



New England Association of Schools and Colleges

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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COVER PAGE FOR SUBSTANTIVE CHANGE REQUESTS

Name of Institution	Naugatuck Valley Community College
Type of proposed change	Establishing electronically offered degree programs.
Effective date of implementation	Fall 2011
Date of institutional governing board approval	Not applicable
Is state approval required?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, approved (date) _____ (Attach verification.)
Contact Person:	Name: Dr. Sandra Susman Palmer Title: Dean of Academic Affairs Phone: (203) 575-8116 Fax: (203) 596-2198 e-mail: spalmer@nvcc.commnet.edu
Please summarize the proposed change	The number of courses being offered fully online has increased significantly over the past few years, resulting in 2 programs in which 50% or more of the courses may be completed entirely online: 1. General Studies (AS) 2. Liberal Arts (AS)
Signature of CEO:	
Date:	

NAUGATUCK VALLEY COMMUNITY COLLEGE
WATERBURY, CONNECTICUT

REPORT ON THE ESTABLISHMENT OF ACADEMIC PROGRAMMING
OFFERED THROUGH DISTANCE LEARNING

Prepared for

New England Association of Schools and Colleges

June 2011

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Descriptive Information

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- b. URLS

Naugatuck Valley Community College – Office of Distance Learning
<http://www.nvcc.commnet.edu/Academics/Distance-Learning>

Connecticut Community Colleges – Blackboard Vista Resources for Faculty and Staff
<http://www.commnet.edu/academics/blackboard/faculty/>

Connecticut Community Colleges – Blackboard Vista Resources for Faculty and Staff
<http://www.commnet.edu/academics/blackboard/student/>

Connecticut Community Colleges Online Support Center—Services for Students, Faculty and Staff
<http://d2.parature.com/ics/support/default.asp?deptID=8134>

Blackboard (Learning Management System)
<http://www.blackboard.com/>

The Connecticut Community College web portal *myCommNet* (where students and faculty access Blackboard Vista course sites and other online resources of the college)
<http://my.commnet.edu>

eTutoring
www.etutoring.org

Temporary access to any of the above will be made available by request, in compliance with FERPA regulations.

c. Technical Infrastructure

The technical infrastructure of Naugatuck Valley Community College (NVCC) includes a large local area network spanning multiple buildings. The buildings are interconnected with a fiber optic backbone. The campus is fully covered by wireless. In addition, the infrastructure interfaces with the Connecticut Education Network (CEN), Connecticut's statewide fiber optic network.

Some facts about the NVCC network:

Cabling

- minimum standard for NVCC network wiring is Category 6
- new network wiring since 2000 has been Category 6
- minimum standard for new network jacks is two jacks per location

Network infrastructure

- all main distribution frames (MDF) and intermediate distribution frames (IDF) are equipped with network switches facilitating gigabyte throughput capacities and capable of Layer 3 at the edge
- network configuration provides superior network performance and enhanced security opportunities
- NVCC maintains two core routers for redundancy
- Layer 3 routing is done only between core routers
- between the core routers are multiple 10GB/Sec connections
- between the core routers and server farms are multiple 10GB/Sec connections

Network Services

- print services
- VoIP telephony
- file storage
- content filtering
- firewall
- backup services
- IP security cameras
- computer alarm security
- HVAC controls
- environmental and temperature monitoring of network spaces
- security card access

Miscellaneous

- approximately 50 servers
- approximately 150 network printers
- approximately 35 network closets/cabinets

NVCC's computing environment consists of Windows based personal computers with a smaller number of Apple based personal computers. Currently, the college maintains approximately 1967 computers throughout the campus, with an average age of 3 years. Approximately 1254 computers are allocated for classrooms, library, and open lab access with the remainder being assigned to faculty and staff.

NVCC's information technology systems are supported and maintained by eight (8) full-time professional staff members, with in-depth knowledge of and broad experience with networking, security, hardware, and software technologies. Additionally, there are two (2) Educational Assistants each working 17 hours per week and Student Workers. The IT staff addresses issues ranging from network management, HW/SW maintenance and installation, telephony systems management, data backup and management, and student, faculty, and staff support.

The System Office Data Center (SDC) of the Connecticut Community Colleges (CCCs) manages and maintains many central functions for NVCC including: email services, Internet Services, anti-virus/malware security (faculty and staff only), edge device (router) management, (NVCC also has a router that it manages) and domain administration. The current SDC policy provides NVCC with 100 Mb/Sec Internet capacities, which meets the campus's needs. In direct compliance with SDC and FERPA policies, the security of critical data regarding staff, faculty, and students prohibits remote network access.

d. Verification Procedures

The Connecticut Community College system uses a SunGard Higher Education product (Luminis) as a portal to access Blackboard. Naugatuck Valley Community College students each must enter a unique, secure login and pass code, known as a NetID. This is the process through which Naugatuck Valley Community College establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit as required by *The Higher Education Opportunity Act of 2008*.

NVCC publishes in both the college catalog and the student handbook a Policy on Student Conduct, which sets forth a number of expectations for student conduct including but not limited to the demonstration of academic integrity, and prescribes procedures for enforcement. In addition, NVCC states in the college catalog an expectation of the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' (BOT) Proscribed Conduct Policy in Section 5.2.1 of the BOT Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities.

e. Consortium Partners

The Connecticut Distance Learning Consortium (CTDLC) supplies educational support to the Connecticut Community College System as part of its mission. Although not an accredited degree granting institution, the CTDLC voluntarily participated in a NEASC Self-Study and Review in 2001.

The CTDLC hosts various Learning Management Systems (LMSs) for the higher education community. Specifically, the CTDLC Data Center provides application servers, load balancers, database servers, data storage, data backup, bandwidth, and LMS experts to manage the specific applications. The servers of the LMS delivery system are professionally hosted with guaranteed 99% uptime, access to the Connecticut Education Network, generator backup and nightly back-up of all files. CTDLC will often negotiate on behalf of its members with third party vendors in order to achieve the lowest possible price by aggregating demand. Presently, the CTDLC hosts four learning management systems including Blackboard Academic Suite, Blackboard Learn, the Angel Learning Management System, and Web Mentor.

As of December 31, 2008 Blackboard Managed Hosting (BMH) and Presidium (an Education Service Management IT Service Desk Solution Company) has partnered with CCC to provide expanded application server and database server capacity. In addition to technical services for students, faculty and staff on a 24/7 basis, support is customized to address the present single sign-on portal (myCommNet) and Blackboard Vista issues throughout the CCC system. Student and faculty support services are available on the myCommNet login page by using the Presidium site, which is powered by a software program called “Parature”. The CCC system operates under one master contract with BMH, within which the arrangement with Presidium for end user support services is included. Effective December 30, 2010 Presidium was formally acquired by Blackboard. The new arrangement has not affected the existing 2011 contract in any appreciable way. Product branding from Presidium to Blackboard Student Services remains transparent for our faculty and students, as the customer support representatives answer inquiries as “Connecticut Community Colleges.” Existing internet links and telephone numbers remain intact and we continue to work with our current Presidium team and company representatives, who have been hired over by Blackboard, to refine and improve services.

Our current contract with BMH guarantees a specific service level. As additional service levels increase, BMH will add the necessary hardware/software to ensure they are meeting Service Level Agreements (SLA). Due to the increasing demand, hardware specifications have not been identified, as they are changing based on service levels. However, the following are included in the contractual agreement between CCC and BMH:

- 99.7% Service Level Agreement (SLA)
- Tier-1 secure, reliable datacenters with 100% power availability (UPS/Generator)
- Redundant Internet connections through dual Tier-1 Internet Service Providers
- Comprehensive redundant backups which are stored online and at a separate facility
- 24x7x365 proactive monitoring & support of all hardware, software and networks
- Servers are set up to maintain fail back & redundant connectivity.

Narrative

Institutional Mission

Naugatuck Valley Community College's Vision Statement reads, "At NVCC, the word 'community' is central and our students are considered our most sacred trust and our finest asset. Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students."

The College Mission, which serves to facilitate NVCC achieving its Vision, is as follows:

Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.

The College Mission, Vision and detailed information on the strategic planning process can be found on the College website, <http://www.nvcc.commnet.edu/About-NVCC/Mission-Vision>.

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

The skills developed in a distance learning course - becoming a more self-directed learner and being able to use new technologies - provide a significant advantage in the workplace. These skills supplement the knowledge and skills developed through mastery of the subject matter of each course. Distance learning courses draw on the strengths which the latest generations of college students bring to the table – technological aptitude.

NVCC's distance learning courses began in the fall of 2000 with 16 courses, and have steadily increased to its current rate of approximately 75 to 80 courses per semester, which includes fully online, online with on-campus requirement, and hybrid courses. Currently, NVCC offers no fully online programs or certificates; however, 50% of the courses for an Associate's degree from the largest program of General Studies as well as Liberal Arts can be completed online.

The growth in NVCC's distance learning course offerings is supported by the faculty, administration, students, and the surrounding community. Faculty have adopted technology as a way to enhancing and enriching their course content through the integration of media-rich learning objects, whether it be traditional, online or hybrid mode of delivery.

The Connecticut Community College System and NVCC initially used WebCT Campus Edition as its learning management system, later upgraded to WebCT Vista, and are now using Blackboard Vista 8, which was adopted in the summer of 2008. With the announcement that Blackboard Vista will be unsupported by Blackboard by the end of 2012, the CCC system has

developed a planned transition to the latest version of Blackboard learning management system (Blackboard Learn) over the next year and a half.

Planning and Evaluation

In September 2009 NVCC embarked on a journey to develop a new strategic plan that best positions its talented and experienced faculty and staff to respond to the needs of the students and service region. Considerable time and effort were put forth meeting and listening and reflecting to offer a plan that engaged the entire campus-wide community. The College believes that the *Naugatuck Valley Community College Strategic Plan for 2010-2013* (see Appendix A) represents the collective vision. More than one thousand people – students, faculty and staff, members of our regional advisory council and foundation, and community leaders – contributed their time and insights to its development.

The Institutional Planning Committee (IPC) is NVCC's current locus of strategic and operational planning activity. This group has served as an internal oversight committee, coordinating the implementation of multiple planning processes on campus. On November 6, 2009, the NVCC Office of the President and its Management Team convened the IPC with several goals in mind:

- To engage academic leaders serving on the IPC in the development of NVCC's next strategic plan;
- To promote group reflection on NVCC's successes and challenges;
- To vet the draft planning framework for 2010-13 developed by NVCC's Management Team (vision, goals, outcomes/indicators, and planning process outline/timeline);
- To seek consensus on NVCC's goals and identify strategic priorities to achieve them; and
- To refine the planning process – determining what needs to happen when and who's responsible for what.

In addition to the steering team of the Institutional Planning Committee, the IPC's four subcommittees worked to ensure campus-wide consultation and accountability in the following areas: Responsive Academic Leadership and Programs, Student Success, Institutional Effectiveness and ongoing Environmental Scanning processes. Much work was done during academic year 2009-2010 to support a meaningful operational plan that ensures accountability, academic rigor, responsiveness to workforce needs, support of student success and viability of programs and services at the College.

A major goal of our strategic plan is the development and implementation of assessment models that deepen our understanding of the progress we are making or need to make. To this end an institution-wide outcomes assessment plan was implemented, effective fall of 2009. The IPC's Environmental Scanning subcommittee completed work on a draft of an Environmental Scanning Model for the College. The work has begun to inform program review and outcomes assessment activities on campus. The Office of Institutional Research has recently hired a new Director who has been charged with creating the kind of data that supports an outcomes assessment process which informs both faculty development and curriculum development and reform.

Much effort has also taken place to engage in careful assessment and review of the wide-array of academic programs. Significant curricular development and syllabi revision took place in 2009-10, generating new vehicles for outcomes assessment and a re-thinking of competencies to be acquired as a result of the teaching and learning in our general education courses.

The CT Community College System's Office of Planning, Research, and Assessment (OPRA) helps support NVCC's goal to continue to be more data-informed in decision-making and strategy development. The Office of Planning, Research and Assessment is part of the Administrative Offices of the Connecticut Community Colleges. The mission of OPRA is to provide leadership and direction in all areas of college administration regarding assessment, strategic planning, policy analysis and development, research, legislative and regulatory analysis, and program management.

At the College both qualitative and quantitative methods are employed to understand student learning experiences. In addition to the systematic IPEDS (Integrated Postsecondary Education Data System) reports, the College undertakes frequent surveys—student engagement (CCSSE) and annual career services— as well as ratings submitted online upon the completion of a course. These forms enable students to provide thoughtful feedback on key issues pertaining to classroom management— how course material was presented, an instructor's ability to explain material, student participation in class, instructor feedback, and clearly defined grading and assessment processes.

Determined by Board of Trustee policy in conjunction with the collective bargaining agreements, rating forms are collected for tenured full-time faculty twice in a five-year evaluation cycle—or in 40% of the instructor's classes taught over five years. All other full-time and part-time faculty are rated in each of their classes through an online course evaluation system; a semester's student ratings are reviewed by faculty supervisors and the Academic Dean; they are also incorporated in periodic faculty evaluations. The students rely on the myCommNet single sign-on portal to access academic information, announcements, online registration, and Blackboard Vista. The implementation of the single sign-on portal is a result of an analysis of the effectiveness of student access to important information and resources.

Distance Learning at NVCC is subject to the same planning and evaluation processes as other programs and curricula at the college. The instructional method used for courses—including online, online with campus requirement, and hybrid formats—is recorded in our student information system (Banner). This allows for disaggregating these courses for the purpose of evaluation so that we can analyze enrollment trends, student outcomes and the demographic profile of our distance education students. As of Spring 2011, the College has no programs that can be fully completed online, and no plans to develop a fully online program. Planning for the quantity and type of courses that will be offered online for each academic/program area is done with careful attention to student needs, program course objectives, design, and budget. Regular program reviews occur every 5 years to ensure that quality is maintained. These program reviews consist of standard methodology of appropriate faculty determining and documenting the mission, goals, and outcomes of a specific program, followed by the priorities, achievements, and recommendations being recorded and then reviewed by the appropriate Department Chair, Program Coordinator, and Dean of Academic Affairs.

NVCC is committed to continual investment in modern equipment to help ensure that students achieve academic success and are prepared to compete in today's workplace. To this end the Academic Computing Team (ACT), est. in 1997, serves as an advocacy body for technology needs within the academic divisions of the College as well as for the needs of the college as a whole. ACT has representation from all academic divisions including the Learning Resources Center, Office of Distance Learning and Information Technology departments, and meets during the academic year to discuss instructional technology progress and needs for the betterment of teaching and learning. Formal recommendations for facilities upgrades and equipment purchases are provided by request to the Administrative Division.

Organization and Academic Oversight

The position of Director of Distance Learning was created and filled in October of 2005, reporting to the Dean of Academic Affairs. The Director of Distance Learning is “the strategic person in the College responsible for providing direct pedagogical expertise in course development and augmentation, including planning, assessment, and implementation of distance and online learning, and partnering with faculty and academic staff in the exploration and use of instructional technologies to enhance the teaching and learning environment.” In December of 2005 an Educational Technology Specialist, who reports to the Director of Distance Learning, was added to the Department as a part-time position, through Vista Support Funding provided by the CCC system. That position became a permanent, fully operationalized full-time standard appointment in July of 2008. Responsibilities for the Educational Technology Specialist include providing support to faculty and staff in learning and using educational technologies to enhance the teaching and learning exchange. The position cooperates with faculty, staff, administration, and students. Ongoing assessment for the appropriate level of support staff will occur as the College continues to offer courses and expand its offerings via distance learning.

Efforts to ensure the quality and integrity of online programming are ongoing; the Director of Distance Learning oversees for the College the integrity, reliability, and security of the services provided by the Connecticut Community Colleges System Office through the myCommNet portal and Blackboard by being an active member of the Distance Learning Council of the twelve community colleges that comprise the Connecticut Community Colleges system. The role of the Council is significant in that its members discuss educational technology innovations, all matters relating to Blackboard, pedagogical technology issues, eTutoring, and other software and web-based programs that can serve to enhance teaching and learning. In addition to troubleshooting technical problems and sharing technological advances, this group also makes recommendations to the Academic Deans Council for future enhancements and direction of distance learning in the CCC System.

Educational Programming

As of Spring 2011 the College has no fully online programs nor any proposed fully online programs, and no plans to offer fully online programs in the immediate future; however, the number of online, online with campus requirement and hybrid course offerings has increased significantly over the last six years. Courses that fulfill general education requirements are consistently offered in these formats. All distance education courses and the faculty teaching

them are subject to the same oversight, quality control and academic standards within the appropriate academic channels as our classroom-based courses.

The origins of all distance education courses are rooted in traditional classroom-based courses developed by the instructor for online delivery; therefore, all course descriptions and course objectives are identical to traditional course offerings. Distance education courses are offered as part of approved degree programs at NVCC and share the common core of general education which embodies the acquisition and demonstration of those skills, abilities and values which allow a person to function as a free and responsible citizen. These include the capacities to read and listen with understanding, to communicate clearly in speech and writing, to perform basic mathematical computations, to reason logically, and to apply these skills, abilities, and values to the demands of living and working. Students studying at a distance are expected to achieve learning outcomes equal to those achieved in on-ground classes.

In 2007 a Faculty Senate General Education Review Committee was formed to review NVCC's general education program (common core curriculum) and examine how our system of general education meets the standards set forth by the New England Association of Schools and Colleges. Through a campus-wide collaborative effort the Committee developed eight core competencies that reflect the abilities we seek to develop in our students through the common core curriculum. These competencies were reviewed by the faculty senate, approved by the faculty senators, and embraced by the Administration. Over the next year workshops were provided on the assessment of each core competency. In 2009 the General Education Review Committee formed a General Education Task Force to further our mission in assessing the general education curriculum and continue the work that was started by the General Education Review Committee.

In late Fall 2010 it became evident that our schedules were consistently including sufficient online offerings to allow students to earn 50% or more of their coursework online within the General Studies and Liberal Arts degree programs. We have no historical reference for exactly when this occurred within these programs; hence the dates shown on the Data Sheets for Table 1 in the column entitled "Initiation Date" represent the dates that each program most recently underwent a curricular change that required formal approval.

To prepare students who choose to take a distance learning course, three student orientations are offered every semester prior to the first day of classes and during the first week of classes. Students are made aware of these orientations through several modes of communications including the College website, the Distance Learning Facebook page and an informational email that is sent to every student who registers for a distance education course. The email also provides information to students on where and how to log into Blackboard and locate their course sites, as well as contact information for assistance. All students taking distance education courses have access to faculty through universal college channels, including telephone, email and in-person. The student orientation sessions includes an overview of the most commonly used tools in Blackboard Vista, technical requirements, resources for support, and characteristics of successful online students. All students are enrolled in a Student Orientation to Blackboard Vista course. This course includes numerous resources on the use of all of the tools in Blackboard Vista, technical support information, links to software downloads and interactive video tutorials.

The College assesses student course satisfaction via an online survey every semester (see Appendix B, Connecticut Community Colleges Classroom Evaluation for Instruction). Student learning is assessed in online courses in the same ways as on-ground courses. Determined by Board of Trustee policy in conjunction with the collective bargaining agreements, rating forms are collected for tenured full-time faculty twice in a five-year evaluation cycle—or in 40% of the instructor’s classes taught over five years. All other full-time and part-time faculty are rated in each of their classes; a semester’s student ratings are reviewed by faculty supervisors and the Academic Dean; they are also incorporated in periodic faculty evaluations. An online version of the student ratings form became available in the Spring 2010 semester and have since been administered by that means. The results of the student course satisfaction surveys are reviewed by the Dean of Academic Affairs, faculty supervisors, and the faculty members themselves.

Faculty

Both full-time and part-time faculty representing various disciplines teach online courses and are involved in the development process for new course offerings. Currently (Spring 2011), 77 courses are offered either online, online with campus requirement or in a hybrid format, with 22 full-time instructors and 23 part-time instructors, and the courses span a variety of disciplines, including English, Business, Math, Science, Philosophy, Criminal Justice, Economics, Aviation, Psychology, Sociology, Computer Science and History.

All faculty members who teach online course sections are subject to the same contractual arrangements as campus-based faculty. In fact, all of our full-time and the majority of our part-time faculty who teach online classes also teach classroom-based ones. Department chairs recruit and supervise to ensure faculty meet the established Board of Trustees minimum requirements, are assured academic freedom, and are held to professional standards.

In Fall 2010, NVCC implemented a strict policy requiring that distance learning instructors are trained and proficient before being assigned to an online, online with campus requirement or hybrid course. The training process involves a combination of training and practical application (through mentorship), is constructed on prerequisite experience in distance education, and assumes solid knowledge and ability in essential computer skills.

Three internal training models are available to faculty who are interested in using Blackboard to enhance their courses and those who wish to explore online course delivery (see Appendix C, Faculty Preparation for Online Delivery). This modular approach aligns training initiatives with NVCC’s strategic priorities and goal, and allows for a more efficient assessment of outcomes. Faculty may select which model is most suitable for his/her training needs. Training obtained outside of NVCC, such as iTeach Essentials, is accommodated in all three models, and counted toward an instructor’s proficiency level. iTeach Essentials is a training resource offered through the Teaching & Learning Team. It is a fully online, nine-week intensive course in online pedagogy and technical applications. Some of the topics discussed include learning styles, learning objectives, content design, communication, collaboration, assessment, and motivation. The course assumes some technical expertise with Blackboard Vista but also involves training in the more advanced technical aspects of Blackboard Vista such as the Learning Modules and Group Management in addition to online pedagogy. Designed by a team of faculty, department chairs, and distance learning directors, iTeach Essentials identifies and focuses on “Effective

Teaching Practices for Web-Enhanced, Hybrid, and Online Classes” (see Appendix D). Faculty members participate in the course as students and thereby experience an online environment from the student’s perspective. Upon completion of at least 80% of the course work, participants receive a certificate. This course has been offered in the fall, spring, and summer, and many NVCC faculty have successfully completed iTeach Essentials.

As part of quality control measures the curriculum of an online course must be fully developed and undergo an extensive formal review prior to “live” delivery. A curriculum development component is built into each training model, which includes an extensive review (see Appendix E, Peer Review of the online curriculum) developed by the Distance Learning Course & Program Guidelines Subcommittee of the CCC System Teaching and Learning Team. The Connecticut Community College System Teaching & Learning Team is principally concerned with ensuring that instructors using Blackboard are cognizant of instructional best practices concerning online teaching and learning guidelines and as such was charged with the following tasks:

- Defining best practices in online instruction that align with the System’s mission and strategic goals.
- Determining ways to deploy and support these practices System-wide.

The T&L team includes members of all relevant stakeholder groups, including academic deans, faculty members, distance learning managers from both the System Office and the Colleges, members of the Center for Teaching, and members of the Faculty Technology Committee (formerly known as the Academic Information Technology Advisory Committee (AITAC)). The team’s focus is on creating opportunities and resources that emphasize the ways in which Blackboard can be used to enhance learning, teaching, and collaboration that will benefit both students and faculty.

Department Chairs, Program Coordinators and Division Directors evaluate distance learning using the same methods as those for campus-based faculty (i.e., student evaluations and self-assessment) in accordance with the Connecticut Community College’s Faculty Development and Review Plan, which was produced by the Labor/Management Committee of the Board of Trustees. The Plan provides a positive vehicle for assessing each faculty member’s instructional effectiveness and for developing a professional development plan to ensure continuous improvement. Each evaluation includes a review of teaching evaluations and a self-assessment. The Director of Distance Learning offered two workshops on evaluating online curriculum to the Department Chairs and Division Directors in the Spring of 2011. Student evaluations are reviewed each semester by the Dean of Academic Affairs, Department Chairs, Division Directors, Program Coordinators, and the faculty members to ensure that students experience a high level of satisfaction with the course design and instruction in online courses.

Students

At NVCC student success is our expectation and we are committed to meeting the ever-changing needs of our diverse population by providing high-quality and affordable education in a dynamic learning environment. This is accomplished through recruitment, admission and enrollment, academic advisement, registration and records, career counseling, job placement, student activities and financial aid, all of which are available to both the traditional learner and to the

distance learner. Student services are available through the College's web site where students can access the list of courses, an admissions application, as well as financial aid and registration information. New students can apply to NVCC online by submitting the web application, available on the NVCC web site (<http://www.nvcc.commnet.edu/Admissions/Apply-to-NVCC>). We strongly encourage all new students applying to the College to include their preferred email address so that the Admissions office can send their acceptance letter directly by email. Otherwise, a traditional acceptance letter will be sent through the U.S. Postal Service. Having a viable email address is especially important for communicating with students enrolled in distance learning courses. While an Open Admissions policy is in effect for NVCC, all new students must take the Accuplacer placement exam if they are entering a degree or certificate program. Currently students must come to campus to take the Accuplacer exam. Although web-based, our licensing agreement requires that the exam be administered in a proctored environment. An applicant must take the test if s/he is an incoming student enrolled in a degree or certificate program, a transfer student who has not successfully completed an English composition and/or college level mathematics course with a grade of "C" or better, plans to register for a course with an English or math prerequisite, and/or is a non-degree student seeking to enroll in an English, English as a Second Language or math course. An applicant may be exempt from the test if s/he has completed coursework in a college-level English and/or math with a grade of "C" or better, achieved a score of 550 or higher on the math portion of the SAT exam and/or 450 or higher on the critical reading or writing portion, has achieved the appropriate Advanced Placement (AP) or College Level Examination Program (CLEP) scores, and/or has taken the Accuplacer test at another community college or university. Appropriate documentation (transcripts, final semester grade report, SAT score report, Accuplacer score report, AP scores, CLEP scores) must be submitted to the Admissions Office for review to determine if the requirements for exemption are met.

New students must register in person in order to meet with an advisor and are prohibited from enrolling in distance learning courses, as are first-time college students. As well, no developmental-level English or Mathematics courses are offered online. Continuing students receive advisement in-person, on the phone, or by email correspondence. Students enrolled in online courses have access to all the general services available at the college. They are able to contact staff through email, complete financial aid documentation online, and contact student advising services for degree and career assistance via phone or email. The Admissions and Registration Offices frequently correspond with students via fax, receiving transcripts and other required documents. Additional services available to online students include library databases and electronic books, eTutoring which is overseen by NVCC's Academic Center for Excellence, and the bookstore which provides ISBN numbers for all required course texts, and allows students to purchase their books and course materials online if preferred.

Several initiatives put in place to help our students identify and attain their goals include:

- A mandatory First Year Experience course introduces students to the college experience and connects them to a faculty adviser.
- Bridge programs in developmental education (UR Pace, Fast Track, Express Start) to help prepare students to be college ready more quickly.
- The Statway Project allows students to move from developmental math through statistics in two rather than three semesters. The full implementation of Statway begins in Fall 2011.

- A revamping of learning communities offers students the opportunity to work together in cohorts in meaningful clusters attached to FYE. These will begin in Spring 2012.
- Math and English are required for all new students in the first year (preferably first semester) helping them progress more quickly once Math and English, especially developmental Math and English, are completed.
- A Late-Start Extension Program gives students who could not register for the traditional fall or spring semesters the opportunity to take a full semester of coursework in 10 weeks.
- A HOLD on registration is required for all new students who must see an adviser prior to registering for classes. This process insures students take the appropriate classes to begin their studies at the college and keeps them on track as they progress.

A large majority of the students who take online courses at NVCC are also enrolled in traditional face-to-face courses, hence advising, tutoring, and other services of the college are accessible in the same manner. Additionally, distance learning students are provided online services through the Blackboard Vista course management system such as online synchronous chat capabilities, and other technology resources pertaining to the online environment. Face to face and online orientations and resources are provided which focus on the basic principles of online learning and give an overview of the most commonly used tools in Blackboard Vista as well as a summary of possible problems that might be encountered. Face to Face orientations are offered immediately prior to each semester including the summer session.

All NVCC students are enrolled into a Student Orientation to Blackboard Vista course shell. This course includes student tutorials on all of the Blackboard Vista student tools, as well as other resources that help students to be successful in the online learning environment. NVCC makes every effort to educate its students on the use of Blackboard Vista and to ensure students are aware of the available resources. Currently, 65% of all credit courses utilize Blackboard.

An automatic email is triggered through Banner each time a student registers for a fully online, online with on-campus requirement, and hybrid course. The email message contains information on log-in procedures, technical support and hardware configuration requirements as well as the NVCC Distance Learning website URL and contact information for the Connecticut Community College Online Support System and the NVCC Office of Distance Learning. For registrants who do not have viable email address, a hardcopy letter is sent to their mailing address. Additional email messages and letters follow, providing information about on-campus Orientation dates and necessary technical resources. All of the same information is maintained on the NVCC Distance Learning website and Facebook page.

Similar to traditional, on-ground students, distance learning students with disabilities are required to submit documentation that is screened and verified through the Office of Learning Disabilities. Students with learning disabilities seeking academic accommodations are directed to contact the Coordinator of Learning Disabilities. Students with all other disabilities (e.g., medical, psychiatric, mobility, cognitive or attention deficit disorders) must contact the Disabilities Coordinator. Instructors, in conjunction with appropriate college officials, will provide assistance and/or academic accommodations only to those students who have completed the disability disclosure and accommodation process. Each course syllabus includes a mandatory statement on disabilities disclosure. Additionally, information on the Disabilities Disclosure Process is widely distributed through the college website, catalog and student handbook.

eTutoring, an online tutoring program, was created in 2001 by the Connecticut Distance Learning Consortium (CTDLC) in response to the growing number of online courses offered by Connecticut's public and private colleges (and now across the country) and the subsequent need to provide student tutoring services online. Using a single-web-based platform, designed and built by CTDLC's development team, each participating institution contributes weekly tutoring hours. eTutoring has created extensive standards of practice for its tutors to sustain the highest quality tutoring services. Through this collaborative partnership NVCC can offer tutoring services to its students who may not be able to come to the College during the hours of operation of the Academic Center for Excellence. eTutoring services are offered to all NVCC students and is available 24 hours a day, 7 days a week.

Library and Technological Support

The mission of the Max R. Traurig Library of NVCC states, "Guided by the mission of Naugatuck Valley Community College, New England Association of Schools and Colleges and other accreditation standards, and the American Library Association's Library Bill of Rights, the Max R. Traurig Library/Learning Resources Center supports the active learning of its diverse customers with the services and instruction of a well-trained staff and timely access to informational resources in a variety of formats, locally and throughout the world." The library provides full service to both on campus and online students in a variety of ways. The NVCC community has access to 32 online resources in 2009-10 via the iCONN collection for academic libraries. Remote access for faculty and student-initiated interlibrary loan is also available.

Distance learning students have off-campus access to all of the major databases through the Connecticut Community College System online portal, myCommNet (with a Community College login and password.) As described in the section on Technical Infrastructure, the single sign-on server of myCommNet is maintained and supported by the CCC System. Internet access is available in the library through desktop computers and through a wireless network that spans the entire campus. The library's web page directly links from the main College web page, and includes links to the online catalog, Internet resources, library information, and subject/course specific library guides. The catalog offers a complete listing of items in campus collections as well as electronic books. Over the past three years, although its print volumes have remained consistent at approximately 43,000, the electronic books have increased from 462 in 2007-08 to 21,000, indicating a clear commitment to distance learning and instructional technology. The number of "hits" to the library website has also increased in the past three years from 213,187 to 325,000, as virtual usage increases. The library maintains membership in the Libris consortium of Connecticut Community College libraries. Links to all Libris library catalogs and the statewide library catalog (over 300 libraries of all types) are available on the web site.

In 2009 – 10, there were 5 full-time professional librarians – including the director – with MLS degrees serving 4000 FTE students. In 2010-11, the College's FTE rose to 4254. There were 2 paraprofessionals, 5 educational assistants, and one secretary providing a total of 2,079 hours for evening and weekend services at the circulation desk and in technical services. Training on utilizing library resources is available 24 hours per day online, in the library during open hours, and in classrooms. During the 2009-10 academic year, 126 instruction sessions were conducted, serving 2,197 students. Librarians provide training sessions on as needed basis, when requested

by faculty. There is an online library instruction request form located on the college web site, accessible on or off campus (<http://www.nvcc.commnet.edu/Academics/Library/Services/Instruction-Services-Request>). Additionally, other online training and support include online tutorials, a course reservation form and guide, a collaboration studio demo request form, and online reference services.

The General Education Task Force, in collaboration with faculty across all disciplines, has developed assessment rubrics for each of seven core competencies that were identified by the Faculty Senate General Education Review Committee. Technological and Information Literacy is one of the seven competencies for which the General Education Task Force is researching methods for implement and assessment.

Financial Resources

The Connecticut Community College System holds technology as a priority, which is evidenced by the increased technical infrastructure at the CCC System level and at the local campus of NVCC. Required software is updated and maintained on a yearly and periodic basis as appropriate. Hardware replacement is on a three-year replacement cycle, largely through capital equipment bond funding. Through its operational funds, the College supports courses, facilities, equipment, and program development with education technology components. Recommendations from the IT Department, the Director of Distance Learning, the Academic Computing Team and faculty and staff are considered in reviewing potential software program benefits and equipment innovation.

Representatives of NVCC departments, offices and divisions make presentations before the President and Cabinet each spring to provide rationales for their respective budgets. The Office of Distance Learning is included in this process, and has a designated annual operating budget of approximately \$4000.00.

The advent of a biennial State budget process has permitted the College to manage its financial resources more efficiently. Minor budgetary adjustments may occur in the second year. For planning purposes being able to forecast College budgets two years out is a significant advantage over an annual process. The uncertainty of the economic climate and current state budget crisis has been the topic of many college meetings. The NVCC administration has kept the college community informed of ongoing budget developments in the State.

Dealing with Students, Prospective Students, and the Public

Information about NVCC's programs and offerings is made available to the public through a wide variety of publications including the College website, and print publications such as the College catalog, the Admissions and Enrollment Guide, and the promotional catalogs printed for non-credit and special events. The electronic version of the College catalog is an exact duplicate of the printed version, and is available on the College website. The website is considered one of the College's primary and official sources of information for the public. In Spring 2010, following an extensive and highly collaborative redesign process, the new NVCC website was launched with marked improvements over the prior. The NVCC website has a Distance Learning web page that can be easily accessed from the Academics tab on the home page. Here

the student will find general information about distance learning at NVCC, a list of the student orientations for the upcoming semester, contact information for the Office of Distance Learning, Connecticut Community College Online Support System. Other information found on the DL web page includes frequently asked questions, software downloads, browser checks, tips for successful online learning, and a free self-assessment for online learning readiness. All distance learning offerings are published in the full schedule of course offerings with appropriate designations that readily distinguish online courses from on-ground courses and those online courses that might require a student to come on campus at least once during the semester.

The mission, vision and objectives of the institution are published in the College strategic plan, catalog, Admissions and Enrollment Guide, on large posters which are displayed throughout the campus and on the College website. Academic program listings, information and program-level educational outcomes are published in the printed and electronic catalog, are accessible from the College website homepage and are linked through several other sections of the website. General education outcomes and competency areas are also listed in the College catalog, including the rubrics by which competency achievement is measured.

Additionally, all requirements, procedures, and policies with respect to admission, registration, financial aid, credit transfer, tuition and fees, articulation agreements, student conduct and all other academic policies and procedures are widely distributed in print and electronically through the aforementioned publications.

Inquiries about the institution can be made through several channels including phone, email, a web form, and by directly visiting the college. Contact information for each division, department and office is posted on their respective pages. Contact information by employee name and employee listing for each department and division are found in the Employee Directory. The institution provides notice as to the availability upon request of its publications through the direct mailing postcard campaign and through the enrollment guides.

The College makes every effort to ensure the accuracy of information presented through the various publications and the website. In 2010 the College implemented an annual process of review to ensure that communications at NVCC are clear, precise and informative. This process addresses the manner in which programs are presented in the College catalog, Website, Admissions materials, letters to students, advisement forms, bulletin boards and faculty and staff development manuals, handbooks, etc.

Contractual Arrangements: Standards 4.12 & 4.31

This does not apply to NVCC.

LIST OF APPENDICES

Naugatuck Valley Community College Strategic Plan for 2010-2013	A
Connecticut Community Colleges Classroom Evaluation for Instruction	B
Faculty Preparation for Online Delivery	C
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Toward a Splendid College:

Naugatuck Valley
Community College
Strategic Plan
2010 - 2013

5 Goals
15 Initiatives
10 Outcomes
Spring 2010



 Naugatuck
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Toward a Splendid College:

Naugatuck Valley Community College (NVCC)
Strategic Plan 2010-2013

5 Goals, 15 Initiatives, 10 Outcomes

March 31, 2010



Letter from the President

Strategic plans are a window to the heart of an institution and a road map to its highest aspirations. The poem selected as an essential ingredient of these remarks expresses in a generous but clear manner how our journey toward a splendid college starts with each and every one of us. It begins with each individual “I” embracing challenges without excuses and with an understanding that solutions are at times much more accessible than we anticipate they would be.

Strategic plans are frameworks to delineate the commitment and the intention to engage the mind and the heart in the work to be undertaken. To that end, they trace a movement from the “I” to the “we,” to the strength and wisdom to be found in collective efforts and noble intentions yet grounded in the reality provided by data and the need to provide opportunities and positive outcomes in the lives of so many who aspire to social mobility.

The *Naugatuck Valley Community College Strategic Plan for 2010-2013* is defined by practicality and high ideals, organized and aligned by stakeholders to produce positive transformations in the lives of our students and in the socio-economic resurgence of the communities we serve.

Vaclav Havel, a poet and a leader, understood the need to define and to journey to the splendid city, the city of sister and brotherhood and of coming together to bring about much-needed social changes. The goals delineated and the work proposed in this strategic plan speaks of our determination to transform lives as we strive to become the most splendid college in our nation.

Daisy Cocco De Filippis, Ph.D.
President
Naugatuck Valley Community College

It Is I Who Must Begin

It is I who must begin.
Once I begin, once I try-
here and now,
right where I am,
not excusing myself
by saying that things
would be easier elsewhere,
without grand speeches and
ostentatious gestures,
but all the more persistently
-to live in harmony
with the “voice of Being,” as I
understand within myself.
-as soon as I begin that,

I suddenly discover,
to my surprise, that
I am neither the only one,
nor the first,
nor the most important one,
to have set out
upon that road.

Whether all is really lost
or not depends entirely on
whether or not I am lost.

- **Vaclav Havel** in *Teaching with Fire, Poetry that Sustains the Courage To Teach*, edited by Sam M. Intrator and Megan Scribner. San Francisco: Jossey-Bass, 2003.

Executive Snapshot

Since the creation of the first two-year institution in 1901, community colleges have served as frontline providers of accessible, quality postsecondary education. They are trusted occupational training grounds and gateways to higher education for many historically underrepresented groups and economically disadvantaged individuals. Indeed, "...no other segment of postsecondary education has been more responsive to its community workforce needs" (Henry Kasper 2002).

Now more than ever our nation is recognizing their value and upgrading their responsibilities. The Obama Administration's American Graduation Initiative, if implemented, will invest \$12 billion over 10 years in community colleges to revitalize our ailing economy and train the next generation of job-seekers (Dan Lothian, 2009). In recent years, the state's General Assembly passed legislation that establishes Connecticut's Community Colleges as critical workforce development providers and respondents to the demand for workers in health care, manufacturing, technology, and early childhood education, among other sectors. And, the presidents of the state's 12 community colleges have adopted a system strategic priority of "...making sure that we are organized to maximize student success."

This heightened call for community college leadership and action has coincided with and emboldened Naugatuck Valley Community College's (NVCC) strategic planning process. In September 2009 we embarked on a journey to develop a new strategic plan that best positions our talented and experienced faculty and staff to respond to the needs of our students and service region. This has been no easy task, as the times are difficult and the needs are great. We've spent a lot of time meeting and listening and reflecting to offer a plan that engages our entire campus-wide community and represents something we can all stand behind.

We believe this plan represents that collective vision. More than one thousand people – students, faculty and staff, members of our regional advisory council and foundation, and community leaders – contributed their time and insights to its development.

NVCC is ready to take on the mantle of leadership and serve as an agent of change for its students and the community. The following pages narrate our planning journey – from where we started to what we're going to do differently, what we expect to change, and how we will know if we've achieved success.

"I simply want to celebrate the fact that right near your home, year in and year out, a community college is quietly—and with very little financial encouragement—saving lives and minds. I can't think of a more efficient, hopeful or egalitarian machine, with the possible exception of the bicycle."
-- Kay Ryan, U.S. Poet Laureate

5 Goals (What we will aspire for)

1. At NVCC, students achieve their goals
2. NVCC faculty and staff make a difference—at the college, in the community, in their fields of study, and in the lives of students
3. NVCC programs meet and beat industry standards
4. NVCC is an engine of change within Waterbury and the broader community
5. NVCC is an effective, performance-based institution

15 Strategic Initiatives (What we will do)

1. Create a Successful College-wide Advising Program
2. Improve Student Outcomes via Learning Communities
3. Build Pathways to 4-Year Colleges and Careers
4. Build the Internal Campus Community
5. Increase Volunteerism, Mentoring and Service Learning
6. Strengthen Grants Management
7. Expand Workforce and Economic Development
8. Develop Seamless Non-credit to Credit Programs
9. Build Partnerships and Community Presence
10. Create a Middle College for the Naugatuck Valley
11. Expand Transportation for Student and Community Access to NVCC Campus
12. Build Campus Infrastructure
13. Modeling Green
14. Link Data to Decision Making
15. Expand Public Reporting

10 Anticipated Outcomes (What will be different by 2013)

1. FTE enrollment will increase by 30%
2. Retention rate will increase by 20%
3. Graduation rate will increase by 100%
4. Certificate completion rate will increase by 100%
5. Job placement rate for NVCC's graduating class will increase by at least 25% each year.
6. 25% more in annual grant funding
7. The number of employers visiting NVCC's campus will increase by 25% each year
8. The number of community residents retrained for jobs via our programs will increase by 25%
9. Transfer rate will increase by 15%
10. The average annual earnings of associate degree completers will increase by at least 25% within a year of graduation.

WHERE WE'VE BEEN

At Naugatuck Valley Community College (NVCC), student success is our expectation. But what's our role and responsibility in making that even more of a reality for each and every existing and prospective student?

That question drove our strategic planning process. Since September 2009, our talented and generous faculty and staff came together with energy and determination to map out our plan to deliver on this promise. We engaged student leadership on campus so they would understand that students have a voice in decision-making on campus, and that students are invited to come to the table and participate in multiple ways. We invited multiple off-campus constituencies to join our discussions about how to provide better teaching and learning, design new workforce opportunities, and contribute to the betterment of the communities we serve. We brainstormed, debated and fine-tuned until we crafted common goals, strategies, and anticipated outcomes for the next three years.

The *Naugatuck Valley Community College Strategic Plan for 2010-2013* delineates the work that must be done to contribute to a brighter future for the communities we serve, Connecticut, the nation and the world. As we look to the future and the challenges facing us, including the tight budget environment, we remain optimistic and confident in our ability to advocate for our students and our academic programs, to collaborate with stakeholders and embrace multiple constituencies in our society, and to plan and manage with care and engagement.

NVCC PLAN - SUMMARY

Connecticut Community College System Strategic Priority

Making sure that we are organized to maximize student success

Connecticut Community College System Strategic Goals

1. Create an environment in which student success is an expectation
2. Balance enrollment demands and services with existing resources while maintaining flexibility to manage and improve efficiency
3. Diversify and strengthen resource development and external funding

NVCC Vision

At NVCC, the word "community" is central and our students are considered our most sacred trust and our finest asset. Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students.

NVCC Mission

Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.

WHERE WE ARE NOW

NVCC Background and History

Institutional Profile

Naugatuck Valley Community College resulted from the merger in 1992 of Mattatuck Community College and Waterbury State Technical College through legislation enacted by the Connecticut General Assembly. Conveniently located at the crossroads of State Highway 8 and Interstate 84, the college is accessible by public transportation and serves over 22 towns and cities in the west central part of the State of Connecticut.

NVCC's FTE enrollment grew by 14.1% in Spring 2010 and the college continues in the #2 position in FTE enrollment in the System. NVCC is comprehensive in its offerings of over 100 associate degree and credit certificate programs. In addition, the college offers hundreds of non-credit learning activities, often customized to fulfill industry specific training, job skills upgrading, and personal enrichment interests.

NVCC prepares students for transfer to other institutions and the world of work. A strong core of general education gives students a broad background to change or modify career direction or to transfer to other institutions. For those who come to the college unprepared for its rigors, a developmental skills program helps them succeed. The college involves them in mathematics, reading, and writing and provides students with supportive services in counseling, tutoring, testing, and individualized assistance in the newly created Academic Center for Excellence. Additional services include advising, financial aid, disabilities services, peer tutoring, services for veterans and a Veterans Oasis room, minority student services, a bookstore, student government, and student other organizations.

Student Profile

According to the most recent enrollment data, the Spring 2010 unduplicated headcount at NVCC was 6,661 with 3,955 FTE, representing 58.4% female and 41.6% male enrollments. The average age was 26 years with about 45% of students between 18 and 21 years of age. They attended full-time (38.4%) and part-time (61.6%). White (62.6%), Black (8.3%), Hispanic (17.0%), Asian (2.2%), American Indian or Native Alaskan (0.2%), and Unknown or Alien Resident (6.1%) comprised the college's ethnic distribution.

Among the top programs, students enrolled in general studies, liberal arts, and business management. They came primarily from Waterbury, Naugatuck, Danbury, Watertown, and Wolcott. Many NVCC students need financial support to attend. During Spring 2010, 4183 students received financial aid totaling about \$8 million dollars (subsidized and unsubsidized). Entering and returning students who lack college-level skills must enroll in developmental classes in math, writing, and reading to prepare them for their courses.

The non-credit unduplicated headcount was 4,177 for the 2008-09 year. Continuing education students enrolled in workforce development programs predominantly in the areas of business, manufacturing and health.

Faculty/Staff Profile

NVCC has 105 full-time credit and over 300 part-time credit faculty positions, 35 part time clinical faculty, and 185 full time staff members. Fourteen tenure track full time credit faculty will be appointed in Spring 2010 with a start date of August 2010. Of these, three are newly created faculty lines. Current faculty include 76 masters-prepared and 23 doctorate-level professors.

Service Region Profile

The college's primary service region includes 22 towns. Waterbury, with a population of over 110,000, and Danbury with a population of over 65,500 are considered the anchor cities in the region flanked by small rural and suburban communities. Once a thriving manufacturing area, the greater Waterbury labor market was once home to brass, tire, spring, metalworking, and defense-related industries. Waterbury was known then as the "Brass City of the World," but over time, foreign competition, low market demand and other factors affected area jobs and the economy.

Today's Waterbury adapted to an economy supported by technology related ventures, health care occupations largely sustained by two hospitals, numerous retail employers, and smaller manufacturing firms characterized by their use of modern technologies. Though such adaptation is promising, Waterbury still faces the challenges of many other urban centers: high poverty levels, low academic achievement, and unemployment.

Job creation, worker retention, company survival and business growth are critical factors in the economic and social future of Waterbury and its surrounding towns. Clearly, education and job training are essential ingredients for a recovering economy and successful future. This strategic plan addresses NVCC's partnering roles in that recovery and future.

Note: Data used in these profiles and this plan are always the most current available and, therefore, do not always reflect the same time period.

Goal Area #1: SUCCESS

Goal: *At NVCC, students achieve their goals.*

Value: Every student comes to NVCC with some goal in mind. Or maybe he or she has a dream. Whether it's to get a credential that increases his or her chances for a raise at work, or to learn how to take over the family business, or to be the first in her family to attend college, we want him or her to be successful. That's our expectation.

Opportunity: We've identified five key student performance outcome areas to focus upon for the next three years: 1) student skills and competencies, 2) retention rates, 3) graduation rates, 4) transfer rates, and 5) career placement.

Three Strategic Initiatives:

1. Create a Successful College-wide Advising Program

Academic advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution (W.R.Habley, 1994). We know strong academic advisement systems contribute to improved retention and graduation at two-year public colleges (ACT What Works in Student Retention, 2004). But even more pragmatically, students need assistance navigating the system and monitoring their own progress. It's an important investment to help them achieve their goals and access opportunity. This initiative will restructure advisement on campus to increase overall coordination as well as faculty and staff engagement in the process.

2. Improve Student Outcomes via Learning Communities

Comprehensive learning supports can dramatically improve student outcomes, especially for those not quite ready for college. Research shows that students in learning communities spent more time actively involved in learning activities and more time interacting with students and faculty about educational matters than did similar students in the traditional classrooms of the college (Vincent Tinto, 1998). This initiative will build 10 learning communities on campus focused on students with high potential but low preparedness.

3. Build Pathways to 4-Year Colleges and Careers

According to a recent survey, one in five Americans who earned doctorates in 2008 attended a community college at some point (Survey of Earned Doctorates). Articulations, general education preparedness, and career services are all key to helping students successfully transfer for advanced degrees or enter directly into careers. Through this initiative, NVCC will conduct professional development for faculty and staff concerning articulation pathways, ensure rigor and relevance in courses that lead to transfer through the development of common assessment tools (with a focus on Science, Technology, Engineering, and Math STEM courses), and develop interactive online career services supports.

Goal Area #2: CONTRIBUTION

Goal: *NVCC faculty and staff make a difference – at the college, in the community, in their fields of study, and in the lives of students.*

Value: We spend a lot of time in academia focusing on things like curriculum development, academic support services, and student performance, but often forget to cultivate the talent and invest in the experience of the people behind everything that we do – the faculty and staff.

Opportunity: Developing the full potential of our frontline human capital is our priority. Ultimately, it is their contributions that make a difference.

Three Strategic Initiatives:

1. Build the Internal Campus Community

As outlined in the opportunities and challenges section, NVCC needs to find ways to better engage its faculty and staff. This initiative will create a series of faculty and professional development activities all geared toward the common goals of making a difference in the college community and in students' lives. It will also address impediments to staff-faculty communications and streamline management structures so that everyone is more engaged in making the college better.

2. Increase Volunteerism, Mentoring and Service Learning

Research shows that service learning translates the theoretical into the practical in students' minds. Service learning prepares people for the responsibility of living in a democratic society, allows students to explore career possibilities, exposes students to different cultures, and encourages critical thinking and problem-solving skills (Gray, Ondaatje, Fricker, and Geschwind, 2000; and Robinsons, 1999/2000). And, offering students service learning, mentoring and volunteer opportunities – on and off campus – prepares them to enter their post-undergraduate years with a stronger sense of social responsibility. This initiative will increase the engagement of students, faculty and staff to address community and campus interests.

3. Strengthen Grants Management

As all community colleges must, NVCC complements its budget with funds from local, state, federal, and private sources. These dollars turn a good idea into a new program, expand services to needy students, and equip labs with the latest tools of technology. Successful colleges organize themselves to match their needs to the funding priorities of potential grant makers. Building on a record of awards, this initiative will convene a leadership council to plan and coordinate grants activity. When internally structured and externally recognized as a valued partner, NVCC will improve its positioning to receive grant funding.

Goal Area #3: EMPLOYMENT

Goal: *NVCC programs meet and beat industry standards in education*

Value: In light of today's business challenges, it's not surprising that employers expect colleges to offer occupational programs that ensure our students and their potential workers are trained for today's jobs and educated for tomorrow's career opportunities. It's a shared expectation.

Opportunity: Students deserve to enroll in credit and non-credit programs that prepare or upgrade them to meet or exceed industry standards. Community colleges are an important pathway to upward mobility for millions of Americans, including students with a range of academic backgrounds as well as those who are low-income (Strengthening Community Colleges' Influence on Economic Mobility, 2009). Their career futures and our reputation depend on our commitment to this requirement.

Two Strategic Initiatives:

1. Expand Workforce and Economic Development

The federal government has earmarked \$12 billion dollars to revitalize America's community colleges. Additional monies will be available to address a national priority to grow businesses and put people back to work. Such funding and imperatives mean that community colleges must have state-of-the-art programs to meet employer demands. This workforce and economic development initiative will evaluate NVCC programs to strengthen connections to employer standards. It will integrate certification benchmarks, increase partnerships with business groups, and design a recruitment plan for high school students.

2. Develop Seamless Non-credit to Credit Programs

Non-credit courses often are the first entry points for students who seek credentialing programs for new jobs or advanced skills in their current positions. Community colleges are expert providers of such programs. Yet, though the programs may be related to degree courses, colleges typically fail to bridge the gap between these non-credit and credit programs. This initiative to offer seamless transition from non-credit to credit programs will expand access to higher education, save students' time and money, and benefit employers of workers with multiple credentials.

Goal Area #4: COMMUNITY

Goal: *NVCC is an engine of change within Waterbury and the broader community.*

Value: Communities served by NVCC must benefit from the comprehensive mission of the college to respond to the area's educational, social, economic, healthcare, and cultural needs.

Opportunity: The collegiate resources of NVCC can help communities in its service region, particularly those with greatest need -- like Waterbury.

Five Strategic Initiatives:

1. Build Partnerships and Community Presence

NVCC is already in the community. Students, faculty, and staff have brought their time and talents to a variety of community efforts including a soup kitchen, museum, and youth activity agency. Surveys of leaders from the college's Regional Advisory Council and the NVCC Foundation show there's more to be done, particularly in Waterbury and Danbury. Education, healthcare, jobs, and social services are among the top items on the action agenda. A plan to help revitalize towns and cities will be guided by a community and college asset inventory that will show how NVCC and community resources can be blended to improve the quality of life in the college's service region.

2. Create a Middle College for the Naugatuck Valley

Recent data show that 60 percent of students enrolling in the nation's community colleges must take remedial classes to build their basic academic skills (Jobs for the Future, 2009). Though readily provided, remedial services are time-consuming for the student and costly for the college. NVCC will continue to work with the state community college system to explore the creation of a middle college high school and bridge program for Naugatuck Valley.

3. Expand Transportation for Student and Community Access to NVCC Campus

Students continue to rate bus service and parking as major issues to make the campus more accessible. Whether it's bringing the community to the campus or taking the campus to the community, a transportation effort will create partnerships with area transportation centers and agencies, increase student awareness and advocacy about transportation, and develop policies for safety and coordination of transportation services.

4. Build Campus Infrastructure

A campus must be responsible to its students and responsive to the community. Quality programs require modern, functional facilities that support teaching and learning. There must be enough space for individual and group activity. Attractive grounds, clean classrooms, and ample parking are mainstays of today's community college. Above all, the campus needs to be welcoming and safe. It must say to students that we want you here...you belong here. It must invite the community to its own valued public resource.

Gardens, personal and group study areas, and state-of-the art science, engineering and computer laboratories extend that invitation to students and the community. NVCC leadership is also committed to maintaining its infrastructure and ensuring its campus security protects students from potential harm. This initiative will include three major focus areas: 1) providing academic laboratories that are environmentally safe, educationally up-to-date and well-maintained; 2) developing a Facilities Master Plan that examines the entire campus; and formulating an Educational Master Plan that investigates emerging and ongoing instructional priorities including human, intellectual, and physical resources.

5. Modeling Green

The trend across the country is to go green – to be more conscious of our impact on the environment. Our community is no exception. Local employers and the community at-large are concerned about green as a business requirement and as a worthy environmental goal. This initiative will make NVCC an institutional role model of green thinking, from green building to green water use, transportation, waste disposal, recycling, weatherization, air quality improvements (particularly in the science laboratories), and green jobs training.

Technology – A Crosscutting Priority

Technology is infused in virtually every aspect of today's community college. Just look at its definitions. As a tool, it brings the latest computers and other equipment into classrooms, science labs, and computer labs. As a medium, it connects teaching and learning over the Internet. As a responsibility, it ensures students have the latest, the fastest, and the best innovations to apply to their studies. Clearly, NVCC's strategic goals and initiatives depend on technology for their implementation and success. Though funding technology--in all of its definitions--has become more challenging, the college will always honor its commitment to obtain, maintain, and upgrade its equipment. Quality programs and student success depend upon that commitment.

Goal Area #5: RESULTS

Goal: *NVCC is an effective, performance-based institution.*

Value: Among other factors, strategic planning and successful execution rely upon data-informed decisions that set the direction toward achieving college and student goals.

Opportunity: NVCC can strengthen understanding of its students, programs, and services as they collectively relate to meeting the needs of its communities and area employers.

Two Strategic Initiatives:

1. Link Data to Decision Making

National interests for higher education institutions to adopt performance-based management and to be more accountable in these tough financial times have been addressed by community colleges across the United States. As Chancellor Marc Herzog has stated, "When the President of the United States and Congress are talking about the importance of community colleges, and faculty and administrators are reading about this in the newspaper, that conversation leads to a new way of thinking about how we are accountable for what we are doing (Achieving Success, 2010)." As community colleges continue to gain more recognition for their job training programs and have access to added funds for that role, it's natural to expect such management and accountability. NVCC will continue to be data-informed as it manages its funding and other resources. The college will further link its data to decision making through a plan for data collection, entry, analysis, and reporting. An outcomes assessment campaign will integrate data management into reporting requirements and the NEASC self-study, for example. A focus upon drop/fail rates among general education and "gateway-level" courses will help address retention and graduation goals.

2. Expand Public Reporting

In today's public marketplace, transparency in conducting college affairs is both an obligation and a benefit. Clear reporting shows how the college uses its public and private investment dollars. It also demonstrates to students, funders, and other stakeholders its trustworthiness to rely upon facts to plan and allocate its resources to fulfill its mission. In reporting to the public, NVCC will be guided by a self-assessment of college responsiveness and from periodic updates that track progress on strategic initiatives.

10 Anticipated Outcomes – What will be Different by 2013

1. By 2013, NVCC's FTE enrollment will increase by 30%. The silver lining in our national economy is that increased funding for community colleges will make it possible for more people to begin or return to college. Institutions like NVCC need to be ready for this influx, to serve our share of new students.

2. By 2013, NVCC's retention rate will increase by 20%. Retention is the biggest challenge most community colleges face. Once we invite more students, we are responsible to help them stay. Retention is also inextricably tied to graduation rates and is a reliable indicator of our capacity to help students become more productive workers and citizens.

3. By 2013, NVCC's graduation rate will increase by 100%. Setting goals to increase our graduation rate is an obvious outcome. Graduation is the platform from which students launch into careers, transfer programs, or other goals. It is truly the "commencement" point – the place where students begin again as a result of their college experience.

4. By 2013, NVCC's certificate completion rate will increase by 100%. Not all jobs – particularly those noted by the U.S. Department of Labor as in high demand – require two- or four-year degrees. Many require certificates ranging from a few weeks to a year. As a result, certificates become entry tickets to move into jobs and careers. Because they cost less and take less time, certificates are more appealing to some students. Especially in this market, they offer a fast-track training alternative for marketplace skills.

5. By 2013, NVCC's job placement rate for its graduating class will increase by at least 25% over 3 years. Who's not worried about jobs? Understandably, job placement is tied to virtually every initiative in this plan. It's become one of the most important measures of our success.

6. By 2013, NVCC will secure 25% more in annual grant funding. With individuals strapped for cash in the current economy, unavoidable tuition increases can't be the only solutions to funding higher education. The difference must come from state and federal grants and private support. The Obama Administration's American Graduation Initiative, if implemented, will make available billions of dollars for community colleges. New investments in the Department of Education may result in additional grant making programs for postsecondary education. NVCC will take action to secure an even larger portion of public monies, should they become available, as well as private funds from foundations and individuals.

7. By 2013, the number of employers visiting the NVCC campus will increase by 25% each year. An employer search for skilled workers is a constant in both good and bad economic times. Job fairs, recruitment sessions, career exploration workshops, and other visits by employers are valuable ways to connect students to jobs.

8. By 2013, the number of community residents retrained for jobs via NVCC programs will increase by 25%. “For every credit completed, NVCC students earn, on average, \$237 more per year each year they are in the workforce (The Economic Contribution of Naugatuck Valley Community College, 2008). Retraining is critical, particularly for the volume of people who need new or upgraded skills for emerging jobs. More skills simply mean more money for most workers.

9. By 2013, NVCC’s transfer rate will increase by 15%. College transfer programs enable students to plan for a broader future. Pragmatically, transfer agreements benefit everyone. They save students time and money, reduce transportation, save on textbooks, and reduce the need for childcare. They also increase enrollments at the receiving institutions while providing employers with even more educated and trained workers.

10. By 2013, the average annual earnings of NVCC associate degree completers will increase by at least 25% within a year of graduation. Research increasingly shows the economic benefits of a community college education. According to recent Connecticut State Department of Labor data, associate degree completers students earn \$16,000 more within six months and \$605,100 more over the course of their working lifetime than do high school graduates (The Economic Contribution of NVCC, 2008). This outcome is admittedly lofty and important. It’s not only about making an immediate difference for students and their families, but also over time, it can raise the income level and tax base to make our community a better place for all to live.

HOW WE’LL GET THERE – PLAN IMPLEMENTATION

Operational Plan

Each year NVCC will develop an operational plan that outlines the specific activities the college will undertake within each initiative area. The President’s Cabinet will complete a draft in July, present it to the Institutional Planning Committee in early September, and disseminate it across campus no later than October.

Plan Management Framework

In 2008, NVCC’s President created an Institutional Planning Committee (IPC) to connect all college-wide planning processes – including those required by the New England Association of Schools and Colleges and the Connecticut Community College System to outcomes assessment, program review and the college’s own plan. This committee, composed of 17 representatives from the faculty, staff, students and administration will also support the transition from NVCC’s current plan to the new one. The seven committees that guided the last plan will be replaced with five to correspond with the new goal areas. The four subcommittees of the IPC will be integrated into that structure, as well. Members of the President’s management team will lead these committees. The committees will oversee implementation of goal area activities and assess progress toward achieving success.

Planning Calendar

The Institutional Planning Committee will oversee the three-year planning process outlined on the next page.

Evaluation Next Steps

NVCC will assess progress on two fronts – the strategic initiative success points and the overarching institutional outcomes.

The *strategic initiative success points* represent three -year intermediate indicators of success for the plan at the strategic initiative level. They answer the question: What's different after three years as a specific result of each initiative? They are results that can be *attributed* directly to the scope of work outlined for each strategic initiative.

The *institutional outcomes* represent overarching indicators of success for NVCC. All of the work in this plan will *contribute* to these outcomes by 2013.

As part of the development of the 2010-11 operational plan, NVCC's management team will define the baseline and the methodology for analysis for each success point and institutional outcome. They will also outline who is responsible for tracking and analyzing the data over the three-year period. Every summer, as the operational plan is prepared, NVCC's management team will put together a calendar for campus-wide updates and reporting out.

Conclusion

We end where we began – with the knowledge that to be splendid we must journey together and strive for something greater, beyond our individual capacities, hopes, and dreams.

Pablo Neruda, like his fellow Nobel laureate Havel, captured what is required for those with aspirations of splendor.

"All paths lead to the same goal; to convey to others what we are ...but in this dance or in this song, there are fulfilled the most ancient rites of our conscience in the awareness of being human and of believing in a common destiny."

- **Pablo Neruda, Nobel Laureate Speech**

This Strategic Plan affirms our approach to education as one where the mind and the heart engage with hope and optimism. It speaks of our sense of responsibility and our higher ideals. As we come to work every day, we embrace the belief that each and every one of our students has the right to expect quality education delivered with passion and intelligence. This, our Strategic Plan for 2010-2013, the product of the collective wisdom and contribution of many stakeholders, reflects our sense of purpose and our commitment to a better tomorrow.

The NVCC Mission

Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.

The NVCC Vision

At NVCC, the word "community" is central and our students are considered our most sacred trust and our finest asset. Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students.



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Connecticut Community Colleges Classroom Evaluation for Instruction

The following questions are included in the online survey presented to students for every class in which they are registered for during a given semester regardless of the delivery method. The responses are based on a four point scale: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree.

1. The instructor presents course objectives in a clear and understandable way.
2. The instructor conducts a well-organized class.
3. The instructor encourages me to think about the subject matter.
4. The instructor encourages students to participate in class discussions and ask questions.
5. The instructor creates an atmosphere in class which promotes learning.
6. The instructor provides assignments which help me to learn the subject matter of this course.
7. The instructor presents the subject clearly.
8. The instructor demonstrates enthusiasm for and interest in the subject.
9. The instructor uses class time effectively.
10. The instructor provides clearly defined grading procedures and standards.
11. The instructor returns tests and graded materials within a reasonable time period.
12. The instructor provides feedback as to how well I am doing in the course.
13. The instructor is available for office hours and/or individual conferences.
14. The instructor treats students with courtesy and respect.

NVCC
FACULTY PREPARATION FOR ONLINE DELIVERY
TRAINING MODELS

MODEL 1: (1 TO 2 SEMESTERS)

1. Completion of the 3 “Basic Training” workshops (group or individual sessions are available every semester at NVCC, including summer):
 - Get Started with Blackboard
 - Manage and Customize Your Course in Blackboard Vista
 - Plan and Deliver Course Content and Activities in Blackboard Vista
2. Mentoring (Level 1)
 - Full Blackboard enhancement of a course in progress
 - Regular one-on-one sessions with NVCC DL staff to guide the development of the course
 - Training in additional tools and their pedagogical applications (i.e) (communications, gradebook, group management, etc.).
3. Mentoring (Level 2)
 - Weekly sessions with NVCC DL staff during the first delivery of the online course.

MODEL 2 (1 TO 2 SEMESTERS)

1. Completion of the 3 “Basic Training” workshops (group or individual sessions are available every semester at NVCC, including summer):
 - Get Started with Blackboard
 - Manage and Customize Your Course in Blackboard Vista
 - Plan and Deliver Course Content and Activities in Blackboard Vista
2. Completion of [iTeach Essentials](#)
 - 9-week training and professional development course for faculty who are interested in teaching fully-online courses.
 - The course is fully online, and is co-taught by two facilitators, using the Blackboard Vista course management system.
 - Topics in this course include both pedagogical as well as technical best practices of online teaching and classroom management

Participants must meet [Pre-requisites](#) required in order to participate in iTeach
3. Mentoring (Level 2)
 - Regular one-on-one sessions with NVCC DL staff to guide the development of the course

MODEL 3 (1 TO 2 SEMESTERS)

1. Completion of the 3 “Basic Training” workshops (group or individual sessions are available every semester at NVCC, including summer):
 - Get Started with Blackboard
 - Manage and Customize Your Course in Blackboard Vista
 - Plan and Deliver Course Content and Activities in Blackboard Vista
2. Completion of “[Planning, Developing, & Facilitating Your Online Course](#)”*
 - Facilitated and supported by the Connecticut Distance Learning Consortium (CTDLC)
 - 4- week intensive online practicum that will focus on online teaching principles
 - Building on core instructional best practices, participants will learn how to plan, develop, and facilitate an online course and will analyze concepts for creating and presenting effective learning.

**There is a fee associated with this course – please see “[Planning, Developing, & Facilitating Your Online Course](#)” for more information. NVCC is a member of the CTDLC; participants will be responsible for the institutional members reduced fee.*
3. 3. Mentoring (Level 2)
 - Weekly sessions with NVCC DL staff during the first delivery of the online course.



Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes

Project Introduction

This document was developed by the Connecticut Community College System's [WebCT Vista Teaching & Learning Team](#) (a subgroup of the [Vista Team](#)). The Teaching & Learning team is principally concerned with ensuring that instructors using WebCT Vista are cognizant of instructional best practices concerning online teaching and learning guidelines and as such was charged with the following tasks:

- Defining best practices in online instruction that align with the system's mission and strategic goals.¹
- Determining ways to deploy and support these practices system-wide.

The T&L team includes members of all relevant stakeholder groups, including academic deans, faculty members, distance learning managers from both the System Office and the colleges, members of the Center for Teaching, and members of the [Academic Information Technology Advisory Committee \(AITAC\)](#). The team's focus is on creating opportunities and resources that emphasize the ways in which WebCT Vista can be used to enhance learning, teaching, and collaboration that will benefit both students and faculty.

The "Effective Teaching Practices" Guideline Development Process

The guidelines are equally relevant for instructors regardless of whether their course delivery will be in a "web-enhanced" on-ground course section, a "hybrid" course (a course that is taught partially online and partially in a classroom), or a fully-online course.

To develop the "**Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes**" document for Connecticut Community Colleges faculty, the committee reviewed existing rubrics and best practices documents, websites, and standards. With the increasing use of course management systems such as WebCT/Vista, there is a need to support instructors as they transition from teaching in the face-to-face classroom to the online classroom. The group believed the approach to teaching online should be informed by a clear theoretical framework. Therefore, the group's discussion focused on adult learning theory and research, specifically on [constructivist](#) learning theory because its principles align well with the design of asynchronous online learning environments. The [National Center for Online Learning Research \(NCOLR\)](#) currently endorses pedagogical models based on constructivist theories of learning (NCOLR, 2005).

¹ (Online instruction may be defined as any educational process in which Internet technology is used to facilitate a student's ability to access course content and activities, and to communicate--asynchronously or synchronously--with the instructor and other students.)

The term “[pedagogy](#)” encompasses the approach, the methods and strategies, and the underlying epistemology of an approach to teaching. The skills, training, and commitment of the instructor are critical to the implementation of an effective online pedagogy. Online courses require different strategies to present content, interact with students, and assess course outcomes. Ultimately, the approach that will be used by an instructor depends on his or her personal philosophical beliefs about teaching and learning.

The group’s goal was to provide faculty with a roadmap that would help guide them through the major pedagogical issues in the process of course design and delivery that would be equally applicable in both a traditional classroom as well as in a fully Internet-based course.

It is our hope that the document that resulted will enhance teaching and learning in our system by helping faculty use WebCT Vista (and other online/Internet-based tools) to develop courses that are learner-focused, promote active learning, guided discovery, and the construction of new knowledge, and provide a variety of options that encourage reflection, interaction, and collaboration among students and faculty.

Applying the Effective Online Teaching Practices

- ☑ For more information about additional resources and training related to the ways in which you can learn to apply the principles and practices recommended in this document, contact your college's local **Distance Learning Support Staff and Faculty Mentors**: http://www.commnet.edu/academics/webct/dl_staff.asp.
- ☑ For more information about WebCT Vista in the Connecticut Community Colleges, visit our **WebCT Resources for Faculty** website: www.commnet.edu/academics/webct.
- ☑ **WebCT Vista Frequently Asked Questions**: <http://www.commnet.edu/academics/webct/faqs.asp>.
- ☑ This document available online at http://www.commnet.edu/academics/webct/best_practices.asp.

This document was developed by the VISTA Teaching and Learning Workstream

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T&L Guidelines sub-committee

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Outline of Effective Teaching Practices Guidelines

This document is organized within three main sections, each of which has two or more major subsections, as shown below.

I. COURSE DESIGN

- A. Course Objectives
- B. Pedagogical: Learning & Teaching Theory
- C. Class Management

II. STUDENT SERVICES

- A. Instructor informs students of available resources
- B. Instructor promotes ethical behavior

III. TECHNOLOGICAL ISSUES

- A. Student Use of Technology
- B. Course Management System (CMS) Tools
- C. Technological Support for Faculty
- D. Interface Design

REFERENCES

GLOSSARY OF TERMS

Each instructor should determine which of these recommended practices is appropriate to his or her discipline and teaching preferences. Additionally, each instructor should determine the extent to which these recommendations apply individually or collectively to the online component of the course.

I. COURSE DESIGN

A. Course Objectives

- 1. The learning objectives of the course are clearly stated and understandable to the student**
- 2. A complete, clear course syllabus is available for review**
- 3. The course is organized in coherent, sequential manner**
- 4. Assignments are aligned with stated objectives/learning outcomes**
- 5. Meaningful Assessments are created and provided**
 - a. The type and quality of student assessments included are appropriate for the course and tied to course objectives
 - b. Students are provided an opportunity for [formative](#) assessment and feedback
 - c. Instructor feedback is more than a grade
 - d. Clear grading criteria are defined
 - e. Consistent feedback is given
 - f. Student assessments are external to the online learning environment where appropriate

B. Pedagogical: Learning and Teaching Theory

- 1. Instructor facilitates the learner's efforts in constructing and interpreting new knowledge ([Active learning](#))**
 - a. Student engagement
 - (1) *Students are requested to introduce themselves to the class*
 - (2) *Discussions are learner focused*
 - (3) *Students have opportunities to make choices about course content or activities*
 - (4) *Cooperation between students is encouraged*
 - b. Course Facilitation
 - (1) *Moderate discussions*
 - (2) *Present content in a logical progression*
 - (3) *Make content available to students in manageable segments*
 - (4) [Scaffold](#) important information
 - (i) Provide a statement introducing students to the course and to the structure of the student learning

- (ii) Create course assignments and projects that require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources
 - (iii) Provide students with [mental models](#) ([schemas](#)) to help organize material
2. **Instructor integrates the diversity of students' needs and experiences into the learning process ([Constructive learning](#), prior knowledge)**
 - a. Consider diverse learning styles
 - b. Consider prior experience and knowledge
 - c. Consider cultural diversity
 3. **Instructor encourages and develops higher-level [critical thinking](#) ([Intentional learning](#))**
 - a. Communicate high expectations
 - (1) *Provide opportunities for students to work at the higher levels of [Bloom's taxonomy](#): knowledge, comprehension, application, analysis, synthesis, and evaluation*
 - b. Give students opportunities to engage in abstract thinking and critical reasoning
 4. **Instructor promotes [self-directed learning](#), [guided discovery](#) and reflection ([Reflective learning](#))**
 - a. Encourage personal autonomy
 - b. Provide opportunities for reflection ([metacognition](#))
 - c. Encourage self-assessment
 - d. Provide opportunities to identify topics, problems, cases and make informed judgments
 5. **Instructor facilitates learning through interactive, collaborative activities ([Collaborative learning](#))**
 - a. Encourage learner cooperation
 - b. Develop varied collaborative activities: research and group projects; peer assessments
 6. **Instructor anchors instruction with authentic tasks situated in real-world contexts ([Contextual learning](#))**
 - a. Create activities relevant to learners that allow learners to attach personal meaning to content
 - b. Create authentic activities that involved [problem-based](#) or case-based activities
 - c. Create simulations (virtual, role-play) that apply to real-world issues
 7. **Instructor promotes a conversational, social, [dialogical](#) process ([Conversational learning](#))**
 - a. Incorporate social aspects to improve satisfaction, provide a realistic environment, present multiple viewpoints, and overcome anonymity

- b. Develop varied opportunities for [interaction](#): student-student; student-instructor; student-content
- c. Ensure a sense of community
 - (1) *Create a safe environment*
 - (2) *Participate in discussions (and/or chats) and post a self-introduction*
 - (3) *Acknowledge learner contributions*
 - (4) *Moderate disagreements and group problems*
 - (5) *Provide separate communication opportunities for sharing non-course information*

C. Class Management

- 1. Post course materials online in advance so learners can plan**
- 2. Assure that all learners are 'on board' at the beginning of the course**
- 3. Provide clear and concise directions on how to navigate through the course**
- 4. Convey changes and updates**
- 5. Return learner calls/emails quickly to allow learners to progress**
- 6. Refer problems to appropriate sources and follow up to ensure resolution**
- 7. Have an alternate plan in case WebCT/Vista is unavailable**
- 8. Make a course backup at the beginning and the end of the semester**

II. STUDENT SERVICES

A. Instructor informs students of available resources

- 1. Library**
- 2. Technological support**
- 3. Counseling services**
- 4. Tutoring and learning support**

B. Instructor promotes ethical behavior

- 1. Provide information on ethical use of resources**
- 2. Explain issues of academic integrity and plagiarism**

III. TECHNOLOGICAL ISSUES

A. Student Use of Technology

1. **Clearly state minimum technology requirements**
2. **Identify required level of technological literacy (e.g. downloading/uploading files; using attachments)**
3. **Contingency plans for downtime are created**
4. **Student connectivity issues are considered**
5. **Technologies required for this course are either provided or easily downloadable**
6. **The tools and media are compatible with existing standards of delivery modes**
7. **The course makes appropriate use of digitized audio and video, whether internal to the course or external via the Web or other media**
 - a. [Streaming video](#), audio, [graphics](#), [podcasts](#), [SCORM](#)
 - b. Other tools outside Vista: [MUDS/MOOS/Blogs](#)

B. Course Management System (CMS) Tools

C. Technological Support for Faculty

1. **Instructors should become familiar with local resources**
2. **Instructors should become familiar with system wide resources**

D. Interface Design

1. **Navigational choices**
 - a. Build in intuitive navigational instructions and choices
 - b. Use good information design in course organization (e.g., chunking, sequencing, queuing of course components and written materials)
2. **Americans with Disabilities Act ([ADA](#))**
 - a. Provide equivalent alternatives to auditory and visual content
 - b. Show sensitivity to readability issues
 - c. Maintain a standard page layout and navigation method throughout the web site.
 - d. Use headings, lists, and consistent structure
 - e. Avoid the unnecessary use of icons, graphics and photographs
 - f. Include textual as well as graphical navigation aids

- g. Provide meaningful and descriptive text for hyperlinks, don't use short hand, e.g. "click here"; instead of "Follow this link to our News Page". ([Assistive technology](#) devices, such as [screen readers](#) can search specifically for linked text; "click here" provides no indication of where the link will take them.) If documents are provided in a specialized format (e.g. [PDF](#) (Portable Document Format), etc.) provide the equivalent text in plain text or [HTML](#) format.
- h. If you link to an [audio](#) file, inform the user of the audio file format and file size in kilobytes

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GLOSSARY OF TERMS

Active learning In traditional or pedagogical education, material to be learned is often transmitted to students by teachers. That is, learning is passive. In active learning, students are much more actively engaged in their own learning while educators take a more guiding role. This approach is thought to promote processing of skills/knowledge to a much deeper level than passive learning. Related terms/concepts include: experiential learning, hands on learning.

Taken from: Herod, L. (2002). Adult learning from theory to practice. Retrieved March 15, 2006 from <http://www.nald.ca/adultlearningcourse/glossary.htm>

ADA (Americans with Disabilities Act) When Congress passed the Rehabilitation Act of 1973, it included Section 504 which forbade discrimination against persons with disabilities by programs and activities receiving federal financial assistance, which included virtually every institution of higher education, except the U.S. military academies and a few small religious schools. The Americans with Disabilities Act of 1990 (ADA) was patterned after Section 504. It requires that students with disabilities may not be excluded from participation in, or be denied the benefits of, or be subjected to discrimination by any institution which is subject to the ADA. The ADA does not require that the institution receive federal financial assistance. A postsecondary institution must make reasonable accommodations in order to provide students with disabilities an equal opportunity to participate in the institution's courses, programs and activities.

Retrieved March 16, 2006 from: NETAC Teacher Tipsheet was compiled by Jo Anne Simon, Attorney at Law, Brooklyn, New York. <http://www.netac.rit.edu/publication/tipsheet/ADA.html>

See also: Distance Education: Access Guidelines for Students with Disabilities August 1999 http://www.htctu.net/publications/guidelines/distance_ed/disted.htm
And Web Accessibility Initiative (WAI) <http://www.w3.org/WAI/>

Assistive technology Assistive technology is either software, hardware, or both which is designed to help individuals with disabilities be more independent. In general, the term is applied to technology, such as screen readers, designed to help individuals with vision disabilities but it can also be applied to tactile aides such as haptic devices and software.

Audio Audio refers to the sound component of multimedia content.

Blog A blog (web log) is web-based journal. It gives a chronological, usually daily, account of the author's interests, activities or life.

Bloom's Taxonomy Beginning in 1948, a group of educators, headed by Benjamin Bloom, undertook the task of classifying educational goals and objectives. The intent was to develop a classification system for three domains: the cognitive, the affective, and the psychomotor. Work on the cognitive domain was completed in 1956 and is commonly referred to as Bloom's Taxonomy of the Cognitive Domain (Bloom et al., 1956). It is a classification of thinking with six different levels, with each successive level increasing in complexity. The first three levels: Knowledge, Comprehension and Application are often referred to as lower level thinking, while the second three levels: Analysis, Synthesis and Evaluation are referred to as higher level thinking.

Anderson & Krathwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. Anderson and Krathwohl expanded the single dimension of the original taxonomy into a two-dimensional framework consisting of factual/conceptual knowledge

and cognitive processes.

The revised taxonomy incorporates both the kind of knowledge to be learned (knowledge dimension) and the process used to learn (cognitive process), allowing for the instructional designer to efficiently align objectives to assessment techniques.

For further information see: Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

Also see: Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Definition based on information retrieved March 15, 2006 from:

<http://www.nexus.edu.au/teachstud/gat/morrison.htm>,
<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>, and
<http://www.bena.com/ewinters/Bloom.html>.

Collaborative learning “A structured instructional interaction among two or more learners to achieve a learning goal or complete an assignment” (Clark & Mayer, 2003, p. 310).

Taken from: Clark, R. C., & Mayer, R. E. (2003). *E-learning and the science of instruction*. San Francisco, CA: John Wiley & Sons, Inc.

Constructive learning Learning based on the constructivist philosophy, which places emphasis on the active involvement of the learner as he or she constructs his or her own knowledge.

Constructivist Learning Theory Constructivist learning theory is based on the belief that individuals actively construct their own knowledge and their own understanding of the world based on past knowledge. Constructivists believe that the environment needs to be highly adaptive to the student, and they rely heavily on student initiative, allowing students to learn at their own speed. People then construct meaning by the way in which they make sense of their experiences as an internal cognitive activity (Alessi & Trollip, 2001). “Meaning is made by the individual and is dependent on the individual’s previous and current knowledge structure” (Merriam & Caffarella, 1999, p. 261). In constructivism, the brain not only finds slots to house the information entering it, but it must also process and interpret the information. This process may be conscious or unconscious, but it is the process through which learning occurs. This process of interpretation may also be referred to as metacognition or the process of thinking about thinking. (Taken from Cercone, 2006).

Contextual learning Occurs in close relationship with actual experience, allowing students to test academic theories through real-world applications.

Conversational learning The process by which learners construct meaning and new knowledge through discussion and social interaction.

Critical thinking Critical thinking includes the ability for a person to use his/her intelligence, knowledge and skills to question and carefully explore situations to arrive at thoughtful conclusions based on evidence and reason. A critical thinker is able to get past biases and view situations from different perspectives to ultimately improve his/her understanding of the world. According to Brookfield critical thinking includes reflecting on the assumptions underlying our actions, and considering new ways of looking at the world and living in it.

Brookfield, Stephen D., (1989) *Developing Critical Thinkers - Challenging Adults to Explore Alternative Ways of Thinking and Acting*, Jossey Bass Publishers, San Francisco.

The *Critical Thinking Organization* has a lot of information about critical thinking with many references, <http://www.criticalthinking.org/>.

Dialogic instructional strategies Instructional strategies that promote discursive student activities (students are engaged in articulation, reflection, or collaboration or are exposed to multiple perspectives).

Taken from: Dabbagh, N., & Bannan-Ritland, B. (2005). *Online learning: Concepts, strategies, and application*. Upper Saddle River, NJ: Pearson Education, Inc.

Formative evaluation At its most basic, formative evaluation is an assessment of efforts prior to their completion for the purpose of improving the efforts. It is a technique that has become well developed in the education and training evaluation literature. [Michael Scriven, 1991) See also *Summative evaluation*.

Retrieved March 15, 2006 from:

http://www.beyondintractability.org/essay/formative_evaluation/

Graphics Graphics refers to images or pictures, particularly when displayed on web pages.

Guided discovery Guided Discovery is a method of instruction based on the Discovery Learning Theory. Discovery learning can be defined simply as a learning situation in which the principal content of what is to be learned is not given, but must be independently discovered by the learner, making the student an active participant in his learning. Jerome S. Bruner is credited with first introducing discovery learning as a formal learning theory in 1960. One example of true discovery learning is the use of hypertext and hypermedia environments, such as the World Wide Web, that rely on learning by browsing.

Bruner, J.S. (1960) *The Process of Education*, Harvard University Press: Cambridge, MA.

Bruner, J.S. (1966) *Toward a Theory of Instruction*, Harvard University Press: Cambridge, MA.

Definition based on information taken from:

<http://www.npexplore.com/AboutExplore/about.cfm>

HTML (HyperText Markup Language) HTML is a language to specify the structure of documents for retrieval across the Internet using browser programs of the World Wide Web. An HTML file is a special kind of text document (with an HTM or HTML file extension) that presents both text and graphics in a Web browser (a software application, such as Internet Explorer or Netscape, that enables a user to display and interact with web pages on the World Wide Web or a local area network). HTML documents are often referred to as "Web pages". The browser retrieves Web pages from Web servers that, thanks to the Internet, can be pretty much anywhere in World.

Definition retrieved March 15, 2006 from: <http://www.ucc.ie/info/net/whatis.html> and <http://www.w3.org/MarkUp/Guide/>.

Intentional learning Three aspects of intentional learning are the (1) decision to engage in committed, persisted learning effort (self-motivation), (2) the ability to apply and manage strategic cognitive efforts to achieve goals (self-direction), and the (3) extent to which the learner takes responsibility for learning autonomously. Intentional learning depends on one's conception

of knowledge, how to connect meaning and use that knowledge to act or create, and the learner's perception of the intended task, activity, or instructional situation. Intentional learners choose to be in charge of their learning. In an intentional learning environment, the teacher's role is to mentor or coach and the learner's role is to question, connect, reflect, and apply knowledge to create, act, and achieve.

Taken from: The Training Place. (2005). Intentional Learning. Retrieved March 15, 2006 from <http://www.trainingplace.com/il/>.

Interaction “Structured opportunities for the learner to engage with the content by responding to a question or taking an action to solve a problem” (Clark & Mayer, 2003, p. 315).

Metacognition “Awareness and control of one’s cognitive processing, including setting goals, monitoring progress, and adjusting strategies as needed” (Clark & Mayer, 2003, p. 313). Metacognition is "knowledge of one's knowledge, processes, and cognitive and affective states; and the ability to consciously and deliberately monitor and regulate one's knowledge, processes, and cognitive and affective states." In more general terms, metacognition is the awareness of the acquisition of mental organization skills, and the ability to apply these organization and recognition skills.

What is basic to the concept of metacognition is the notion of thinking about one's own thoughts. Those thoughts can be of what one knows (i.e., metacognitive knowledge), what one is currently doing (i.e., metacognitive skill), or what one's current cognitive or affective state is (i.e., metacognitive experience). To differentiate metacognitive thinking from other kinds of thinking, it is necessary to consider the source of metacognitive thoughts: Metacognitive thoughts do not spring from a person's immediate external reality; rather, their source is tied to the person's own internal mental representations of that reality, which can include what one knows about that internal representation, how it works, and how one feels about it. Therefore, metacognition sometimes has been defined simply as thinking about thinking, cognition of cognition, or using Flavell's (1979) words, "knowledge and cognition about cognitive phenomena" (p. 906).

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34, 906-911.

Definition based on information taken from:
<http://www.emstac.org/registered/topics/studyskills/metacognition.htm> and
<http://www.psyc.memphis.edu/trg/meta.htm>.

Mental models Mental models are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action.

Taken from: Smith, M. K. (2001) 'Peter Senge and the learning organization', the encyclopedia of informal education. Retrieved March 14, 2006 from www.infed.org/thinkers/senge.htm

MOO A MOO (MUD Object Oriented) is a game, played online with various participants, in which each player takes control of a character and moves him through the game environment interacting with characters controlled by the other players. The MOO has the added feature that it allows users to make object oriented changes to the playing environment, i.e. to have a greater ability to make more rapid changes. The major functionality of MOOS is made possible by the MOO programming language.

MUD MUD is an acronym for Multi User Dimension, Multi User Domain, or Multi User Dungeon. The acronym refers to a game, played online with various participants, in which each player takes control of a character and moves him through the game environment interacting with characters controlled by the other players. Although computer versions of MUDs date back to the late 1970s, the game is related to the Dungeons and Dragons games that have been played in various formats since the 1970s.

PDF A PDF (Portable Document Format) is special file format created by Adobe Systems Inc. Documents in this format can be distributed electronically across the web and on a variety of platforms all the while retaining their original look. With the use of Adobe's PDF reader program, documents originally created by any number of programs (word processors, spreadsheets, desktop publishing programs, etc.) appear on the screen exactly as they were meant to look, including the correct type fonts, graphics, etc.. PDF files can be viewed electronically or printed, and can usually be saved to the user's PC. Adobe's PDF reader is called Adobe Acrobat Reader and can be downloaded free of charge from Adobe's website, <http://www.adobe.com/products/acrobat/readstep2.html>.

Definition (slightly adapted) taken from http://www.medicine.arizona.edu/pubs/what_is_pdf.html

Pedagogy "It is the tools, activities, strategies, and decisions for a more interactive, engaging, collaborative and motivational learning environment" (C. J. Bonk, personal communication, February 12, 2005). Pedagogy relates to the teaching skills and strategies used by instructors to facilitate learning.

Podcasts A Podcast is a sound or video file distributed over the Internet. Although this kind of file is typically available to computers and a host of other devices that connect to the Internet, it owes its name and proliferation to the iPod, a portable device manufactured by Apple computer, which allows users to download and take with them various kinds of music, sound and audio files.

Problem-based learning PBL is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources.

Definition taken from <http://www.udel.edu/pbl/>; (Barbara Duch bduch@udel.edu)

Reflective learning Consciously thinking about and analyzing what one has done, or is doing.

Scaffolding Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). "The zone of proximal development is the distance between what learner can do by themselves and the next learning that they can be helped to achieve with competent assistance." The scaffolding teaching strategy provides individualized support based on the learner's ZPD. In scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a learner's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone. The more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping

the learner through the ZPD.

Adapted from Rachel Van Der Stuyf <http://condor.admin.cuny.cuny.edu/~group4/>

Schema Schemas (or schemata) are cognitive structures, rather like mental templates or 'frames', that represent a person's knowledge about objects, people or situations. Schemas are derived from prior experience and knowledge. (Chandler, D. 1997. Schema Theory and the Interpretation of Television Programmes. Retrieved on March 16, 2006 from <http://www.aber.ac.uk/media/Modules/TF33120/schematv.html>.

Screen Reader A screen reader is an application that can interpret text and other types of information shown on a computer screen. The output can either be speech or can feed to a device that produces Braille text. Blind and low vision computer users are able to take advantage of this assistive technology.

SCORM The Shareable Content Object Reference Model (SCORM) is an [XML](#)-based framework used to define and access information about learning objects so they can be easily shared among different learning management systems ([LMS](#)s). SCORM was developed in response to a United States Department of Defense (DoD) initiative to promote standardization in [e-learning](#).

Taken from http://searchwebservices.techtarget.com/sDefinition/0,,sid26_gci796793,00.html.

Self-directed learning Self-directed learning has been described as "a process in which individuals take the initiative, with or without the help of others," to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes (Knowles 1975). An estimated 70 percent of adult learning is self-directed learning (Cross 1981).

Adult educators have found that some adults are incapable of engaging in self-directed learning because they lack independence, confidence, or resources. Not all adults prefer the self-directed option, and even the adults who practice self-directed learning also engage in more formal educational experiences such as teacher-directed courses (Brookfield 1985).

Brookfield, S. "The Continuing Educator and Self-Directed Learning in the Community." In *Self-Directed Learning: From Theory to Practice*, edited by S. Brookfield. New Directions for Continuing Education No. 25. San Francisco: Jossey-Bass, 1985.

Cross, K. P. *Adults As Learners*. San Francisco: Jossey-Bass, 1981.

Knowles, M. *Self-Directed Learning: A Guide for Learners and Teachers*. New York: Association Press, 1975.

Definition based on information taken from <http://www.ntlf.com/html/lib/bib/89dig.htm>.

Streaming Video Streaming video is a sequence of "moving images" that are sent in compressed form over the Internet and displayed by the viewer as they arrive. Streaming media is streaming video with sound. With streaming video or streaming media, a Web user does not have to wait to download a large file before seeing the video or hearing the sound. Instead, the media is sent in a continuous stream and is played as it arrives. The user needs a player, which is a special program that uncompresses and sends video data to the display and audio data to speakers. A player can be either an integral part of a browser or downloaded from the software maker's Web site.

Definition taken from <http://www.smarterbydesign.com/faq.html>.

Summative evaluation Summative evaluation is designed to present conclusions about the merit or worth of an object and recommendations about whether it should be retained, altered, or eliminated. (Scriven, 1991) See also formative evaluation.

Scriven, M. (1991). Evaluation thesaurus (4th ed.) Beverly Hills, CA: Sage

Wiki A wiki is a web page that allows users to actively edit its content within a prescribed format. Wiki is from the Hawaiian word “wiki” which means fast. In general, one user can post information to a web page and other users can make subsequent changes. Because of their rapid growth and potentially frequent changes, it can be difficult to maintain the veracity of the content of wikis.

“Is Wikipedia legit” (<http://www.thecrimson.com/article.aspx?ref=512172>)

“Wikipedia exec defends process”

(http://www.rockymountainnews.com/drmn/tech/article/0,2777,DRMN_23910_4513833,00.html)

“Is Wikipedia error prone?”

(<http://www.deccanherald.com/deccanherald/mar12006/cyberspace1543232006228.asp>)

“Educators warn of errors in Wikipedia”

(<http://www.charleston.net/stories/?newsID=73215§ion=ink>)

Faculty Name: [Click here to enter text.](#)

Reviewer Name: [Click here to enter text.](#)

Course Title / CRN: [Click here to enter text.](#)

Semester: [Click here to enter text.](#)

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Learner Support & Resources</p> <ul style="list-style-type: none"> • Course contains extensive information about online learning • Students are informed of available resources such as Library, Technological support, Counseling services, Tutoring and learning support • Student connectivity issues are considered • Technologies required for this course are either provided or easily downloadable • Accessibility issues are considered: Maintains a consistent course structure standard page layout and navigation method throughout the course • Promotion of professional and ethical behavior: <ul style="list-style-type: none"> ○ Information on ethical use of resources is provided ○ Issues of academic integrity and plagiarism are explained ○ Netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Course Content and Organization</p> <ul style="list-style-type: none"> • Course is well organized in a coherent, sequential manner and easy to navigate • Course syllabus identifies and clearly delineates the role the online environment will play in the total course. • All course pages are visually and functionally consistent throughout the course. • Course uses solid information design in course organization (e.g., chunking, sequencing, queuing of course components and written materials) • Blackboard tools selected by instructor are appropriate for specific course and effective for student learning • Assignments are challenging and stimulate interest

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">Instructional Design & Delivery</p> <ul style="list-style-type: none"> • The learning objectives of the course are clearly stated and understandable to the student • Assignments are aligned with stated objectives/learning outcomes • Course assignments are reasonable and appropriate for online work • Course articulates Discussion board protocol including specifications for postings, such as length requirements, nature of responses, and documentation to support viewpoints, if appropriate. • The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress. • Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">Assessment & Evaluation of Student Learning</p> <p><i>This section particularly addresses the Federal Education Reauthorization Act, which requires institutions to "establish that the student who registers in a distance education course or program is the same student who participates and completes the program and receives academic credit." The following include recommendations from NEASC on pedagogical approaches for compliance.</i></p> <ul style="list-style-type: none"> • Grading policies and practices are easy to understand. • Student evaluation strategies are consistent with course goals and objectives, representative of the scope of the course and clearly stated. • The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content. • Ongoing and frequent assessments are conducted to verify each student's readiness for the next lesson. • Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades. • Assessment materials provide the teacher with the flexibility to assess students in a variety of ways. • Ample opportunities exist for timely and frequent two-way communication about student progress. • Multiple assessment techniques are used for high stake exams. • Assessments are designed to be frequent, varied, and authentic to the application of learning. • Online discussions are sufficiently used so that the instructor may become familiar with students' writing styles • Test banks are used with settings such as timed test delivery, randomization, no-print scripts and do not release answers until all tests have been completed.

Portions of this assessment tool have been adapted from the *Rubric for Online Instruction* developed by the Center for Excellence in Learning and Teaching at the California State University, Chico, the *National Standards for Online Course Quality* developed by the International Association for K-12 Online Learning, and the *Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes* developed by the Teaching & Learning Team, Connecticut Community College System.

Comments: Click here to enter text.

Recommendation: Click here to enter text.

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INSTITUTION:

TABLE 1. Program and Certificate Description

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment)	Date of Review and/or Modification:	Number of Required Credits	No. of Credits Which May be Completed On-Line
General Studies	A	1987	Unknown	60-62	59
Liberal Arts	A	1970	Review 2007-08	61-62	48

Insert additional rows for more programs, if needed.

INSTITUTION:

TABLE 2. Students

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
General Studies	2,289	107	2,229	379	0	0	379
Liberal Arts	615	31	590	121	1	0	122
TOTAL	2904	138	2819	500	1	0	501

Insert additional rows for more programs, if needed.

***Students enrolled in programs described in this table.**

INSTITUTION:

TABLE 3. Faculty

*Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.
Programs and Certificates in which 50% or more of the courses may be completed entirely on-line*

Program or Certificate Name	Faculty Teaching in The Program (Headcount)				FTE Faculty in Program	Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution	Total Faculty in Program		Ph.D or Equivalent	Masters or Equivalent
	FT in Program	PT in Program					
General Studies				0			
Liberal Arts				0			
TOTAL	0	110	399	509	243	23	486

Insert additional rows for more programs, if needed.

NVCC determined that because so many courses fall under GS & LA&S, we could not decipher what faculty members were in one program vs. the other. Additionally, because most courses would count under the two majors, we felt it was best to include all faculty at the institution. It is impossible to disaggregate between the two programs and assign faculty accordingly, therefore we included only the overall total. Please note the 110 PT – this logic follows that those instructors teaching courses falling under GS & LA & S are not exclusively instructing courses that only count towards those two majors.

INSTITUTION:**TABLE 4. Course enrollments and completions***Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.***Programs and Certificates in which 50% or more of the courses may be completed entirely on-line**

Courses Offered On-Line	Fall 07	Spring 08	Year Total*	Fall 08	Spring 09	Year Total*	Fall 09	Spring 10	Year Total*
Undergraduate									
Total Number of courses	34	40	74	49	56	105	60	69	129
Total on-line enrollments	771	1003	1174	1106	1281	2387	1505	1819	3324
On-line course completions	573	783	1356	846	963	1809	1135	1360	2495
Graduate									
Total Number of courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total on-line enrollments	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On-line course completions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL									
Total Number of courses	34	40	74	49	56	105	60	69	129
Total on-line enrollments	771	1003	1174	1106	1281	2387	1505	1819	3324
On-line course completions	573	783	1356	846	963	1809	1135	1360	2495