



Naugatuck Valley Community College

**ACADEMIC**

**Master Plan**

**2012 - 2017**

September 2012

# ACADEMIC MASTER PLAN • 2012 - 2017

## **N** VCC 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.

## **N** VCC 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.

***To view the NVCC Strategic Plan: 2010-2013, please visit [nv.edu/strategic](http://nv.edu/strategic)***



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# ACADEMIC MASTER PLAN • 2012 - 2017

## Introduction

This Academic Master Plan, prepared with participation of the Academic Council, faculty and staff of the college, describes NVCC's instructional priorities for the next five years. It provides a framework for decision-making and resource allocation in providing instruction and student services. The Academic Master Plan aligns with and supports the college's Strategic Plan and is intended to serve several purposes, which are as follows:

- Establishes and prioritizes initiatives that enhance and expand instruction (i.e., course offerings, numbers of faculty) and student learning.
- Advances the functioning of the college to improve effectiveness, and transformational initiatives to move the college in new and strategic directions.
- Prioritizes student learning as the college's central purpose, and assures that resources will be available to support that priority.
- Provides a focus to aid in planning academic and student services units.
- Guides other units of the college to accomplish the goals of the Academic Master Plan, thereby helping to achieve student success.
- Provides mechanisms for ongoing assessment, accountability and continuous improvement that will guide future decisions affecting student learning at every level throughout the college.
- Provides an outline for developing the college budget, which will affect the ability of the college to provide instructional facilities and support services.
- Cultivates a climate that supports and enhances diverse methods of teaching and learning.
- Establishes benchmarks for formative assessment in the classroom and development of appropriate (faculty) feedback instruments.

At Naugatuck Valley Community College ***student success is our expectation***. This statement guides the college's Mission, Vision and Strategic Plan and it resonates throughout every unit of the college. NVCC is committed to helping students attain their academic and life goals. To do this, we must clearly lay out our expectations and

communicate them to our students. Students need to understand what we expect them to be able to accomplish as a result of their experiences at the college. We must develop strategies to help students attain these outcomes and develop effective methods to assess students' mastery levels.

## Mission of the Academic Affairs Unit

The Academic Affairs unit is dedicated to student success and is student-centered, while responding to the needs of faculty, staff, administrators and the community. In fulfilling its mission, Academic Affairs provides services and leadership to faculty, staff and students. Academic Affairs also promotes and ensures academic quality, and encourages the effective use of resources to achieve those ends.

## Plan Overview

The Academic Master Plan has six strategic directions and defines six critical goals that will guide the academic functioning of the college for the next five years.



## Relationship of the Academic Master Plan to the NVCC Strategic Plan

The Academic Master Plan aligns with and supports the college’s Strategic Plan. The following table illustrates the connections between the NVCC Strategic Plan and the Academic Master Plan.

NVCC Strategic Plan	Academic Master Plan
At NVCC, students achieve their goals.	Ensure Student Engagement and Success
NVCC faculty and staff make a difference – at the college, in the community, in their fields of study and in the lives of students.	Enhance Academic Leadership and Professional Development, Encourage Community Engagement and Partnerships, Promote Student Learning and Academic Effectiveness
NVCC programs meet and beat industry standards.	Provide Relevant Academic Offerings That Meet the Needs of a Global Society and Workforce, Maximize Effective Use of Technology to Ensure Student Success
NVCC is an engine of change within Waterbury and the broader community.	Encourage Community Engagement and Partnerships
NVCC is an effective, performance-based institution.	Promote Student Learning and Academic Effectiveness

## Environmental Scanning Information

An academic institution must survive and prosper within its external environment (external community), yet it also must be aware of trends within the environment and be ready to respond rapidly to changes within this environment.

Waterbury grew up along the Naugatuck River, which, along with the railroad line that served the city, led to the growth of the brass industry in the city. Despite the loss of the industry, Waterbury is still known as the Brass City. With the advent of anti-pollution laws, it was no longer economically advantageous to maintain profit margins, so the businesses left, leaving a trained, blue collar population with no available blue collar jobs.

According to the 2010 census data, Waterbury’s population is 110,366 (<http://quickfacts.census.gov/qfd/states/09/0980000.html>). From 2009 to 2010, Waterbury’s population increased by 1,750 (1.6%) and the population became more diverse. Since the 2000 Census, the White population (58.8%) declined from 53,483 to 46,036. Latinos currently represent 30% of the city’s population, while African Americans make up 17.6%. The White,

non-Hispanic population is 52.4%. Currently, 21% of the residents age 25+ did not complete high school. Thirty-seven percent of the residents attended college, while 16.9% have a bachelor’s degree or higher. Approximately 20% of residents age 18 to 24 did not complete high school. The recession has resulted in an unemployment rate of 14.5%, and 20.9% of the residents live below the poverty level.

Given the above population trends, it is evident that NVCC must focus its efforts on offering programs that cater to an increasingly diverse student body. We must emphasize development of 21st century skills in our student body, and provide opportunities for lifelong learning to the community, as well as facilitate information literacy for success in a global economy. Although Connecticut employment decreased by 5% from 2000 to 2010 (PJ Flaherty, "Young people aren’t fleeing and the cities aren’t dying," *The Connecticut Economic Digest 16(10):1-3, (Oct. 2011)*, publication of the CT Dept. of Labor and the CT Dept. Economic & Community Development), there are jobs in the state, particularly in the manufacturing area, that are going unfilled because there are not people with the requisite skills and technical training to take these jobs. NVCC must also focus on training people for these jobs.

## Enrollment Management

The Enrollment Management Plan is aligned to the Academic Master Plan in its focus on student engagement and success. It is the result of a college-wide collaboration and is a testament to the college's commitment to continuous improvement in serving its students and community stakeholders. The vision for increased enrollment, retention and graduation for NVCC will continue to advance the college for the next five years and into the future.

In fall 2011 the Enrollment Management Task force was charged with answering the following questions: Who are our students? Where do they come from? Why do they come to NVCC? Why do they leave? How many graduate? The full report of the Enrollment Management Plan can be found at: [nv.edu/strategic](http://nv.edu/strategic).

This report will be the starting point for work to be performed at the college. The Academic Master Plan will provide support and guidance for this work.

## Academic Master Plan Goals

- Goal 1:** Provide Relevant Academic Offerings that Meet the Need of a Global Economy and the Workplace
- Goal 2:** Ensure Student Engagement and Success
- Goal 3:** Enhance Academic Leadership and Professional Development
- Goal 4:** Encourage Community Engagement and Partnerships
- Goal 5:** Promote Student Learning and Academic Effectiveness
- Goal 6:** Maximize Effective Use of Technology to Ensure Student Success



<b>Goal 1: Provide Relevant Academic Offerings That Meet the Needs of a Global Society and Workforce</b>				
<b>Strategies</b>	<b>Leaders</b>	<b>Resources</b>	<b>Academic Year</b>	<b>Outcomes</b>
Conduct program and discipline reviews	Dean, division directors, faculty	IR support (data), external consultants (stipend)	Depends on last review (reviews performed every 5 years)	One-fifth of the programs and disciplines will be reviewed each year. Program assessment and possible modifications to outcomes and objectives will be carried out. An assessment of the value of programs as a whole will be made. Reorganization or elimination will be considered.
Ensure that programs will have an active advisory board	Program coordinators or chairs, division directors	Individuals with established community partnerships, new director of community engagement	Spring 2012, 2012-2013	Every program with an advisory board will be more comprehensively assessed. 21st century global skills will be realistically determined. A realistic assessment of workforce needs and standards will be carried out.
Maintain distance education program	Director of distance learning, division directors, faculty	Individual(s) with expertise in online training and evaluation, external as well as program design, external consultant	Ongoing	All online courses will be certified by the DL director and evaluated by division directors, chairs, and program coordinators. Quality control measures will be implemented and in-depth assessment tools will be developed.

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Goal 1: Provide Relevant Academic Offerings that Meet the Needs of a Global Society and Workforce				
Strategies	Leaders	Resources	Academic Year	Outcomes
Continue to expand Danbury's enrollment growth and explore offering certificates.	Provost, dean, director	New faculty	Ongoing	Danbury will continue to offer degree completion programs in general studies, liberal arts and business administration as a branch of NVCC.
Train people so they will be qualified to take jobs that currently remain unfilled in Connecticut due to <i>structural unemployment</i> or people having insufficient education or training for existing jobs.	Dean, division directors, manufacturing center, CED	Resources are required to meet the demand over the next five years for space, equipment, instructors.	Ongoing	Growing high-tech industries will require preparation to match training needs. People will have requisite skills and technical training to meet the demand; the new manufacturing center and other programs at the college will provide this.
Consider requiring foreign language for general education and liberal arts and sciences majors, add more foreign language courses in curriculum.	Dean, arts and humanities division director, foreign language chair	Additional faculty members	Ongoing	Students will be prepared for a more "global" experience. The college will focus on foreign languages as required and/or recommend courses.
Establish a science laboratory funding formula that encompasses lab supplies, EA support, equipment repairs and modernization, begin Founders Hall renovation to incorporate more lab space.	Dean, STEM division director, allied health division director, science faculty, allied health faculty	Resources are required to meet the demands of science courses, particularly new equipment.	Beginning 2013-2014	Adequate facilities and resources for faculty and students will be provided.





**Goal 1: Provide Relevant Academic Offerings that Meet the Needs of a Global Society and Workforce**

Strategies	Leaders	Resources	Academic Year	Outcomes
<p>Add new programs including proposed certificate programs in women studies, manufacturing, entrepreneurship, allied health certificate programs in radiologic technology (diagnostic and magnetic resonance imaging), physical therapist technology (strengthening and conditioning), polysomnographic technology surgical technology, associate in surgical technology and teacher education</p>	<p>Dean</p>	<p>Faculty volunteers, external members of the business community, peer educators from 4-year sister institutions, new faculty members, need for additional resources and space as expansion occurs, equipment needs. All Allied Health certificate and associate degree programs would require significant resources including faculty, program coordinators, equipment and maintenance</p>	<p>2012-13 and ongoing</p>	<p>Programs will be reviewed for inclusion in the general education core. Programs will be initially assessed based on programmatic and student needs (data). A culture of assessment and accountability will be created. New allied health programs will be in a new space in Founders Hall and will address the needs in health professions. The new space will allow for addition of new certificate and associate degree programs, jobs in radiologic technology (diagnostic and magnetic resonance imaging), physical therapy (strengthening and conditioning), polysomnographic technology and surgical technology which are in demand in CT.</p>
<p>Establish an Entrepreneurial Center in the Business Division</p>	<p>Division director</p>	<p>Space</p>		<p>Demand will foster growth in this area.</p>
<p>Discontinue programs, as necessary</p>	<p>Dean, division directors, program coordinators, chairs, faculty</p>	<p>Faculty volunteers, external members of the business community, peer educators from 4-year sister institutions</p>	<p>2012-13 and ongoing</p>	<p>Programs will be continually reviewed and assessed for effectiveness, a culture of assessment and accountability will be maintained.</p>

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Goal 2: Ensure Student Engagement and Success				
Strategies	Leaders	Resources	Academic Year	Outcomes
First Year Experience	Co-leadership of faculty and counseling personnel and faculty represented committee	9-hour contract for the two EAs from multiple offices	Ongoing	All new full-time students will take FYE positively impacting first-year retention.
Honors Institute	Chairperson and faculty represented committee	Honors designated and honors by contract courses	Spring 2012 and ongoing	First program in CCC System. Academically talented students will be given an honors option.
Learning Communities	Continuation of FYE Committee	Courses combined with FYE	Summer 2012	This will have a positive impact on retention.
Make advising faculty responsible for program advising	Deans of Academic and Student Affairs, CAPSS, Enrollment Management Committee	New director of student development services	January 2011 and ongoing	Every student will be required to meet with an advisor for better retention. The number of students declaring a major will increase and the time to graduation will be decreased.
Identify funds to support professional development of academic unit priorities (e.g., learning communities, developmental education, service learning)	Dean, division directors, faculty senate representative	\$15,000-\$20,000/year	2012-2013 and ongoing	As priorities are identified, resources to support efforts will already have been identified. Faculty members will provide regular updates to dean, directors, and college leadership regarding progress on initiatives.



Goal 3: Enhance Academic Leadership and Professional Development				
Strategies	Leaders	Resources	Academic Year	Outcomes
Hold chair and coordinator meetings	Dean	Space	2012-2013 and ongoing	Dean will hold regular meetings similar to Academic Council meetings enabling wider and more frequent conversations with academic leadership across the campus--preferably twice annually. Communication and decision making will be improved.
Hold Academic Professional Development Days	Dean, Academic Council, Center for Teaching	\$5,000/year	2013-2014	Professional Development Days will be held involving the academic unit as a whole in various pedagogical and organizational development programs, promoting a culture of learning.
Institute Academic Leadership Experience program	Dean, division directors	\$2,000/year	2014-2015 and ongoing	As in the Chair Academy or Community College Leadership Academy, 3-4 individuals each semester will participate in a year-long experience designed to foster their academic leadership potential.
Succession Management	Faculty	Limited resources	2012-2013 and ongoing	This will provide the opportunity for faculty to assume department chair and program coordinator positions, if desired.

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Goal 4: Encourage Community Engagement and Partnerships				
Strategies	Leaders	Resources	Academic Year	Outcomes
Create Advisory Boards	J. Petrillo, ConnCAP	Waterbury School System, Northwest Regional Workforce Investment Board, Board of Regents for Higher Education, CT Office of Financial and Academic Affairs	Ongoing	Workforce programs will have an advisory board. Annual reviews will be carried out as well as monitoring and reports will be made to funders.
Partner with high schools	J. Petrillo, ConnCAP	Waterbury School System, Northwest Regional Workforce Investment Board, Board of Regents for Higher Education, CT Office of Financial and Academic Affairs	Ongoing – 24th Year	99% of students graduate from high school. 90% of these graduates will matriculate to college over the 24-year period.
Partner with high schools	J. Petrillo, ConnCAP / Workforce Program	Waterbury School System, Northwest Regional Workforce Investment Board, Board of Regents for Higher Education, CT Office of Financial and Academic Affairs	Ongoing – 15th Year	Success will be measured by high school graduation, college matriculation and job placement.
Partner with high schools	B. Millo, Community College Scholars Program	Waterbury School System, Northwest Regional Workforce Investment Board, Board of Regents for Higher Education, CT Office of Financial and Academic Affairs	2011-2012	Participants will have a higher rate of retention and graduation than the rest of the NVCC student population.
Partner with high schools	J. Corcoran, AmeriCorps Program	Waterbury School System, Northwest Regional Workforce Investment Board, Board of Regents for Higher Education, CT Office of Financial and Academic Affairs	2011-2012 and ongoing	Annually, 60 volunteers will mentor or tutor in Waterbury middle schools during and after school.



Goal 4: Encourage Community Engagement and Partnerships				
Strategies	Leaders	Resources	Academic Year	Outcomes
Partner with high schools	J. Petrillo, College Access Challenge Program	Waterbury School System, Northwest Regional Workforce Investment Board, Board of Regents for Higher Education, CT Office of Financial and Academic Affairs	2011-2012 and ongoing	High school and college curricula will be aligned to reduce the need for college-level remediation.
Partner with high schools	Associate dean, faculty	College Career Pathways (CCP)	Ongoing	NVCC credit will be given to students who take specific courses in high school
Articulation with four-year institutions	L. Perfetto CT-CCNP	<u>RN-BSN:</u> Fairfield University St. Joseph's College University of Hartford Goodwin College Southern CSU Univ. of Wisconsin- Green Bay-(online) Sacred Heart University St. Vincent's College Western CSU <u>RN-MSN:</u> Sacred Heart University Yale School of Nursing	Ongoing	Educational mobility in nursing will be provided.
Plan extensive public performances in dance, music, theater, partnership with the Waterbury Symphony Orchestra, Confluencia, Dominican support groups, art exhibitions	Arts and humanities division, chair of arts and humanities, art department	Staffing when necessary	Ongoing	Community will be engaged in artistic and cultural events at the college.

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Goal 5: Promote Student Learning and Academic Effectiveness				
Strategies	Leaders	Resources	Academic Year	Outcomes
Assess general education	R. Picard, S. Anderson	Faculty members	Ongoing	Objectives and learning outcomes will be measured for all courses. Core competencies will be met in courses.
Assess and review programs	Dean	Faculty; release time for chair of program review committee	Ongoing	1/5 of programs and disciplines will be assessed each year.
Ensure that programs are accredited	Dean	Faculty	Ongoing	Successful self-study reviews will be carried out (ABET, FAA, PLANET).
Standardize syllabi	Division directors, chairs, program coordinators	Faculty	Ongoing	Common objectives and learning outcomes will be achieved in all common courses. All syllabi will involve measurable learning outcomes.
Address and define the distinction in position descriptions between department chairs and division directors	Dean, Human Resources Director	No resources required	2012-2013	Redundancy of duties will be addressed.



<b>Goal 6: Maximize Effective Use of Technology to Ensure Student Success</b>				
<b>Strategies</b>	<b>Leaders</b>	<b>Resources</b>	<b>Academic Year</b>	<b>Outcomes</b>
Carry out training through IT department for information and administrative technology	Division directors; associate dean of information technology	Faculty and staff training	2012 and ongoing	Training for myCommnet, Banner Self-Service, applications such as MS Office programs and general computer use will be done
Create new online programs	Division directors	Faculty training	2012 and ongoing	Choice of introductory courses will be offered online, one degree program will be offered fully online.
Carry out professional development sessions	ACT Division directors	Grants, union funds	Ongoing	Faculty members will engage in a minimum of 1-2 activities per year.
Maintain appropriate learning environments	ACT Division directors	Grants, donations, fundraising	2013	The number of Smart classrooms will be increased. Replace old desks for more user-friendly tables and chairs that are more aesthetically pleasing and help manipulate classroom space to accommodate more students.
Maintain climate of public disclosure	Division directors, faculty	AR's	Ongoing	Website will be updated regularly with relevant information.

## Conclusion

The Academic Master Plan has been designed to guide NVCC's academic decision-making and budgetary processes. It is intended to serve as a living document which will continue to evolve and be modified as annual adjustments are made. Through the careful consideration of the goals and strategies outlined in this plan, the college will position itself to effectively meet the learning needs of its changing community and the requirements of the Board of Regents.

## Projections for New Programs

### Certificates:

- Women Studies (2012-2013)
- Manufacturing (fall 2012)
- Entrepreneurship (fall 2012)
- Radiologic Technology (Diagnostic and Magnetic Resonance Imaging) (2017-2018)
- Physical Therapy in Strengthening and Conditioning (2014-2015)
- Polysomnographic (PSG) Technology (2017-2018)
- Surgical Technology (2017-2018)

### Associate Degrees:

- Teacher Education (2012-2013)
- Surgical Technology (2017-2018)

### Entrepreneurial Center in Business (2014-2015)

#### Job Prospects in Allied Health

Based on needs of the market and expertise in the areas the greatest job prospects appear to be in the following areas:

Radiologic Technology, Diagnostic Imaging, Magnetic Resonance Imaging – In addition to job growth, job openings will also arise from the need to replace technologists who leave the occupation. Those with knowledge of more than one diagnostic imaging procedure such as CT, MR, and mammography will have the best employment opportunities as employers seek to control costs by using multi-credentialed employees.

Polysomnographic Technology – The Connecticut Department of Labor does not track employment or earnings data on PSG techs. However, in the state of Connecticut, PSG techs are respiratory therapists and salaries are most likely comparable. Job opportunities for respiratory therapists are expected to increase significantly over the next eight years.

Surgical Technology – Surgical technologists held about 91,500 jobs nationwide in 2008. About 71% of jobs for surgical technologists were in hospitals, mainly in operating and delivery rooms. Other jobs were in offices of physicians or dentists who perform outpatient surgery and in outpatient care centers, including ambulatory surgical centers. Job opportunities will be best for technologists who are certified and willing to relocate. Manchester Community College offers an AS degree in Surgical Technology. However, due to the current need for surgical technologists and considering the distances between the two institutions, competition would be minimal.

Allied Health Center-The vision of Allied Health is to establish an Allied Health Center in Founders Hall beginning AY 2016-2017. Planning for the center will begin AY 2012-2013. A task force will be convened and comprised of faculty and staff representing the Allied Health units. The task force will be charged with recommending the organization of space, number of labs, number of offices, state-of-the-art equipment, and personnel needs. The task force will also conduct market research to determine which of the proposed programs would best serve NVCC students and the community.

#### Entrepreneurial Center in Business:

Based on the Department of Labor's statistics regarding growth areas in Connecticut, an Entrepreneurial Center in the Business Division would likely draw students to the college to begin planning for their own businesses. The center would initially offer a one-year certificate consisting of 21 credits to be completed in a 12-15 month span. The certificate would provide students with a broad background in the field of management with an entrepreneurial focus. Each course within the program would provide learning activities and experiences





designed to give students “real world” application and experiences with the subject matter through simulated activities and projects. In addition, green business practices would be integrated into course content and students would have an opportunity to explore this area deeper within the scope of entrepreneurial business practices. The center would provide guest speakers, field trips and service learning opportunities for students to gain the necessary learning and practical experience necessary to be successful business people. In the long term, an associate degree could likely develop.

Community colleges have the opportunity to create new programs in response to community needs. However, this will depend on adequate resources to support new initiatives.

### **Academic Master Plan Development Process**

1. Retreat held on June 30, 2011 for the entire academic unit to begin discussions on the development of the plan
2. Meetings held throughout Academic Year 2011-2012: September 16th, December 16th, February 22nd, March 7th
3. Preliminary draft reviewed by Cabinet March 13th
4. Preliminary draft sent to faculty March 15th
5. Revised draft reviewed by Cabinet April 10th
6. Second revised draft reviewed by Cabinet April 17th
7. Second revised draft reviewed by IPC April 24th
8. Final draft sent to faculty May 1st
9. Final document approved by Cabinet May 8th



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