

NAUGATUCK VALLEY COMMUNITY COLLEGE

Academic Master Plan 2019-24

earth

TABLE OF CONTENTS

Executive Summary..... 1

Introduction..... 2

Where Have We Been 2-4

Where Are We Now? 4

Where Are We Going? 4-7

2019-24 Academic Master Plan..... 8-14

 Goal 1: Increase Student Success (Student Lens)..... 8-10

 Goal 2: Promote opportunities for stronger collaboration and communication
 across the college (Faculty and Staff Lens)..... 11-12

 Goal 3: Encourage community engagement and partnerships (Community Lens) 13-14

How the 2019-24 Academic Master Plan Aligns
with NVCC’s Strategic Plan and other Master Plans 15-20

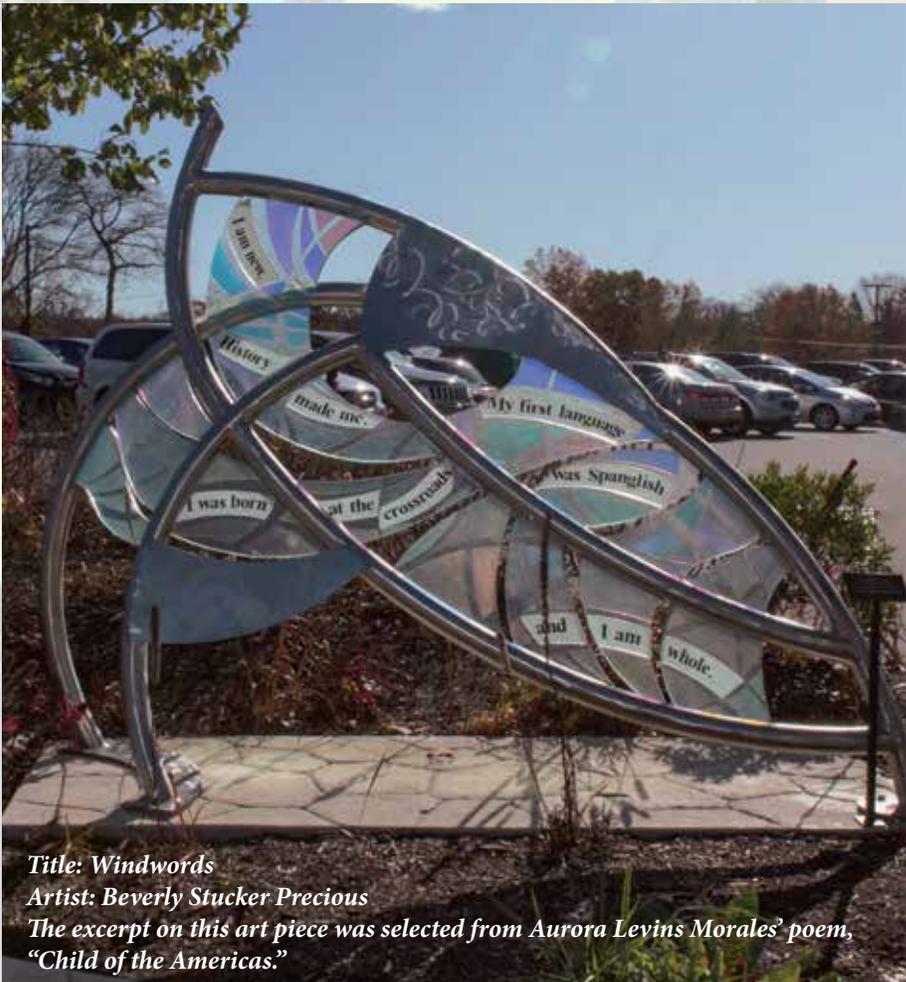
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MISSION

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.

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.



*Title: Windwords
 Artist: Beverly Stucker Precious
 The excerpt on this art piece was selected from Aurora Levins Morales’ poem,
 “Child of the Americas.”*

beauty by



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

Executive Summary

The goal of this five-year, 2019-2024 Academic Master Plan is to look holistically at what is happening in the College, to strengthen current initiatives and create new strategies to meet the goals, priorities, and targets of the 2016-26 Strategic Plan, and to be responsive to changing needs and challenging times.

Recognizing the power that comes from leveraging connections, we designed this plan to focus our work through three lenses: *the student lens*, because they are our “most sacred trust and our finest asset;” *the faculty and staff lens*, because each of us has the power and responsibility to make a difference in our students’ lives; and *the community lens*, because as a community college we have a mutually beneficial and reciprocal relationship with our community.

Additionally, this plan is guided by an inquiry-based framework as a way to engage data and evidence to inform our actions, to encourage multiple perspectives, and to model critical thinking, reflective practice, and continuous learning.

Carefully aligned with NVCC’s 2016-26 Strategic Plan, the Institutional Effectiveness Master Plan (2017-2022), the Enrollment Management Plan (2017-2020), and the Informational Technology Master Plan (2017-2022), this 2019-2024 Academic Master Plan prioritizes student learning, course completion, and retention; it fosters a climate that supports and strengthens collaboration; and it guides other units toward improving comprehensive effectiveness in moving the College forward to meet its goals.

The 2012-2017 Academic Master Plan was extended through mid-2019 to provide time for the new Dean of Academic Affairs, Lisa Dresdner, Ph.D., to create a vision in an inclusive, collaborative, and comprehensive process: Throughout the 2018-19 academic year, members of Academic Council participated in several retreats with guided activities to gather ideas and insights to design a new, five-year vision for Academic Affairs that would connect to and include voices from faculty, staff, and students.

Our work was further informed by the President’s Retreat in September 2018 and subsequent follow-up meetings that identified a Retention Action Plan: Doing Our P.A.R.T. (Paying Attention to Retention Today). Professional development activities with full- and part-time faculty in August 2018 and January 2019, and workshops with faculty, Student Services, and students in spring 2019 also contributed to the ideas set forth in this plan. All faculty and staff had opportunities to lend their voices through Academic Council, Administrative Council, and All College meetings. The President, Daisy Cocco De Filippis, Ph.D., her Policy Team and Extended Cabinet offered the final approval process in May 2019.



Lisa Dresdner, Ph.D.
Dean of Academic Affairs,
Naugatuck Valley Community College





Introduction

Over the last ten years, NVCC's goals and priorities have remained steady throughout three iterations of its Strategic Plan, and there is good reason for this consistency: NVCC puts students and their success first. All other goals, priorities, and subsequent activities and strategies serve that central goal, which faculty, staff, and administration share. Such a unified commitment to students is demonstrated on a daily basis in countless ways and articulated in this 2019-2024 Academic Master Plan.

Because the creation and implementation of any new plan necessarily builds on its past, responds to the awareness of its present, and looks forward with an eye toward the future, this next section outlines our history, our current situation, and what we anticipate.

Where Have We Been?

Since the last Academic Master Plan (2012-2017) that we renewed for AY18-19, we have further marked our presence and expanded our capacity to serve students in positive ways in Waterbury, Danbury, and our service region: One of the most significant events was the 50th Anniversary celebration that accompanied an enormously successful Capital Campaign to enhance our programs. Engaging our entire college community and service area, that campaign resulted in the 2017 opening of a brand new, LEED Gold certified Center for Health Sciences building in Founder's Hall, which houses our Allied Health and Nursing programs as well as our Division of Community and Economic Development. The opening of this center not only improved the relevancy of our educational offerings to the community, in part by increased requests from our industry and academic partners to use the state-of-the-art equipment and community room, but it also provided a home for us to continue to meet workforce needs through non-credit offerings.

Excellence in service of students represents our core value, and that service is demonstrated in many ways. For example, our externally accredited programs have, in the last three years, earned top scores: Nursing (ACEN), Radiology Technology (JCERT), Early Childhood Education program (NAEYC), and The Center for Early Childhood Education lab school (NAEYC). Additionally, we have maintained our regular five-year program review schedule and included discipline reviews as well as General Education competency assessment through the development of the Assessment Alliance Academy to train faculty in assessment strategies and processes.

Service to our students through the dedication and creativity of our faculty and staff has resulted in our consistent awarding of over 1000 degrees and certificates to students each year since 2012, and it has also given



rise to national and regional recognition: Our librarians' innovative approaches to serve students and modify their services based on feedback earned our Max R. Traurig Library the prestigious Excellence in Academic Libraries Award by the Association of College and Research Libraries, and under the guidance of Professor Steve Parlato, our student newspaper, *The Tamarack*, has won multiple Excellence in Journalism awards each year in the Collegiate Division of the Connecticut Society of Professional Journalists.

Other honors include our 2016 ranking as second among the top 25 colleges in the nation to advance opportunities for low-income students and being identified as one of the Aspen Institute's "Top 150" community colleges in the U.S.

Another hallmark of the last five years has been marked by our growth and expansion. The shifting demographics in Waterbury have led to a 36% increase of Hispanic student enrollment since 2012, thus allowing us to be designated as a Hispanic-Serving Institution.

In fall 2016 our Danbury campus moved to its new space at 190 Main Street, offering additional classrooms, computer labs, science and health labs, and a multi-purpose room for support services. With continued investment in resources and course offerings at our Danbury campus, we have grown that enrollment to over 1200 and, in so doing, have significantly expanded our presence and educational programs in that area.

Also in Danbury we began the Danbury Early College Opportunity (DECO) at the Danbury High School. Serving approximately 240 students in four cohorts as of spring 2019, we will celebrate the graduation of twelve students from the first DECO cohort who have earned an Associate Degree from NVCC at the same time as they graduate from high school.

Our connection to the community and industry partners has been long-established, and we maintain that connection in part through our Industry Summits. Since our last Academic Master Plan, these Industry Summits generated three outstanding workforce symposiums connecting our students to industry: Webster Bank, InfoSys, and EverSource. As a direct result of one of the Summits, we created the first Cybersecurity program among the Connecticut Community Colleges (BOR approved, 2016). In only three years enrollment has grown to nearly 50 students and three students have graduated with the new degree.

Further connections to the community and workforce are demonstrated through the growth of our Manufacturing program that places nearly 100% of its graduates each year in viable employment, often before they graduate. Additionally, STEM initiatives have continued to include outreach in the community to promote Girls in STEM.

MISSION—

Office of Academic Affairs

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 integrity, and encourages the effective use of resources to achieve those ends.



Finally, the arts continue to flourish at NVCC, with Confluencia events twice a semester, the inauguration of the International Center for the Arts in spring 2017, and, highlighting the enormous talent of our students in our vibrant performing and visual arts programs, a wide range of musical, theatrical, and dance productions, as well as student and faculty showings of visual art have entertained the community.

Where Are We Now?

Right now, as we bring AY18-19 to a close, we once again see the evidence of a vibrant and vital institution where the goal of student success drives activities. Since the beginning of AY2018-19, we have received a five-year \$750,000 NSF grant, inaugurated the Center for Racial Dialogue and Communal Transformation, hosted a fourth Fulbright Scholar-in-Residence, opened a food pantry for students who suffer from food insecurity, embarked on the second year of the Social Justice Series, received four Upward Bound grants in the Waterbury high schools, are getting ready to graduate 12 students from Danbury High School who are among the first cohort of students who participated in the DECO program, and are using a small Connecticut Community Foundation grant to start a leadership/mentoring program for women.

Our Manufacturing program has generated significant community connections, with PRAXAIR awarding us a total of \$225,000 to support more manufacturing and welding space and equipment to attract even more students to our programs; ASML is partnering with us to educate and train incumbent workers; and we continue to partner with WCSU in shared spaces.

Fresh Ink, NVCC's literary magazine, celebrates its 50th consecutive publication in spring 2019, with submissions from current students, alumnae, faculty, and staff; music rings throughout the hallways and stairwells from the various singing groups that have been nurtured by our new music professor; and more students than ever receive scholarships that help them complete their degrees at NVCC as well as transfer to other institutions.

Complementing the many events offered by our Center for Teaching, our newly instituted Vanguard Leadership Academy offers in-house professional development opportunities for faculty and staff. The Academic Assessment Alliance provides systematic training for faculty in the strategies and processes of competency and programmatic assessment to ensure we maintain continuous learning. What began as a seed in the fall of 2018, the "Doing Our P.A.R.T" movement (Paying Attention to Retention Today) has taken root across the

campus as more faculty and staff become involved and aware of their power to support and motivate students to continue their academic progress.

We have much to celebrate about our many academic programs that meet and beat industry standards. And yet, we still are not satisfied with our numbers for course completion, retention, and persistence. Like our sister institutions, we struggle with decreasing enrollment each year. And, despite our best efforts, our faculty and staff still do not reflect the diversity of our student population.

Further complicating our efforts are factors over which we have no control: continual decreased funding from the state challenges us in how we provide services to meet our students' needs, and new union contracts affect faculty workloads and, concomitantly, the ways in which faculty are able to participate in the life of the college and maintain the vibrant learning environment we desire for our students.

Currently, we are also faced with the possibility of great change: the state of Connecticut has new leadership with a new governor and legislature; the Board of Regents has been moving forward since 2017 toward consolidation of the 12 community colleges, and we still don't know what that change will look like.

What is important at this particular juncture is to recognize these current, ongoing changes; look toward the shifting demands of the future; and at the same time stay true to our values and principles that allow us to safeguard the integrity of our students' education. Thus, in spite of the uncertainty, the College remains committed to navigating "True North."

Where Are We Going?

In a 1963 lecture Ralph Ellison (Ellison, 1963) reminds us that in our diverse society, "Education is all a matter of building bridges." Here at NVCC we know how to build bridges: we consistently find ways to span differences and connect with students and others; to build pathways among courses toward degrees, transfer, and to future employment; and to create links to resources for our students who need support. We traverse the distance between not knowing and new understandings every day, in large part because we value the power of education and want to ensure we lay the foundation for a productive learning environment that will maximize student potential.





Community colleges, what S. M. Miller referred to as those “Second Chance” institutions, provide access to higher education for diverse students (quoted in Martin Luther King, 1968, p. 209). Yet minority and low-income students fare among the worst when it comes to community college completion nationwide (M. Zatynski, 2016). We are determined to match equity in access with equity in outcomes, and, in so doing, make a genuine commitment to inclusive pedagogy, which is more of a “mind-set, a teaching-and-learning worldview” that “benefits all students” (Gannon, 2018).

The many changes we currently face provide an opportunity to improve what we are currently doing and to leverage our strengths: NVCC is filled with talented, thoughtful, and intelligent faculty and staff who are dedicated to our students, who are committed to their successes, and who are willing to have a stake in what happens right here, right now, and open the “multiple doors” that Dr. King argues we need to accommodate everyone (Martin Luther King, 1968).

Making sure that we open those doors and respond to change in positive ways requires several characteristics: a strong belief in our values, courage, and inquisitive and engaged minds. We will continue to look at data to inform actions and decisions; we will continue to be facile and creative problem-solvers; and we will stay true to our mission, vision, and values.

This 2019-24 Academic Master Plan has been developed through a collaborative process that has generated innovative thinking, relied on information and data, and emerges from our shared investment in our students. Through our collaboration and brainstorming sessions, we identified three lenses through which to approach our plan:

1. The student lens, because they are our “most sacred trust and our finest asset.”
2. The faculty and staff lens, because we have the power and responsibility to make a difference in our students’ lives.
3. The community lens, because by virtue of being a community college we have a mutually beneficial and reciprocal relationship with our community.

Each lens allows us to focus our goals, objectives, and strategies, even while acknowledging that they have a great deal of overlap. Yet, by identifying that there are, in fact, three different lenses through which we work, we underscore that differing values and needs do not always lead to a clear set of decisions or pathway to reach the



goals. That is, budget constraints and competing resources may require us to examine our way forward with a range of perspectives, and these lenses will help to focus us.

Further guiding us in the implementation of the 2019-24 Academic Master Plan is an inquiry-based framework, which facilitates curiosity and critical thinking, encourages multiple voices and perspectives, engages data and evidence to inform strategies and actions, and fosters reflective practice and continuous learning. In effect, it models what we want to have happen with our students in the classroom.

The following questions provide the framework and guide our work in this Academic Master Plan:

1. Does this lead to human connections that help students navigate college and succeed?
2. Does this create or solve administrative obstacles?
3. Does this increase students' preparedness for their next academic step? Does it add to or build a foundation for student success?
4. Does this help students understand that they have a stake in their learning and academic success?
5. Does this help students exceed their own expectations and soar?
6. How will we know if this works?

These questions we must ask of every project, initiative, strategy, and action we take. Depending on what we are doing, some of these questions may have more relevance than others, but by making a habit of asking the questions, we ensure that we know the direction we are going, the outcome we want, and how we will know if it succeeds.

The Academic Master Plan outlined in the next pages is meant to be an action plan that, because of their collaboration and participation in the process of developing it, is one that faculty and staff believe in. It is designed to be a transparent guide for the entire college to help us meet our Strategic Plan, and it aligns with the Enrollment Management Master Plan, the Informational Technology Master Plan, and the Institutional Effectiveness Master Plan. In so doing, this plan puts into place a strong foundation to identify our priorities, ensure a cohesive and productive way to make decisions, and to guide our activities. As part of the Wildly Important Goals (WIGs) process, each year Academic Affairs will identify WIGs as measurable action items consistent with the goals and strategies of this Master Plan.



ACADEMIC MASTER PLAN: 2019-2024

GOAL 1: INCREASE STUDENT SUCCESS *(Student Lens)*

Objective 1: Increase course completion to lead toward better retention.

Completing courses successfully is the first step toward “Students Achieve Their Goals.” Over the last four academic years, an average of 36% of our students stopped attending college, and of those students, 47% of them had earned fewer than 15 credits, which suggests that much of our focus must be on the first two semesters of students’ academic experiences. While many factors result in students leaving college, including the complexities of their personal lives, we recognize that the classroom itself is one place where we have the power – and the responsibility – to try to connect with each student and put in supports to help them complete that course successfully.

Strategies	Outcomes by 2024
<ul style="list-style-type: none"> ● Emphasize inclusive pedagogy and student-centered approaches to learning. ● Identify and implement instructional techniques that engage students in their own learning processes and instill in them an understanding of growth mindset and the value of persistence. ● Survey faculty regularly to determine which strategies work for them and provide opportunities to share and learn from experiences. ● Use assessment and IR data to “close the loop,” measuring the effectiveness of pedagogy and providing targeted professional development for faculty. 	<ul style="list-style-type: none"> ● The percentage of students who have earned fewer than 15 credits, complete their developmental and gateway courses successfully, and progress to 16+ credits will increase by 3% each year. Baseline to be identified AY 19-20.
<ul style="list-style-type: none"> ● Use Guided Pathways best practices to inform new approaches to First Year Experience course and other disciplines. ● Integrate FYE outcomes, information literacy and academic literacy, into introductory courses. 	<ul style="list-style-type: none"> ● 50% of introductory courses will have information literacy and academic literacy integrated into curriculum or a module; ● FYE courses that are discipline based will constitute 5% of the FYE sections each year.
<ul style="list-style-type: none"> ● Increase One Book activities to connect to other academic events and student activities. ● Measure the effectiveness of One Book activities through student attendance records, learning outcomes assessment data, course success rates, and progress toward degree. Data gathered from One Book activities will inform further revisions of this initiative. 	<ul style="list-style-type: none"> ● Successful completion of FYE courses will increase by 3% each year.
<ul style="list-style-type: none"> ● Work with IT and Facilities to ensure technology, physical space, and desks are adequate for a positive learning environment. 	<ul style="list-style-type: none"> ● At least two new computer labs will be available for students to use ● Old tablet-style desks will be replaced with desks and chairs that are flexible and facilitate collaborative learning in a minimum of ten classrooms.
<ul style="list-style-type: none"> ● Review College policies and procedures to remove or mitigate unintended obstacles to student success, including but not limited to the cost of textbooks and the possibilities and value of using OER. 	<ul style="list-style-type: none"> ● Increase number of faculty and courses using OER and NOLO by 25% at the end of 2024. Baseline to be determined in AY 19-20.
<ul style="list-style-type: none"> ● Educate faculty on the resources embedded in Blackboard and the value of using them, including universal design, WebEx, and best practices in online pedagogy. ● Increase number of faculty who use Blackboard strategically in on-ground courses (e.g., gradebook, etc.) ● Measure the effectiveness of Blackboard usage by assessing learning outcomes and tracking success rates in online and hybrid courses. ● Invite faculty who use innovative and effective strategies in Blackboard to showcase their work at one CFT event each semester. 	<ul style="list-style-type: none"> ● Student success rates in online and hybrid courses will increase by 2% each year. Baseline to be determined in AY 19-20. ● Increase number of faculty who use best practices in online pedagogy so that number of courses that include at least one element of these practices design will be at 10% each year. Baseline will be determined in AY 19-20.

GOAL 1: INCREASE STUDENT SUCCESS *(Student Lens)*

Objective 2: Increase student retention and persistence to graduation.

Our data show that 47% of our students who have earned fewer than 15 credits leave, and 23% of our students who have earned over 47 credits leave. Our work here includes getting our students past the 15-credit mark as well as more strongly supporting those within a semester's worth of credits toward graduation.

Additionally, according to our data, applying for financial aid positively affects student retention; likewise, receiving even a small amount of financial aid increases the number of students who return the next year. We also know that our white students are more likely to apply for financial aid (57%) than either Black or Hispanic students (46%).

Further, if a student enrolls and does NOT apply for financial aid the next year, about 30% stay the following year. If a student enrolls and DOES apply for financial aid the next year, approximately 70% will stay. Of those 70% of students who applied for financial aid and stayed, even if they are denied financial aid, 48% of them will stay in college. And those who receive even a small amount are more likely to stay in college. Our work here is to find ways to increase the likelihood of students applying for and receiving even a small amount of financial aid.

This goal and objective will leverage the "Doing Our P.A.R.T." (Paying Attention to Retention Today) movement that gained momentum in spring 2019.

Strategies	Outcomes by 2024
<ul style="list-style-type: none"> • "Doing Our P.A.R.T." strategies will be part of an ongoing, regular conversation, increasing awareness of the power we all have in engaging students in their learning and keeping them on their path; • Identify strategies to achieve course completion and retention goals. • Measure the effectiveness of these strategies by tracking rates of faculty adoption of them and correlating them to student success rates, progress toward degree, and credit accumulation. 	<ul style="list-style-type: none"> • Course completion in General Education and introductory courses will increase by 2% each year. • Increase overall student retention by 7.5%.
<ul style="list-style-type: none"> • Identify strategies for target populations to increase the number of students who apply for financial aid and complete the FAFSA. • Integrate financial literacy into relevant courses. • Measure the effectiveness of strategies by correlating the number of students in the targeted population to the number who apply for financial aid. • Measure the effectiveness of financial literacy curriculum by identifying relevant financial literacy learning outcomes and assessing student performance on them. • Correlate student success in courses with financial literacy component to financial aid applications. 	<ul style="list-style-type: none"> • Students who complete the FAFSA application process before the beginning of each semester will increase by 5% each year. Baseline to be determined AY 19-20.
<ul style="list-style-type: none"> • Offer regular training on Degree Works; educate faculty on the value of creating a Student Educational Plan (SEP) and using the Notes tool. 	<ul style="list-style-type: none"> • 90% of FT faculty will use Degree Works for advising. • Number of students who have an SEP in Degree Works will increase by 5% each year.
<ul style="list-style-type: none"> • Identify the various mentoring programs; work with OIRE to discover commonalities among the most successful ones; look for ways to strengthen them and make them more cohesive. • Identify faculty and staff to serve as mentors. • Ensure that all mentoring programs establish measurable outcomes and that all participating in the programs work toward achieving them. 	<ul style="list-style-type: none"> • The number of students who are mentored will increase by 2% each year. • The number of faculty and staff who serve as mentors will increase by 2% each year. • Baseline to be determined in AY 19-20.
<ul style="list-style-type: none"> • Work with program coordinators and CAPSS to identify and implement processes to ensure required courses are offered when needed to keep students on track for graduation. • Identify baseline of course schedule/enrollment efficiency. 	<ul style="list-style-type: none"> • Regular and extension-term schedules will meet the needs of students and enrollment efficiency will be an average of 80%.

GOAL 1: INCREASE STUDENT SUCCESS *(Student Lens)*

Objective 3: Expand opportunities for all levels and groups of students to engage in learning inside and outside of the classroom.

To meet our mission and vision, we must remain flexible in responding to the changing needs of an increasingly diverse student population. This includes offering a strong foundation and resources for the full range of students we serve, from special supports for those who struggle to opportunities to excel for those who strive for those achievements. Our data show that our students who fail a developmental course are half as likely to register for another course in that subject the following semester. In other words, those who fail do not try again immediately, so we must strengthen our efforts to help them succeed the first time. Also, the majority of our students who are eligible for the Honors Institute do not apply, and of those who do, a small fraction actually take Honors-by-contract courses.

Strategies	Outcomes by 2024
<ul style="list-style-type: none"> ● Develop innovative certificate and degree programs that meet the workforce demands of the NVCC service region; create and promote stackable certificate and degree options to students. ● Add one new, relevant certificate per year, for a total of five new certificates by 2024. ● Add three new, relevant programs in the next five years. 	<ul style="list-style-type: none"> ● We will have five new certificates and three new programs that meet our service area workforce needs.
<ul style="list-style-type: none"> ● Redesign the Honors Institute to envision a more cohesive and visible imprint. ● Increase number of faculty and students who participate in Honors courses and graduate with Honors designation. 	<ul style="list-style-type: none"> ● Students who graduate with Honors designation will increase by 5% each year. ● Faculty who participate in Honors courses and/or projects will increase by 5% each year. Baseline to be determined in AY 19-20.
<ul style="list-style-type: none"> ● Develop, implement, and assess alternative learning opportunities for students at different entry points. ● Review and assess current summer bridge opportunities for students entering college for the first time and identify ways to make the multiple programs more coherent and accessible. ● Ensure that all summer bridge programs have measurable learning outcomes and that students are assessed on them annually. ● Measure the effectiveness of summer bridge by tracking student success rates in first semester English and Math courses and comparing them to students who did not participate in summer programs. 	<ul style="list-style-type: none"> ● Increase percentage of students who complete their required math sequence in fewer semesters by 2% each year. ● Students who earn credit-bearing math in three semesters or fewer will increase by 10% over base. ● Summer bridge participation will increase by 5% each year. ● Students in summer bridge who place into the next course will increase by 2% each year.
<ul style="list-style-type: none"> ● Strengthen our capacity to include diversity in our curriculum and continue to broaden our supports for targeted demographics. ● Work with club advisors and members of Social Justice Series, ICA, and Center for Racial Dialogue and Communal Transformation to identify gaps in curriculum and implement ways to connect extra-curricular activities to the classroom. ● Specific groups that need support will be identified and strategies to address the necessary support will be implemented. 	<ul style="list-style-type: none"> ● 20% of those in the specific demographic groups will participate or engage in some way in the strategies. Baselines to be determined in AY 19-20. ● Strategies will be implemented to support identified target demographics.
<ul style="list-style-type: none"> ● Implement Writing across the curriculum. ● Audit course-level learning outcomes to identify specific courses that could become writing intensive. ● Provide professional development to faculty on how to implement writing intensive strategies. 	<ul style="list-style-type: none"> ● At least five courses in each division will be identified as writing intensive and at least 15 faculty will be trained on how to implement writing intensive strategies.

GOAL 2: PROMOTE OPPORTUNITIES FOR STRONGER COLLABORATION AND COMMUNICATION ACROSS THE COLLEGE *(Faculty and Staff Lens)*

Objective 1: Support faculty efforts in teaching and learning.

NVCC has 103 FT faculty lines and over 400 part-time faculty, all of whom are dedicated to helping students succeed and reach their goals. The diverse approaches to teaching, learning, and engaging students both in and out of the classroom are visible on a daily basis in the many activities, events, and individual successes in courses. Yet the nature of academia and the distinction of disciplines often results in faculty working in silos and feeling isolated. Therefore, this objective is meant to find ways to celebrate and support faculty efforts, to facilitate ways for them to connect with one another that allows them to approach their courses and curriculum in creative and collaborative ways, for them to review and share data that informs their approaches to teaching and learning, and to ensure that collaborative efforts result in timely and effective academic program and discipline review and GenEd assessment.

Strategies	Outcomes by 2024
<ul style="list-style-type: none"> ● Encourage discussion among faculty and staff to make connections between courses so the curriculum becomes more interdisciplinary. ● Expand the number of interdisciplinary courses in the General Education core. ● Hold annual data retreats where results from learning outcomes assessment, CCSSE, and other surveys are discussed; hold forums regularly and consistently throughout the academic year for sharing ideas about teaching and learning and assessment. ● Continue the Academic Assessment Alliance training and adjust as needed. ● Create and expand regular opportunities that encourage interaction, collegiality, collaboration, and nurture positive morale. ● Support and celebrate innovative teaching and learning strategies that promote student success. 	<ul style="list-style-type: none"> ● At the end of five years NVCC will have at least two interdisciplinary courses. ● Faculty will be more conversant in data relevant to their areas and make adjustments to curriculum, assignments, etc., as needed. ● GenEd assessment and academic program and discipline reviews will be on track and professional development integrated into the process to “close the loop.” ● Faculty will be recognized on an annual basis for their innovative contributions that support student success.
<ul style="list-style-type: none"> ● Integrate part-time faculty as fully as possible into campus life through attendance at CFT and other events. ● Schedule all events in multiple timeframes so part-time faculty have an opportunity to participate. ● Encourage part-time faculty participation on learning outcomes assessment teams. ● Hold semi-annual part-time faculty orientations that involve professional development activities. 	<ul style="list-style-type: none"> ● The number of part-time faculty who participate in professional development activities will increase by 50%. Baseline to be determined in AY 19-20.
<ul style="list-style-type: none"> ● Connect senior faculty to new faculty for year-long mentorship and guidance. 	<ul style="list-style-type: none"> ● All new faculty will be mentored their first year so they become familiar with institutional processes and meet people across the College. ● All new faculty will be integrated into the College community and have a point-person to help with questions, processes, and policies.

GOAL 2: PROMOTE OPPORTUNITIES FOR STRONGER COLLABORATION AND COMMUNICATION ACROSS THE COLLEGE *(Faculty and Staff Lens)*

Objective 2: Strengthen cross-functional connections.

In spite of our strong, American claims to individualism and autonomy, we recognize that no one person, department, division, or unit can make progress alone; thus, we will continue not only to identify those areas where our efforts currently overlap, but also seek opportunities for stronger collaborations and more effective communication.

This objective is designed to mitigate the sometimes detrimental effects of divisions of labor (e.g., duplication of efforts, lack of information for decision-making, etc.) by promoting connections between the Office of Academic Affairs and other areas of the College.

Strategies	Outcomes by 2024
<ul style="list-style-type: none"> ● Identify “leakage” points for students within each program and ensure that the appropriate faculty or support service addresses those issues within their purview. ● Hold an annual forum to review financial barriers to student success, including evaluating textbooks and identifying less-costly alternatives such as NoLo and OER. ● Work with the NVCC Development Office, the NVCC Foundation, and the Financial Aid Department to increase student awareness of information regarding financial aid and scholarships and offer more training on FAFSA completion. 	<ul style="list-style-type: none"> ● NoLo options will increase by 25% (baseline to be identified AY 19-20). ● Student completion of FAFSA will increase by 15% above the baseline (to be determined AY 19-20).
<ul style="list-style-type: none"> ● Use website strategically to communicate programmatic and pathway information, and to connect faculty to students. ● Update programmatic and division webpages annually. ● Invite part-time faculty to include a biography and photo for the relevant webpage. 	<ul style="list-style-type: none"> ● 100% of FT faculty will have bios and photos on the divisions’ webpages. ● 25% of PT faculty will have a bio and photo for the relevant webpage. ● Academic webpage information will be up to date and current.
<ul style="list-style-type: none"> ● Implement annual process where the Enrollment Management Team and Marketing meet with all program coordinators and division leaders to provide updates on academic programming and to collaborate on communication strategies. 	<ul style="list-style-type: none"> ● All programs and certificates will have current marketing materials; at least five programs each semester will be the focus at area high schools by Admissions.
<ul style="list-style-type: none"> ● Collaborate with Admissions and CAPSS to create a sustainable first-year communications plan for students that includes information about financial aid, support services, academics, college life, etc. ● Identify strategies for communicating to specific student populations. ● Create an annual calendar for these communications. 	<ul style="list-style-type: none"> ● Regular and consistent communication to students re: financial aid, support services, academics, and college life will be in place via multiple modalities.
<ul style="list-style-type: none"> ● Conduct semi-annual planning meetings between Academic Affairs and Student Activities to identify points of overlap and connection with events to better meet students’ needs and desires. ● Hold regular and consistent planning meetings between Academic Affairs and Student Activities prior to the start of each semester to ensure that events are strategically planned and do not overlap. 	<ul style="list-style-type: none"> ● Student participation in events will increase and redundancy and overlap of events will be reduced.

GOAL 3: ENCOURAGE COMMUNITY ENGAGEMENT AND PARTNERSHIPS

(Community Lens)

Objective 1: Increase partnerships with service area high schools.

Integral to our identity as a community college is our responsibility and connection to our 22-town service area.

We aim to meet the needs of all our students, from one end of the spectrum to the other. That is, in addition to offering opportunities for adult learners, we also reach out to students who may have never considered college as a possibility. As one of 44 Dual Pell institutions in the country, we are committed to building supports and pathways for pre-college students to ensure they have the opportunity to take college-level courses while still in high school.

Strategies	Outcomes by 2024
<ul style="list-style-type: none"> • Work with service area public school systems to expand offerings in CCP, Early College, and Dual Pell pathways to college credit achievement as well as non-credit offerings that lead directly to the workforce. • Create pathways that will increase the number of students in concurrent-enrollment programs. 	<ul style="list-style-type: none"> • Non-credit partnerships with area high schools will expand into our service area. • Students in concurrent-enrollment programs in service area will increase by 25%.
<ul style="list-style-type: none"> • Strengthen collaborations between the OAA and the Bridge to College office to coordinate efforts that expand high school outreach strategies in Waterbury. 	<ul style="list-style-type: none"> • Early College/Dual Enrollment at Waterbury Public Schools will be in place, leading to a 10% increase of students from those schools enrolling in credit and non-credit programs at NVCC.

GOAL 3: ENCOURAGE COMMUNITY ENGAGEMENT AND PARTNERSHIPS

(Community Lens)

Objective 2: Demonstrate awareness and responsiveness to workforce and community needs.

Part of our mission as a community college is to prepare students for the workforce, and in so doing we play a critical role in supporting local businesses and the regional economy. Thus, we must communicate and collaborate with industry and other stakeholders to identify specific needs and respond quickly and productively to create relevant pathways.

Strategies	Outcomes by 2024
<ul style="list-style-type: none"> • In collaboration with Community Economic and Development Division, identify, define, and implement clear non-credit to credit pathways that support workforce needs and show clear program entrance and exit/transfer strategies. • Strengthen community partnerships to provide experiential learning opportunities for students. • Develop and expand industry partnerships to identify potential new programs and pathways for students to gain employment. 	<ul style="list-style-type: none"> • NVCC will have five new programs in CED and/or pathways from credit to non-credit.

GOAL 3: ENCOURAGE COMMUNITY ENGAGEMENT AND PARTNERSHIPS

(Community Lens)

Objective 3: Cultivate social responsibility and community and civic engagement.

Caryn McTighe Musil (Musil, 2017) points out in “Departmental Designs for Civic Impact” that too often “the language of community . . . has displaced the language of democracy . . . [with] deleterious consequences.” That is, where community focuses on shared values and unity, democracy emphasizes “discomfiting” language of equity, power, and justice. While community engagement differs in significant ways from civic engagement, both are necessary to educating the whole person and facilitating growth as responsible citizens. Thus, this objective will help to encourage a culture that extends the academic principle of critical inquiry throughout all areas of the College and expands the opportunities for faculty, staff, and students to participate in community and civic engagement.

Strategies

- Use the Social Justice Series, the Center for Racial Dialogue and Communal Transformation, the International Center for the Arts, and other activities/events to create opportunities for students to participate in meaningful and measurable civic and community engagement that deepens their understanding and awareness of the value of global understandings.
- Establish criteria and expectations for a credential or citation that can become part of a student’s transcript.
- Ensure that all activities develop measurable outcomes and that participants are assessed on them.
- Cultivate leaders among faculty, staff, and students through professional development via Vanguard Leadership Academy.
- Provide opportunities for faculty and staff to demonstrate their leadership skills.

Outcomes by 2024

- 10% of our students will engage in some kind of civic and/or community activity.
- 50% of our faculty and staff will engage in some kind of civic and/or community activity.
- Students will see evidence of their civic and community activity on their transcript.
- More than 50% of faculty and staff will have participated in at least one Vanguard Academy.



HOW THE ACADEMIC MASTER PLAN 2019-2024 ALIGNS WITH NVCC'S STRATEGIC PLAN AND OTHER MASTER PLANS

GOAL 1: INCREASE STUDENT SUCCESS *(Student Lens)*

Objective 1: Increase course completion to lead toward better retention.

Academic Master Plan 2019-2024: Goal 1, Objective 1 aligns with the following:

Strategic Plan 2016-2026: Goal 1, Students Achieve Their Goals

Priority 1, Completion, Job Placement, and Transfer:

- Target 1, exceed national average of three-year completion;
- Target 2, decrease median time to completion for degree and certificates;
- Target 3, 10-year average of 1,500 credentials awarded annually.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Retention:

- Implement Early Warning Referral Program with developmental and gateway courses;
- Collaborate with PA1240 coordinator and Academic Affairs to ensure advisement and promote engagement in supplemental instruction.

Enrollment Management Plan 2017-2020: Recruitment

- Build an outreach plan to connect Pell, African American, and Hispanic students to NVCC and provide the support they need to attend and excel.

IT Master Plan 2017-2022:

- Focus on faculty teaching in smart classrooms for training;
- Support IT infrastructure buildout.

IE Master Plan 2017-2022:

- Provide support for outcomes assessment;
- Facilitate connections between departmental activities and institutional outcomes.

GOAL 1: INCREASE STUDENT SUCCESS *(Student Lens)*

Objective 2: Increase student retention and persistence to graduation.

Academic Master Plan 2019-2024: Goal 1, Objective 2 aligns with the following:

Strategic Plan 2016-2026: Goal 1, Students Achieve Their Goals

Priority 1, Completion, Job Placement, and Transfer:

- Target 1, exceed national average of three-year completion;
- Target 2, decrease median time to completion for degree and certificates;
- Target 3, 10-year average of 1,500 credentials awarded annually;
- Target 5, 80% students surveyed report that an advisor helped them set academic goals and establish a plan to achieve them.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Retention:

- Formalize outreach to students absent for more than four semesters who have left NVCC with 15 or more credits;
- Strengthen connections between academic advisors and credit-seeking students;
- Apply advising holds to new, first-time students to encourage connection with an advisor;
- Conduct Financial Aid workshops for FYE and Supplemental Instruction classes;
- Expand advising week activities.

Enrollment Management Plan 2017-2020: Completion

- Improve graduation clinics;
- Promote graduation completion events for students with 45 or more credits.

IT Master Plan 2017-2022:

- Support advisement and retention through Degree Works;
- Support Marketing Department's use of social media for admissions and retention;
- Provide technical support to faculty and staff in their professional roles;
- Update and increase training offerings for faculty and staff, including part-time faculty.

IE Master Plan 2017-2022:

- Provide support for outcomes assessment;
- Facilitate connections between departmental activities and institutional outcomes.

GOAL 1: INCREASE STUDENT SUCCESS (*Student Lens*)

Objective 3: Expand opportunities for all levels and groups of students to engage in learning inside and outside of the classroom.

Academic Master Plan 2019-2024: Goal 1, Objective 3 aligns with the following:

Strategic Plan 2016-2026: Goal 1, Students Achieve Their Goals

Priority 1, Completion, Job Placement, and Transfer:

- Target 4, all students complete developmental education through pre-matriculation options or within one semester;
- Target 9, Achievement gap for Pell, African American, and Hispanic students is on par or closer to average of all NVCC credit and non-credit students.

Strategic Plan 2016-2026: Goal 3, NVCC Programs Meet and Beat Academic and Industry Standards

Priority 5, Cutting-edge Curriculum:

- Target 20, increase non-credit to credit pathways;
- Target 21, new academic programs;
- Target 23, Gen-Ed competencies provide solid foundation for students to transfer or seek employment;
- Target 24, course and programmatic student learning outcomes reviewed and mapped regularly.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Retention

- Strengthen connections between academic advisors and every credit-seeking student;
- Expand campus-wide advising week activities.

IT Master Plan 2017-2022:

- Update and increase training offerings for faculty and staff, including part-time faculty.

IE Master Plan 2017-2022:

- Facilitate communication of data/information among college constituencies;
- Facilitate connections between departmental activities and institutional outcomes;
- Ensure that every department/unit uses results to develop strategies for improvement;
- Provide data and support to assess student learning outcomes at the program and course levels.

GOAL 2: PROMOTE OPPORTUNITIES FOR STRONGER COLLABORATION AND COMMUNICATION ACROSS THE COLLEGE *(Faculty and Staff Lens)* **Objective 1: Support faculty efforts in teaching and learning.**

Academic Master Plan 2019-2024: Goal 2, Objective 1 aligns with the following:

Strategic Plan 2016-2026: Goal 3, NVCC Programs Meet and Beat Academic and Industry Standards

Priority 5, Cutting-edge Curriculum

- Target 25, more faculty adopt a learning facilitation approach to teaching practices.

Priority 6, Innovation and Entrepreneurship

- Target 26, develop and recognize innovation in each unit;
- Target 27, support faculty and staff innovation.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Retention

- Implement Early Warning Referral program with developmental and gateway courses within the first three weeks of each semester.

IT Master Plan 2017-2022:

- Provide technical support to faculty and staff in their professional roles;
- Update and increase training offerings for faculty and staff and part-time faculty;
- Focus on faculty teaching in smart classrooms for training;
- Evaluate new educational technologies.

IE Master Plan 2017-2022:

- Provide historical data/analyses/trends to support development of new goals;
- Regularize data/report distribution; develop systems that allow for more regular access to information;
- Provide standardized data to assess instructional outcomes, program health, and student success/progress;
- Facilitate connections between departmental activities and institutional outcomes;
- Ensure that every department/unit uses results to develop strategies for improvement;
- Provide data and support to assess student learning outcomes at the program and course levels.

GOAL 2: PROMOTE OPPORTUNITIES FOR STRONGER COLLABORATION AND COMMUNICATION ACROSS THE COLLEGE *(Faculty and Staff Lens)* **Objective 2: Strengthen cross-functional connections.**

Academic Master Plan 2019-2024: Goal 2, Objective 2 aligns with the following:

Strategic Plan 2016-2026: Goal 3, NVCC Programs Meet and Beat Academic and Industry Standards

Priority 5, Cutting-edge Curriculum

- Target 25, more faculty adopt a learning facilitation approach to teaching practices.

Priority 6, Innovation and Entrepreneurship

- Target 26, develop and recognize innovation in each unit;
- Target 27, support faculty and staff innovation.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Completion

- Collaborate with faculty and CJPCO to increase awareness of TAP and transfer opportunities;
- Collaborate with CAPSS, Academic Affairs, and Registrar to promote graduation completion for students who have earned 45+ credits.

Retention:

- Work with Admissions, PA12-40, and Academic Affairs to ensure advisement and promote student engagement in supplemental instruction.

IT Master Plan 2017-2022:

- Evaluate new educational technologies;
- Support IRs data projects and distributions.

IE Master Plan 2017-2022:

- Facilitate communication of data/information among college constituencies;
- Facilitate connections between departmental activities and institutional outcomes;
- Ensure that every department/unit uses results to develop strategies for improvement.

GOAL 3: ENCOURAGE COMMUNITY ENGAGEMENT AND PARTNERSHIPS

(Community Lens)

Objective 1: Increase partnerships with service area high schools.

Academic Master Plan 2019-2024: Goal 3, Objective 1 aligns with the following:

Strategic Plan 2016-2026: Goal 4, NVCC Engine of Change

Priority 27, Pre-Collegiate Pathways

- Target 28, increase numbers of students in early college and dual enrollment;
- Target 29, increase numbers of students and impact in Bridge to College programs;
- Target 30, deepen partnerships with counseling offices in feeder high schools.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Recruitment

- Establish outreach plan that allows faculty and staff to participate in high school recruitment events;
- Expand Financial Aid workshops at high schools in Spanish;
- Expand support and training sessions to school counselors on navigating the financial aid process;
- Increase advising/placement testing in high schools;
- Expand relationships with high school leaders and guidance counselors.

IT Master Plan 2017-2022:

- Donate usable technology to Waterbury and Danbury schools;
- Support ECO classes.

IE Master Plan 2017-2022:

- Provide historical data/analyses/trends to support development of new goals.

GOAL 3: ENCOURAGE COMMUNITY ENGAGEMENT AND PARTNERSHIPS

(Community Lens)

Objective 2: Demonstrate awareness and responsiveness to workforce and community needs.

Academic Master Plan 2019-2024: Goal 3, Objective 2 aligns with the following:

Strategic Plan 2016-2026: Goal 4, NVCC is an Engine of Change

Priority 8, Workforce Pathways

- Target 31, implement workforce certificate program review cycle and engage industry partners for advisement of curricular relevance to workforce;

- Target 32, Associate Degree workforce programs offer experiential learning opportunities.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Recruitment

- Develop clear non-credit to credit pathway;
- Create new academic degree and certificate programs that address industry and community needs.

GOAL 3: ENCOURAGE COMMUNITY ENGAGEMENT AND PARTNERSHIPS

(Community Lens)

Objective 3: Cultivate social responsibility and community and civic engagement.

Academic Master Plan 2019-2024: Goal 3, Objective 3 aligns with the following:

Strategic Plan 2016-2026: Goal 5, NVCC is an Effective Performance-Based Institution

Priority 10, Strategic Institutional Growth and Support

- Target 39, establish International Center for the Arts.

Strategic Plan 2016-2026: Goal 2, NVCC Faculty and Staff Make a Difference

Priority 3, Leadership and Service

- Target 13, faculty/staff receive guidance to identify opportunities for professional development and community engagement to reach potential as future leaders;
- Target 14, part-time faculty have the opportunity to engage in professional development.

Priority 4, Research

- Target 18, more students are engaged in learning basic research methods.

This objective also aligns with the following master plans:

Enrollment Management Plan 2017-2020: Retention

- Expand mentoring programs for underrepresented students;
- Use community resources and connections to address out-of-class issues (e.g., food insecurity and homelessness).





Policy Team and Extended Cabinet

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NOT HERE

There's courage involved if you want to become truth. There is a broken-open place in a lover. Where are those qualities of bravery and sharp compassion in this group? What's the use of old and frozen thought? I want a howling hurt. This is not a treasury where gold is stored, this is for copper.

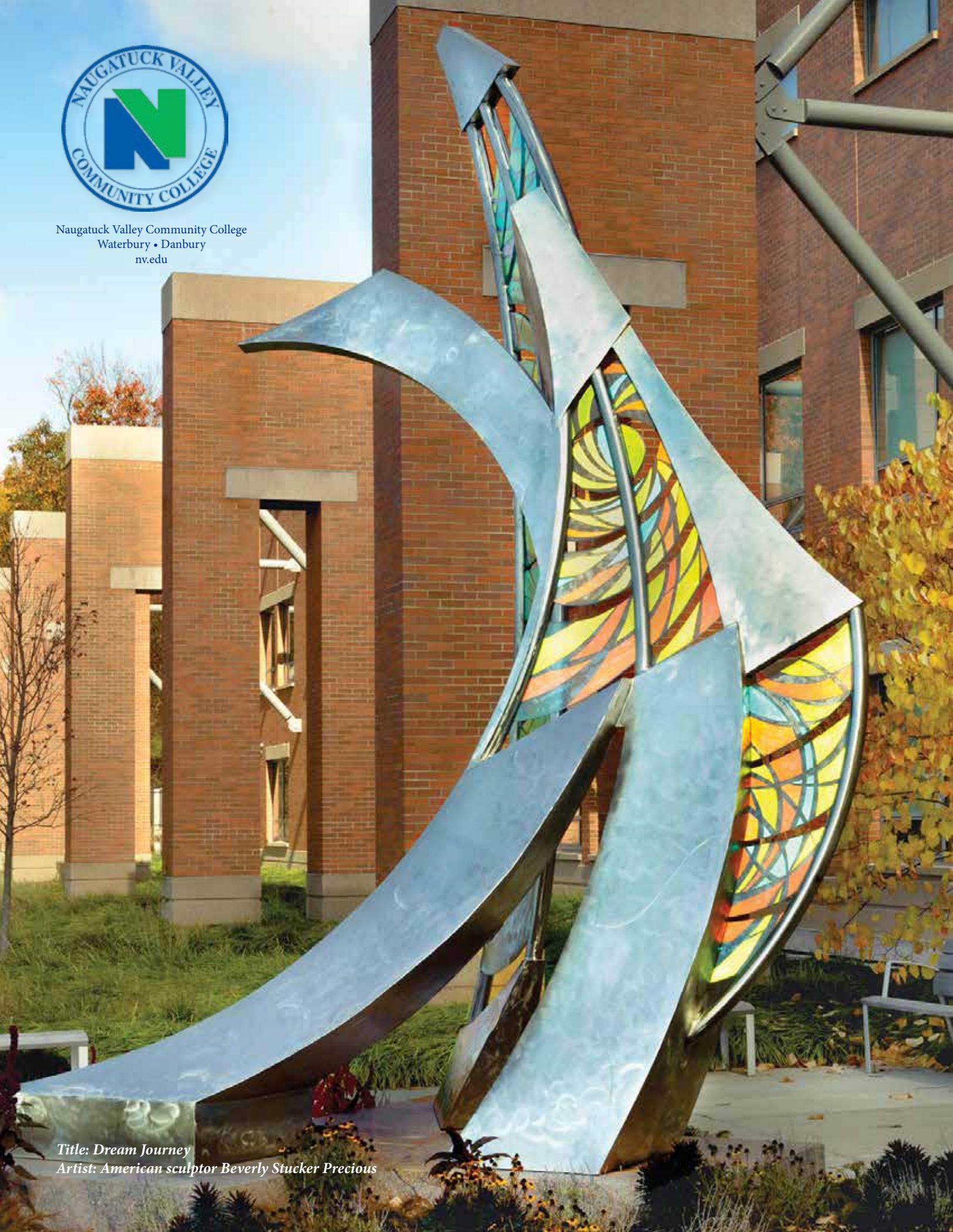
We alchemists look for talent that can heat up and change. Lukewarm won't do. Halfhearted holding back, well-enough getting by? Not here.

In The Soul of Rumi, A New Collection of Ecstatic Poems.
Translations and introduction by Coleman Barks.
New York: Harper One, 2002.





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*Title: Dream Journey
Artist: American sculptor Beverly Stucker Precious*