retirements and/or departures of staff and faculty

#### **Institutional Developments Since June 2021**

At the same time, this addendum has been attached to the original self-study to highlight new developments under way at the college under the guidance and leadership of the newly appointed CEO. Some of these have already been mentioned in the self-study as challenges and opportunities within the college; some were under way prior to the new CEO appointment, but without college-wide, executive leadership. These efforts are now in fact being led and developed with the coordination of a strategic planning process, informed by the recently completed self-study, in relation to the structural changes and emerging resources both of the local college and the in-process CSCC System.

In mid-January of 2022, the college finalized its updated strategic plan for 2022-2027 <https://qvcc.edu/discover-qvcc/strategic-plan/>. It was framed based on the findings and recommendations of this self-study and in alignment with the emerging Connecticut State Community College Strategic Vision and Plan. This addressed the observation noted in the study regarding the need to demonstrate the college's commitment to the development of several institutional plans, including a strategic plan\*, academic master plan, and enrollment master plan, all now taking place in the context of the needs and requirements of the local college, in correlation with the emerging consolidation of the

Connecticut Community College System (Self Study, pp. 52,54,92). Over the course of the spring semester of 2022, the college will convene appropriate constituencies at the local and State level to subsequently update our enrollment plan and academic master plan for July of 2022 based in part on the new strategic plan goals and priorities and metrics of accountability.

Core areas to be addressed via the new Strategic plan as identified in the self-study/

- **Fostering Data- Informed Decision Making-** was a noted need in the study, specifically around bringing attention to evidence-based planning woven throughout college operations and reorganization (Self Study, pp. 20,32,36-37,52,54,103,105). This year we have conducted a student survey to help drive our instructional modalities and academic and student support services, conducted several All-Staff Meetings using data to help us draft and finalize our strategic plan, and overviewed our KPI metrics and retention and completion data, and we will be creating our first Equity Audit for September of 2022.
- **Growing Adult Learning Population through BCI Partnership-** was a noted concern to address the need identified in the self-study of renewal of the BCI (Second Chance Pell) program, recovering from the negative impact of the COVID-19 pandemic (Self Study, pp. 19,30,38,40,56,85, 90,93). In January of 2022, the college hired a long-time faculty member to the role of Interim Academic Division Director with oversight of the BCI Program in hopes of working to design a plan to increase enrollment levels and success of our BCI population in light of COVID protocols and support their transition into civilian life.
- **Invest in Willimantic-** was a concern noted in the study designed to bring attention to the need for overall improvement of programming and services at the Willimantic location (Self Study, pp. 43,83, 90). In December of 2021, the owner of 729 Main Street gifted the building to QVCC in care of the state of Connecticut for a planned July 2022 timeframe, allowing for a permanent site for our Willimantic population. The college is working through state procurement processes and working on a more comprehensive academic and enrollment plan for this site to be ready for July of 2022.
- **Embrace equity and antiracism as a framework and cultivate a sense of belonging-** In August of 2021, the college became the first Connecticut college to join the Race, Equity, and Justice Initiative (REJI)-- to address equity in the institution (Self Study, pp. 29,44, 54, 67-8, 70,103,105,109-10). Through this work, a cohort of faculty and staff are immersed in a professional learning community to deepen their understanding of racial equity and justice and empowered to lead a campus team on next steps to better position our college's efforts on creating a culture that embraces diversity, equity, and inclusion in addition to and complementary to our work with Achieving the Dream.
- **Implementation of Guided Pathways-** has commenced and was partially in response to the need noted in the study to address highlighted concerns including the filling of institutional positions in advisement, and the further implementation of work through the Achieving the Dream initiative (Self Study, pp. 44, 54,67-8,103-5,109-110). In October of 2021, the college under the new one college concept, implemented Guided Pathways including the hiring of 5 new guided pathway 1 advisors, 1 new guided pathway 2 advisor, and a campus lead. In addition, the college has convened a cross college Guided Pathway Implementation Team who started meeting in regularly in

December of 2021 to ensure a smooth transition to this new model of advising and support for our students.

- **Maximize dual and traditional enrollment and QVCC graduates (16–24-year-olds) through alignment of curriculum and programming with Quinebaug Middle College and area high schools** – was a noted need of the study to make revision and renewal of high school partnerships (Self Study, p.28). Beginning in August of 2021, the college actively met with all area high schools and created expanded high school partnership programs that allow juniors and seniors in good standing to take up to two college courses taught by our faculty for free aligned to our guided pathways and regional labor market needs. Additional expansion to this program is planned for Fall of 2022 and will have more dual enrollment students coming through high school partnerships than through concurrent enrollment.
- **Revision of course requirements for a number of certificate programs to qualify them for financial aid eligibility**- In an August review of our eligible programs for financial aid, it was discovered that a number of certificates were never put through the formal process of approval. Hence in the fall of 2021, the college put forth an updated application with the Board of Regents and the United States Department of Education and was approved to have 8 certificates approved for financial aid eligibility. Two additional certificates required additional updates to their course requirements which were also approved by the Board of Regents in December of 2021 and will be submitted for approval to the Department of Education in January of 2022 for approval to be eligible for financial aid.
- **Online approval of academic programs**- was also noted as a need in the self-study. In December of 2021, in light of expanded online programming necessitated by the COVID pandemic, QVCC formally applied to and was approved by the Board of Regents to offer 11 academic programs as available fully online. Subsequently, these programs have been added to our NC-SARA authorization.
- **Recruit and retain talented and diverse students and employees**- was also a consistent theme of the self-study for the clarification of institutional positions considering local needs as well as System reorganization, and the hiring of new staff and faculty to fill positions and become fully staffed (Self Study p.17,43,44,49,52, 61,66,76,78,90). Since July of 2021, the college has posted twenty-seven positions, filled twenty-one and the time of this report with another six actively being searched. New positions are designed to meet our obligations as an independently accredited institution and to position us for the emerging one college structure planned for 2023.

To further demonstrate the significant hiring time occurring at our college between July of 2021 and June of 2022, the following positions were hired as of January 2022.

- 5 Guided Pathway Advisor 1's
- 1 Guided Pathway Advisor 2
- 1 Campus Advising Lead
- 1 Campus Financial Aid Lead
- 1 Financial Aid Specialist
- 1 Interim Associate Dean of Student Development
- 1 Veteran's Coordinator
- 1 Acting Dean of Academic Affairs and Student Support



- Learning Disability Specialist
- 1 Skilled Maintainer
- Regional Human Resources Lead
- Interim Academic Division Director
- Learning Center Coordinator
- Coordinator of Student Activities
- Director of Non-Credit/Workforce Programs
- Continuing Aide for Non-Credit/Workforce Programs
- SNAP Coordinator

Positions that are posted for hire as of January 2022 and being searched for the spring semester are:

- Business Associate
  - Director of Career Services
  - Human Services Faculty
  - Art Faculty
  - Allied Health Faculty
  - Cannabis Studies Faculty
  - IT Technician
- ***Archiving, storing, and communicating College information-*** was noted as a concern in the self-study, including the need to address multi-faceted challenges of information management on college website, publications, and internal documents, as well as in correlation to System-managed information (Self Study, pp. 45,125). Beginning in December of 2021, a cross functional team is meeting regularly to design a plan to accomplish a more consistent approach to our archiving and storage of information and to create a plan to communicate how this will be accomplished by July of 2022.