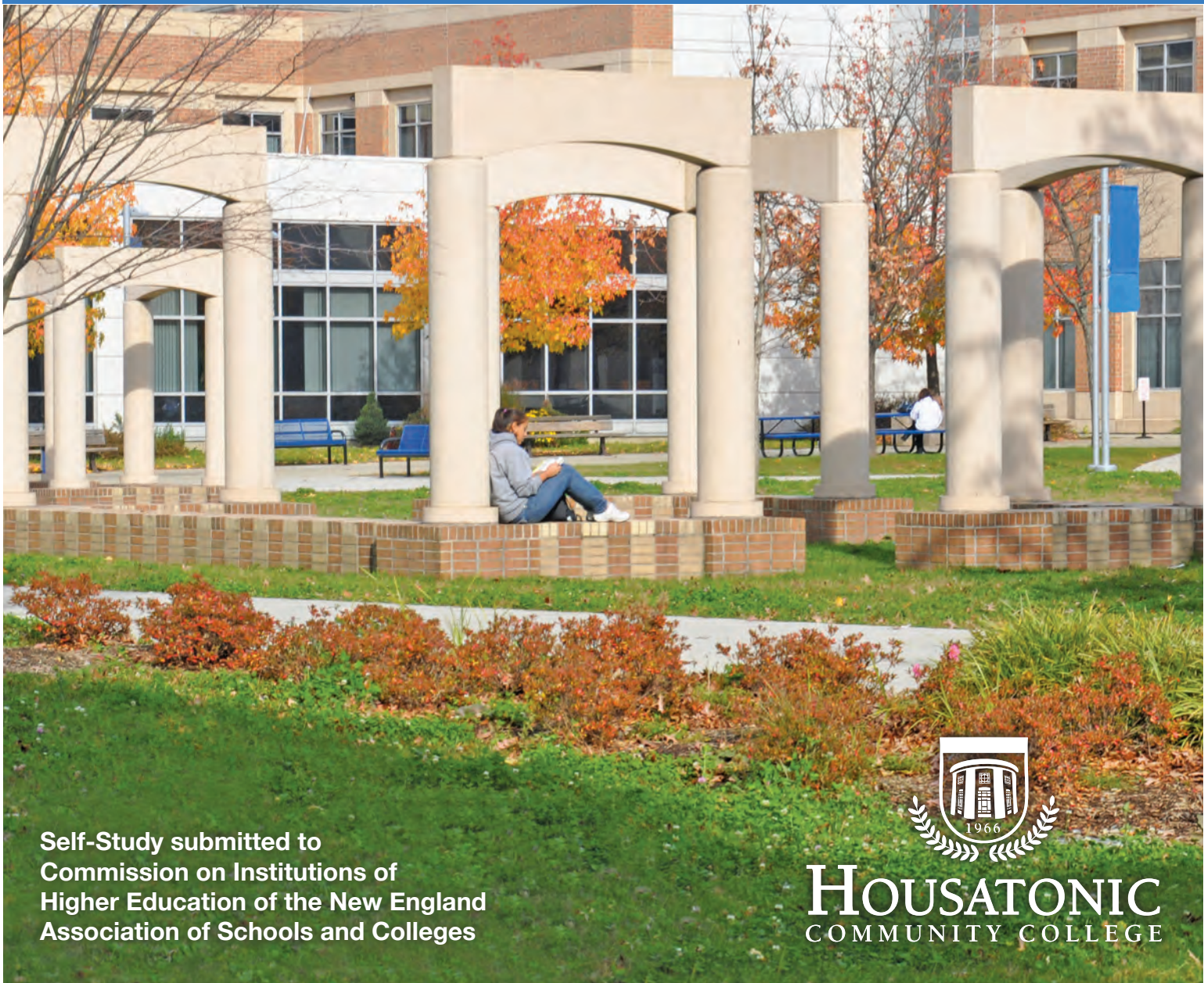




Housatonic Community College

NEASC Self-Study Report

March 4-7, 2012



Self-Study submitted to
Commission on Institutions of
Higher Education of the New England
Association of Schools and Colleges



HOUSATONIC
COMMUNITY COLLEGE

Housatonic Community College

NEASC Self-Study Report

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Self-Study Steering Committee Co-chairs

Elizabeth Roop
Dean of Academic Affairs

Stephanie Hart
*Faculty, English; Chair,
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Faculty, Biology

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Associate Dean of Academic Affairs

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*Public Relations Assistant,
President's Office*



HOUSATONIC
COMMUNITY COLLEGE



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Institutional Characteristics Form Revised September 2009

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

Date 12/20/11

1. Corporate name of institution: Housatonic Community College
2. Date institution was chartered or authorized: 1967 (opened as a branch of Norwalk CC in 1966)
3. Date institution enrolled first students in degree programs: 1966
4. Date institution awarded first degrees: June 1968 (23 degrees)
5. Type of control:

<u>Public</u>	<u>Private</u>
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Board of Trustees of the Connecticut Technical & Community College System. Associate in Arts, Associate in Science degrees. Certificates
7. Level of postsecondary offering (check all that apply)

<input checked="" type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input checked="" type="checkbox"/> At least one but less than two years	<input type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs _____
	<input type="checkbox"/> Other (Specify) _____
8. Type of undergraduate programs (check all that apply)

<input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma)	<input checked="" type="checkbox"/> Liberal arts and general
---	--

x Occupational training at the technical (degree) Teacher preparatory or semi-professional level

x Two-year programs designed for full transfer to a baccalaureate degree Professional Other _____

9. The calendar system at the institution is:

x Semester Quarter Trimester Other _____

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

a) Undergraduate 12 credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

As of Fall 2011	Undergraduate	Graduate	Total
Full-time student headcount	2,242		2,242
Part-time student headcount	3,733		3,733
FTE	3,478		3,478

b) Number of students (headcount) in non-credit, short-term courses: 624

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Early Childhood	National Assoc. for Education of Young Children	2011	2010	2018
Occupational Therapy Assistant	ACOTE American Council for Occupational Therapy Education	2000	2005	2015-16
Physical Therapy Assistant	American Physical Therapy Association: Program offered through Naugatuck Valley Community College		2003	2013

--	--	--	--	--

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Jonathan Law High School, Milford, CT	NA	NA	
B. Out-of-state Locations			
NA			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
NA		

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

Name of program	Degree level	% on-line	FTE(2011)
General Studies (EB30)	Associate Degree	50%	1596
General Studies (EB30) – does not include Pre-Nursing Students)	Associate Degree	50%	1260
Early Childhood Education (EA95)	Associate Degree	50%	156
Early Childhood Education Administrator	Certificate	100%	0 - Approved November 2011

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
none				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization: **Organization Charts for a, b, c, d attached.**
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

Housatonic Community College 1966-2011

In **1966**, Housatonic Community College began in Stratford, Connecticut, as a branch of Norwalk Community College, as a result of Public Act 330 passed by the State Legislature in 1965. In the first semester, 367 students were enrolled.

In **1967**, Housatonic became an independent institution. The first president was Edward Liston. The college used rooms in six buildings in Stratford for all administrative activities, faculty offices, and classrooms. The buildings were located throughout the town and included Bunnell High School, Wooster Junior High School, Stratford United Methodist Church, the Alliance Medical Inns building, the Masonic Temple, the Stratford Public Library, and trailers that housed the bookstore, art supplies, and the like.

Also in **1967**, the Housatonic Museum of Art was founded with works donated by artists and collectors under the leadership of art professor Burt Chernow. In **1968**, the first exhibition of the Museum was held at the Museum of Art, Science and Industry (now the Discovery Museum) in Bridgeport. Among the works from the Museum on exhibit were those by Larry Rivers, Andy Warhol, Elaine deKooning, Milton Avery, Robert Rauschenberg, and others.

In January **1971**, Housatonic moved to the Singer Metrics Building at 510 Barnum Avenue in Bridgeport. The building was leased for ten years with an option to renew for five years. Housatonic remained at Barnum Avenue for almost 30 years while a search was underway to find a permanent location for the college.

In **1974**, Vincent Darnowski became Housatonic's second president.

In **1977** Housatonic had approximately 2,700 students and 69 full-time faculty members with 59 administrators and administrative aids. The average student age was 27. The faculty-student ratio was about 1:25. The cost of maintaining a student (full-time equivalent) was \$991.

The college's annual state support for 1976-1977 was \$2,350,165. The college offered career programs in accounting, business administration, child care, drug and alcohol rehabilitation counseling, law enforcement, medical laboratory technician, occupational safety and health, secretarial science, and urban professional assistant. The college also offered transfer programs in General Studies and Liberal Arts.

The Housatonic Community College Foundation, Inc. was founded in **1990** by a group of greater Bridgeport residents, businesses, and arts leaders to assist the college and its students beyond the fundamentals provided by the state. The Foundation was approved as a tax-exempt organization.

In September **1996** Janis Wertz (Hadley) became the college's third president.

In January **1997**, the college moved to its first permanent campus, a renovated shopping mall at 900 Lafayette Boulevard in Bridgeport with 183,000 gross square feet. The move took place between college semesters, and classes opened in January on schedule.

In **1998**, on March 3, United States President Bill Clinton visited the college. He toured the building with a specific visit to the Early Childhood Lab School and delivered a speech in the Performing Arts Center on early childhood education.

The college has undergone various name changes, from Housatonic Community College in 1977, to Housatonic Community-Technical College in 1993, back to Housatonic Community College in 1999 as voted by the Board of Trustees of the Community-Technical Colleges.

In **2003**, the fall enrollment was 4,678.

In **2004** Housatonic became one of three community colleges in Connecticut to receive an Achieving the Dream four-year grant from the Lumina Foundation to determine ways to assist at-risk students to achieve success.

In **2007** ground was broken at the former Sears building at the southern perimeter of the campus for the addition of a second building. The building added 174,000 gross square feet to the college.

In February **2007**, Anita Gliniecki became the fourth president of the college.

Beacon Hall opened in September of **2008**. The buildings were named by a college-wide contest. Names selected were chosen from submissions by students, faculty, and staff with the final, blind decision made by a committee and the president. Lafayette Hall was the entry of two staff members; Beacon Hall was the entry of a student. Enrollment exceeded 5,000 students.

Housatonic received a Developmental Education Initiative grant from the Gates Foundation in **2009** to sustain and expand the student success initiatives started under the college's participation in the Achieving the Dream grant.

Enrollment exceeded 6,000 students in the fall of **2010**. The average student age remained at 27. In the fall of **2011**, the college had approximately 196 full-time faculty and staff and 280 part-time instructors and staff. The annual state support for the college in 2010-2011 was \$11,976,523. The college offered 40 associate degree programs and 24 certificate programs.

The Housatonic Museum of Art which is open to the public at no charge, holds over 4,000 works of art, is valued at over \$13 million, and welcomes over 10,000 visitors each year. It is one of the largest collections of any two-year college in the United States. The works of the Museum have always been displayed throughout the campus.

The college changed its logo in the fall of **2011**

from  to 

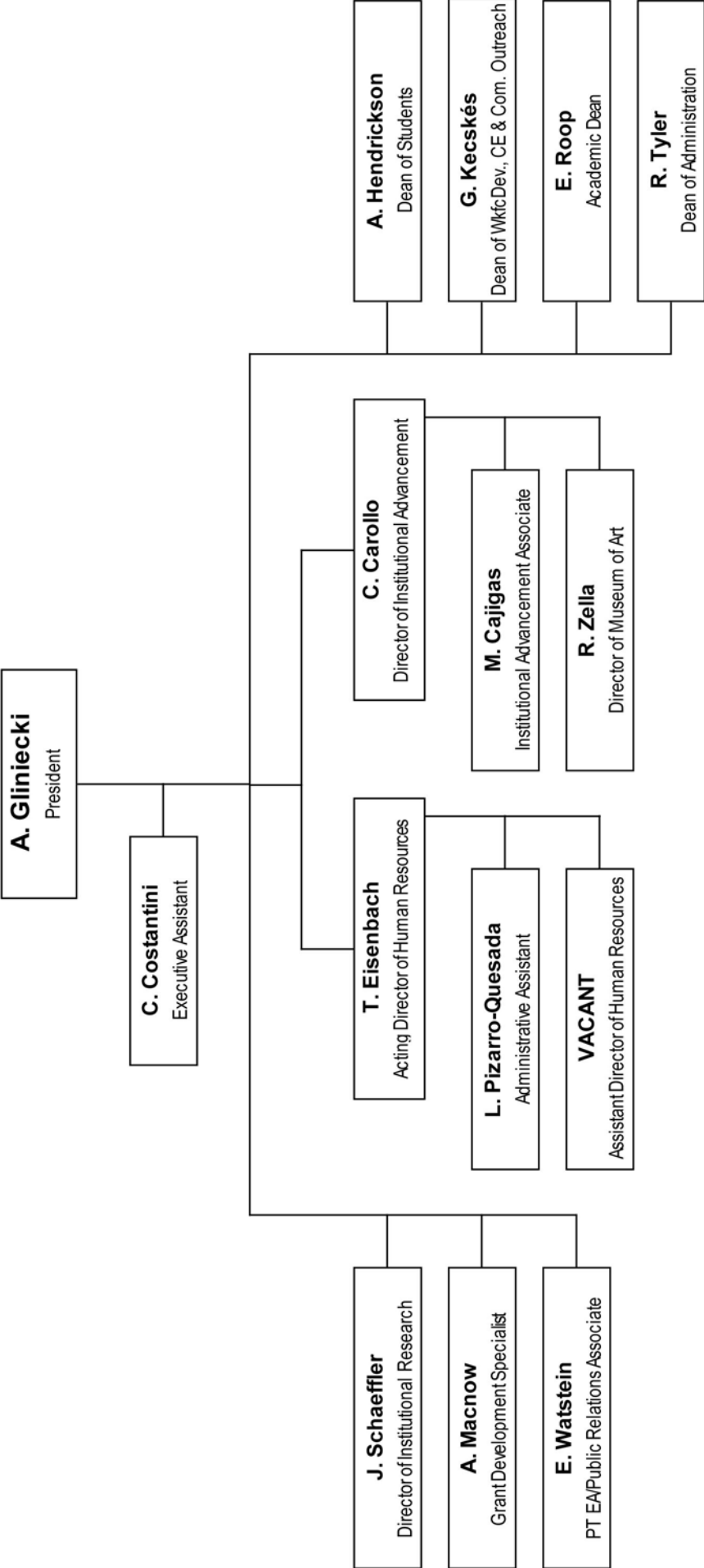
Housatonic Community College will celebrate its 50th anniversary in **2017**.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Dr. Robert Kennedy	Interim President, Board of Regents	2011
President/CEO	Anita T. Gliniecki	President	2003
Executive Vice President	NA		
Chief Academic Officer	Elizabeth Roop	Academic Dean	2007
Deans of Schools and Colleges (insert rows as needed)	Department Chairs * (see below)	As written below	
Chief Financial Officer	Teresa Oravetz	Director of Financial & Administrative Services	1998
Chief Student Services Officer	Avis Hendrickson	Dean of Students	2007
Planning	NA		
Institutional Research	Janice Schaeffler	Director of Institutional Research	2009
Assessment	Administrative Team ** including Dean Elizabeth Roop working with Dept. Chairs	Academic Dean Team attached	2007
Development	Christopher Carollo	Director of Institutional Advancement	2011
Library	Shelley Strohm	Director of Library Services	2007
Chief Information Officer	Anthony Vitola	Director of Information Technology	1999
Continuing Education	Gary Kesckes	Dean of Community Outreach	2010
Grants/Research	Andrea Macnow	Grants Development Specialist	2004
Admissions	Deloris Curtis	Director of Admissions	1986
Registrar	James Connolly	Registrar	1999
Financial Aid	Barbara Surowiec	Director of Financial Aid	2005
Public Relations	Anson Smith	Public Relations Associate	1999

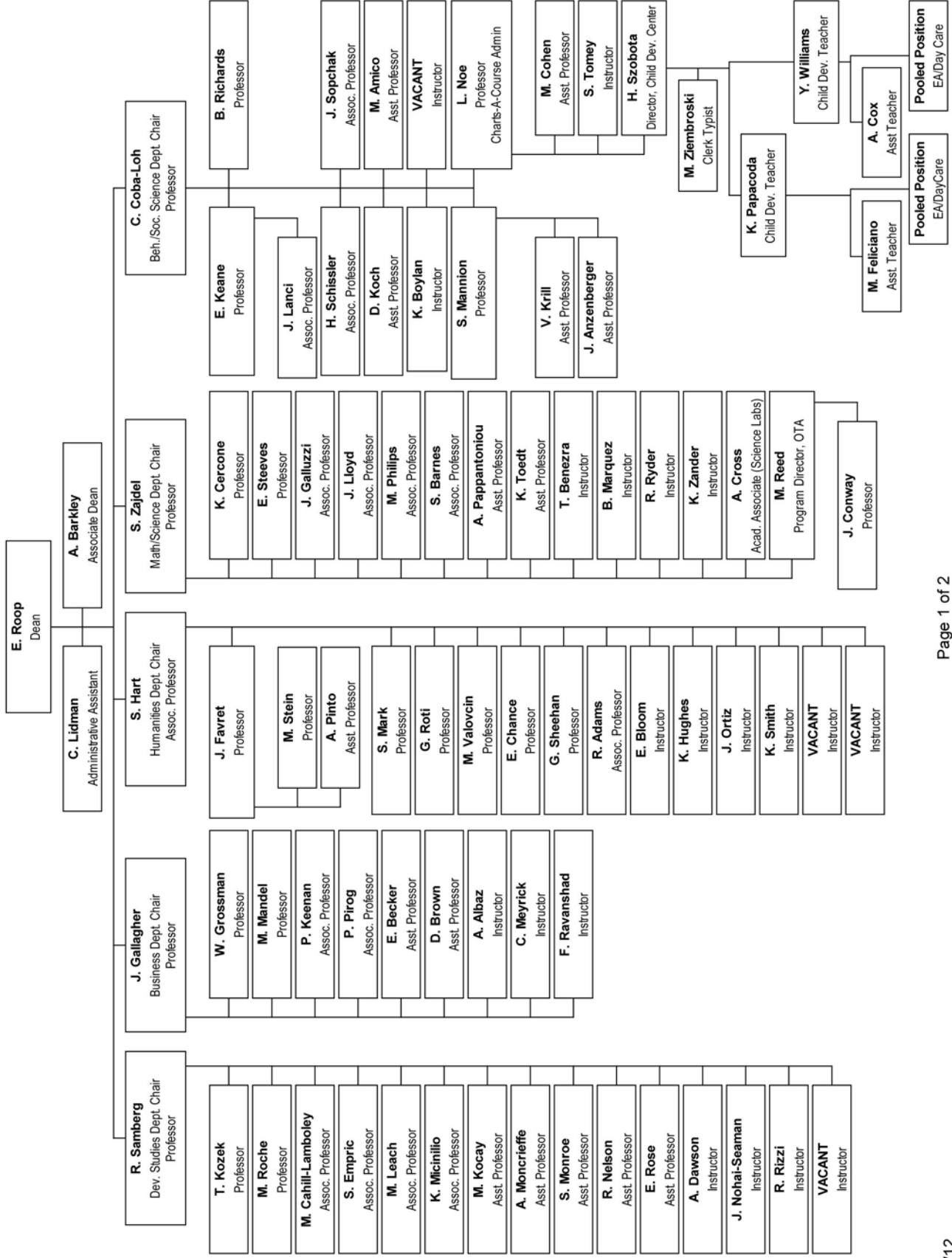
Alumni Association	Magaly Cajigas	Institutional Advancement Associate	2004
Other	Ralph Tyler, Jr.	Dean of Administration	1995
	Alan Barkley	Associate Academic Dean	2011
*Department Chairs	Rebecca Samberg	Chair, Developmental Studies	1998
	Claudine Coba-Loh	Chair, Behavioral/Social Science Dept.	1998
	Shirley Zajdel	Chair, Math/Sciences	1995
	Joan Gallagher	Chair, Business Administration Program	1978
	Stephanie Hart	Chair, Humanities Program	1996
Program Coordinators	Kathleen Cercone	Program Coordinator, Physical Therapy Assistant	1995
	Samantha Mannion	Program Coordinator Criminal Justice	1995
	Laurie Noe	Program Coordinator, Early Childhood Education	2005
	Edward Keane	Program Coordinator, Human Services	1970
	John Favret	Program Coordinator, Art	1999
	Michele Reed	Program Coordinator, Occupational Therapy	
	Geoffrey Sheehan	Program Coordinator, Theater Arts	
**Administrative Team	Anita T. Gliniecki	President	2003
	Elizabeth Roop	Academic Dean	2007
	Avis Hendrickson	Dean of Students	2007
	Ralph Tyler, Jr.	Dean of Administration	1995
	Gary Kecskes	Dean of Community Outreach	2010

Housatonic Community College
PRESIDENT

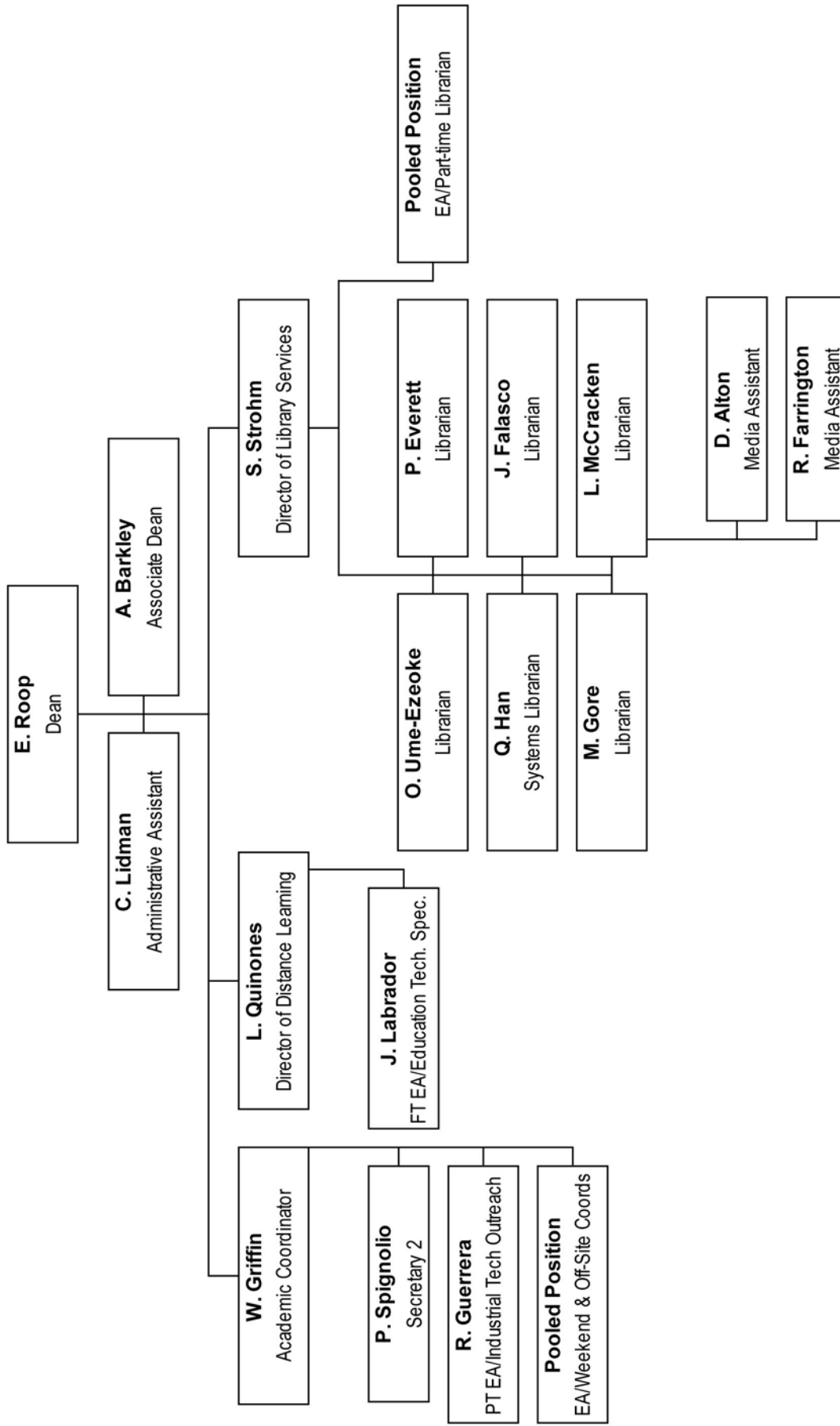


Housatonic Community College

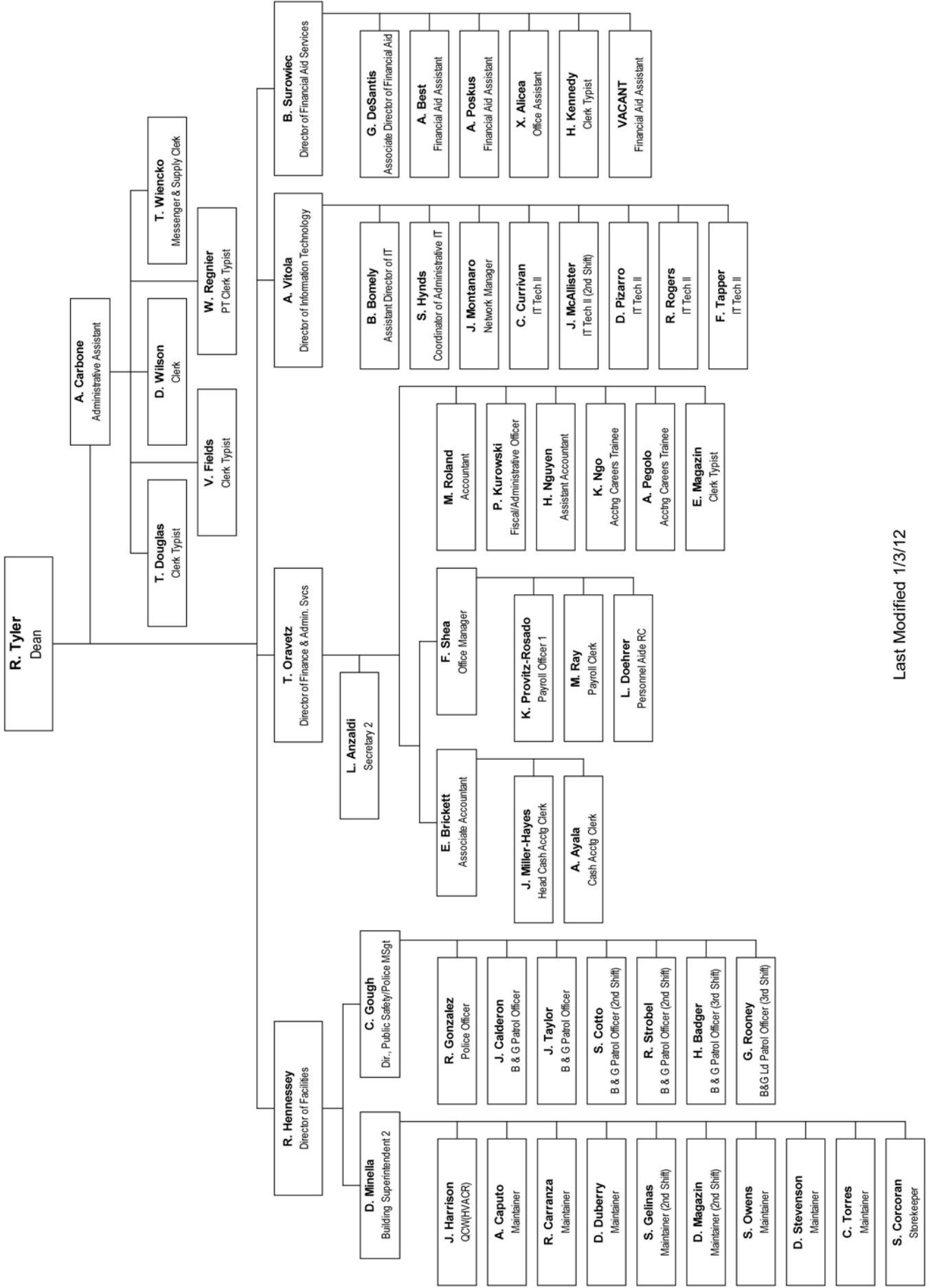
ACADEMIC AFFAIRS



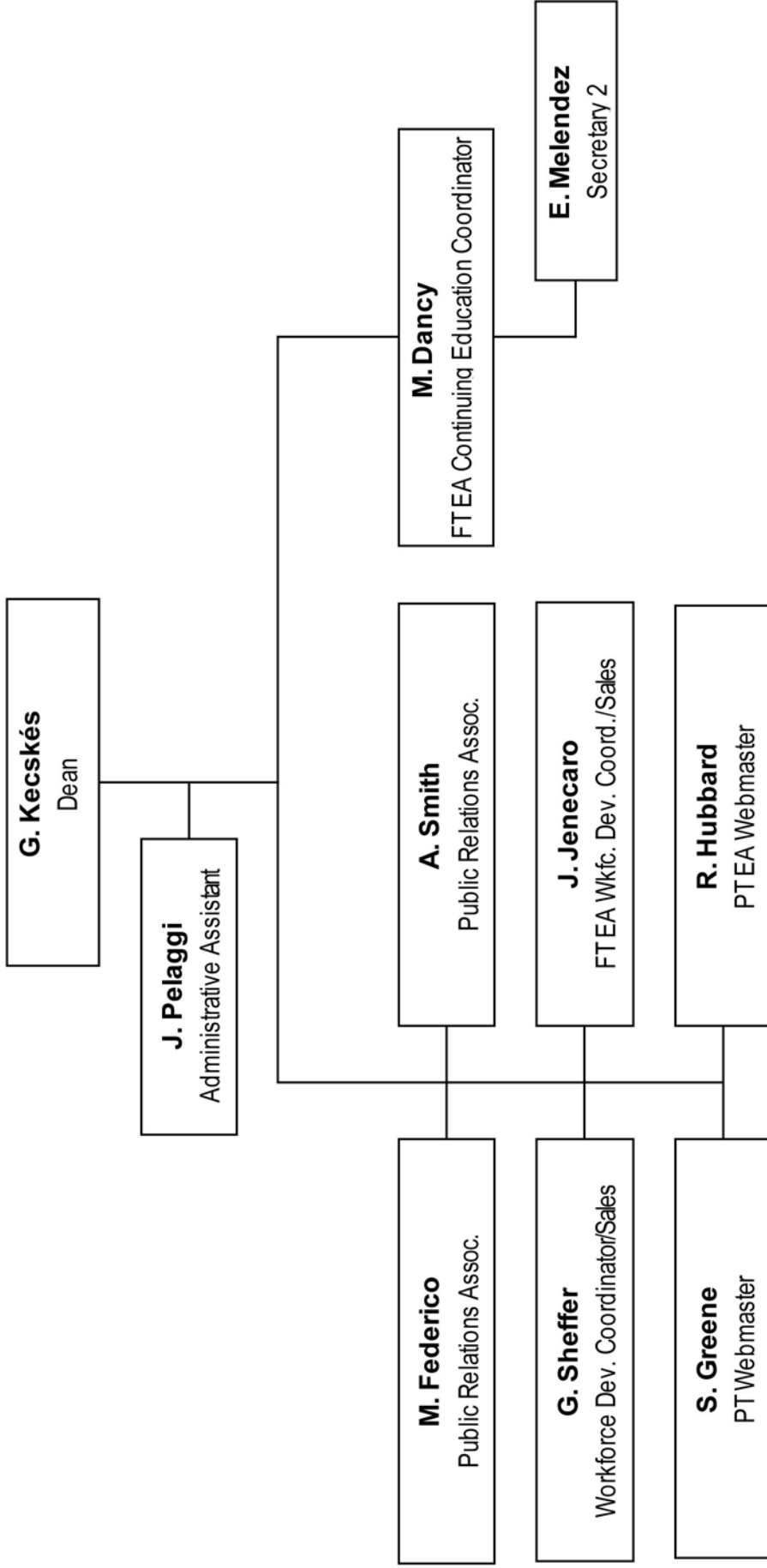
Housatonic Community College
ACADEMIC AFFAIRS



Housatonic Community College
ADMINISTRATIVE SERVICES

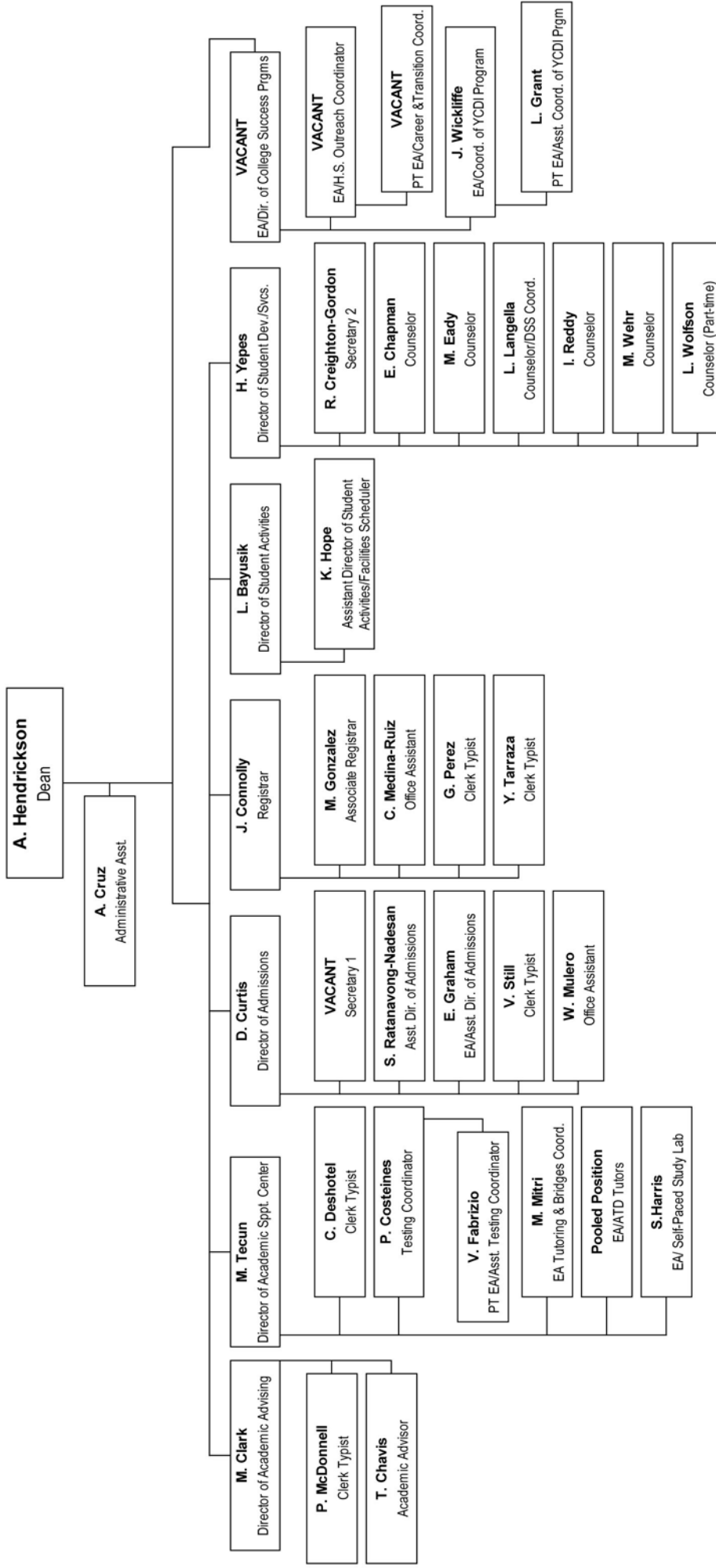


Housatonic Community College
COMMUNITY OUTREACH



Housatonic Community College

STUDENT AFFAIRS



Introduction

Housatonic Community College undertook the college Self-study for its ten-year accreditation beginning in spring 2010 with the development of 11 subcommittees composing the Self-study Committee. Each subcommittee represented one of the 11 New England Association of Schools and Colleges CIHE Standards and was composed of faculty and staff from throughout the college. Members of the committees were proposed to the college's Administrative Team and invited by the college President to serve. In a number of cases, individuals volunteered to join a Self-study subcommittee and in some cases a committee recruited specific individuals to serve.

Committees worked independently, other than in initial meetings with the Self-study Steering Committee which included the committee chairs and Academic Dean Elizabeth Roop, who was the overall chair, for discussion on the process timeline, the charge to the committee, and for periodic updates and discussions of commonly occurring questions. Dean Roop asked two faculty members, Professor Stephanie Hart and Professor Kyle Zander, to join them later in the process and they made contributions particularly during the final editing process. Each chair of a subcommittee, a role sometimes shared by several individuals, developed a schedule of meetings and work assignments for their group. Professor Cliff Roti served as Executive Editor of the Self-study.

Standard subcommittees reviewed Data First Forms, Institutional Research reports, college publications, and plans. They conducted surveys and interviews, reviewed and requested additional data reports, researched policy documents and collective bargaining agreements, and carefully discussed and reviewed the items presented in the CIHE standards. They wrote response material and reviewed this material with members of the college community. In meetings, they discussed and - yes, sometimes argued about- the point of view that would be the most appropriate and representative response to a standard's statement.

Some of the initial reviews of standards revealed a tendency to address the standards with far more focus on areas to be worked on rather than identifying areas of specific strength. Committee projections tended to focus on areas for improving rather than recognizing those areas which the college can rightfully claim as strengths, with the ensuing commitment to maintain and enhance those strengths.

During the Fall 2011 semester all college faculty and staff, members of the college Student Senate and the members of the college Regional Advisory Board had the opportunity to read and provide feedback on the college's accreditation Self-study in its final draft form. By the summer of 2011 the final editing process had begun and a core group of individuals worked together to review the final draft narrative. Associate Academic Dean Alan Barkley served as compiler of both the edited Self-study document and the related documents.

The Housatonic Self-study provided the opportunity for a college-wide examination of the state of the college at this moment and a consideration of its current status in comparison to the last Self-study, as well as the opportunity to envision and project its desired status in the future. This examination has served the college well. The Self-study has given faculty and staff the opportunity to take pride in accomplishments and to determine those refinements and improvements that will take the college to the next level. Additionally, the Self-study has strengthened the collaborative work process which is a defining characteristic of the college. Most importantly, the Self-study has re-emphasized Housatonic's focus on, and dedication to, student success.

Institutional Overview

Housatonic Community College has undergone an extraordinary period of growth and change since its last accreditation in 2002. It has expanded and developed programs, student enrollment, physical plant and technology for classroom and administrative use. The spirit of a collegial culture is evident on campus and college governance has become broadly inclusive. The college has entered a new period, addressing difficult challenges by working stronger and smarter as a team dedicated to student success. This evolution includes the growth of a campus culture which has embraced the use of data and assessment to maintain and strengthen programs and services, and a governance and administrative structure which values collaborative processes and communication.

Overall, the college faces some common challenges. These include the need for additional staff identified specifically in Standards Four, Five, Six, Seven and Eight for full-time faculty, library and student development staff, and support for clerical and infrastructure areas. Despite the college's doubling its physical size in 2008, there is need for additional space and the college has completed several plans to add space for classrooms (including labs and studios), library and media services, student service and storage. Some of these plans have received initial-stage approvals.

With the arrival of the current President, the discussion of data has become a regular feature of college-wide communication about student success, retention, and persistence. This reporting is conducted at least twice a semester in college-wide community meetings. The college is committed to maintaining the best possible academic and student support services to help students achieve success while undergoing these organizational changes.

A significant period of change in the state organizational structure began in January 2012. Housatonic Community College looks forward to the opportunities offered by closer statewide administrative association with the Connecticut State Universities and Charter Oak University. The college is committed to maintaining the best possible academic and student support services to support student success while undergoing these organizational changes.

In the face of consistent budget decreases, the college has managed its resources well; however, it recognizes that future additional funding cuts will have a major impact on the college. The college will continue to be diligent in the stewardship of human, financial and physical resources while also continuing to seek grant funding to supplement programs. The college will seek significant growth in workforce development and lifelong learning programs. The continuing development and growth of the Housatonic Community College Foundation will be crucial to support scholarships and special programs.

The following areas identify a number of the strengths and projected areas for work within each Self-study standard:

Standard One

The college Mission statement is widely accepted and understood. The college has committed to work on more effectively informing students of the mission statement's existence and relevance to their education. It will continue to review the mission statement.

Self-study Report

Standard Two

The college institutional culture has evolved over the last decade to embrace data based practices. Planning and evaluation processes include two major Strategic Planning processes in 2001 and 2007-2008 with a revision in 2010. The College Master Plan was approved in 2004. The College opened Beacon Hall as planned in fall 2008 while also making significant changes in Lafayette Hall by December 2008. Although the college has benefited from the opening of Beacon Hall, already college enrollment is above the level for which the new campus was designed. Additional planning for campus facilities has been completed and is known as Phase II. The plans for Beacon Hall included comparability for Information Technology infrastructure in Lafayette Hall and this was completed in 2009-2010. In 2006, the college Foundation planned its first major gift campaign; its \$1M goal was exceeded. The award of an Achieving the Dream grant provided for a planning year in 2004. Participation in this nationally recognized initiative shifted the emphasis in college procedures to the use of data to identify barriers and formulate approaches to support student success. The college has closely followed campus-wide programs developed to address success barriers for developmental students during its Achieving the Dream grant years of 2005 – 2008 followed by the Developmental Education Initiative grant in 2009-2012.

The college uses data systematically across campus and actively participates in system-wide tracking of campus data for student outcomes and success. In 2009 under the leadership of the college President, the college inaugurated the Graduation Initiative to increase graduation rates among students. The college's college-wide commitment to data driven assessment is continually evolving. A variety of planning and evaluation mechanisms are in place by campus groups including faculty, students, and committees. The college will continue to develop the use of data for the planning, analysis, and revision of college initiatives and strategic goals.

Standard Three

State organizational structure has been consistent over the last 10 years; however 2012 marks the transition to a new state organizational structure which now includes the Connecticut State Universities and Charter Oak State University as well as the Connecticut community colleges. The change is significant and will require the college's attention and effort to ensure continuity of programs and services. There has been a total change in administrative leadership at the college since 2007. The college has a strong organizational structure in place led by President Anita Gliniecki, with an Administrative team, Academic Council, a network of active governance committees, and college senate which meet and communicate their activities regularly. There are active and consistent structures and mechanisms for communication across campus and within campus departments. Some challenges identified in the Self-study relative to the college Senate have been addressed. A newly strengthened student senate and student activities program has led to a significant increase in faculty participation as student club advisors. *Horizons*, the student newspaper, continues to expand and increase its website and social media presence. Externally the college has an active Regional Advisory Committee and college Foundation.

Standard Four

The college offers a wide range of student academic programs ranging from developmental to honors courses and has successfully maintained the quality of its programs in the midst of significant growth. It has a strong organizational structure and consistently adheres to its

Self-study Report

established academic policies and standards. College faculty are increasingly collaborative in their development of curriculum and programs to support students and consistent in the completion of program review and development. Across departments there is a growing clarity and sophistication in the use of assessment of student outcomes at the course, discipline and program level. Academic programs are based on faculty and staff commitment to student academic success. College-wide initiatives such as the nationally recognized Achieving the Dream, its successor the Developmental Education Initiative, and the Carnegie Foundation Statway have provided new pathways to college level courses for developmental students while also contributing to the college's development as a data driven institution.

The college has embraced Distance Learning and been awarded approval to offer a degree and several certificates entirely on line, however it is moving deliberately to assure that on-line associate degree courses are maintained and supported by appropriate campus infrastructures. The college is committed to continuing to develop curriculum and to pursue professional development programs which will help to address the substantial resources needed to support students who are often first generation, and/or significantly underprepared for college. The college is also increasing the opportunities for course work and student service programs that support degree completion and/or transfer for all students.

Standard Five

The college has a highly qualified, committed and caring faculty dedicated to the success of students. There is a significant need to increase the number of full-time faculty members who will work directly with students and also contribute to the development of curriculum, the assessment of programs, courses and disciplines, and the development of special programs to support student learning. The need to increase clerical support for faculty and other areas has previously been mentioned. Strong processes are in place for the hiring and evaluation of faculty. The college is committed to maintaining and strengthening the communication which will support the positive work environment for faculty and staff. These include communication about workload and related issues, and continued discussion of promotion, evaluation, and tenure processes.

Standard Six

Housatonic Community College's enrollment increased by 38.5% between fall 2007 and fall 2010. The student services staff and other areas of the college are meeting the challenges of this significant increase in enrollment despite minimal increases in personnel other than those provided by grant programs. The college has in place the systems to measure student persistence, retention, and graduation. These measures are consistently reported through college-wide meetings, department meetings, and college-wide e-mail. Several college-wide initiatives also focus on increasing the percentage of students who complete the developmental sequence and begin college level courses. Graduation rates remain too low at the college and cooperative programs have been developed to increase these rates. One of these programs is the Graduation Initiative, requested by the President and led by the Student Development team in cooperation with Academic Affairs.

Standard Seven

Highly committed and student oriented library staff work collaboratively with faculty and staff to identify new resources which align with academic program development and student

Self-study Report

needs. Library staff are considered an integral part of the academic team in their provision of key student learning in accessing information. Additional Library staffing is needed to continue to maintain this level of active, vibrant, and student oriented service.

Standard Eight

The college's facilities have expanded and improved significantly, however the pace of enrollment increases has required the college to continue to develop plans to increase several areas on campus including classrooms, library, and student support spaces. The expanded use of college facilities by community groups will require the ongoing consideration of these facilities to assure that both curricular and community needs are met.

Standard Nine

As stated previously, the college will continue to be diligent in the stewardship of its human, financial and physical resources while it also continues to seek additional funding to supplement its programs.

Standard Ten

The college uses electronic communication extensively to provide accurate and comprehensive information for the public and the college community. The Housatonic Community College web site has been redesigned and will undergo extensive changes in the year ahead in order to be more user-friendly and thorough in the information provided.

Standard Eleven

Housatonic Community College has effectively maintained integrity across all operational, administrative, and academic components. Some areas have been identified for clarification or improvement. One area, the development of an employee handbook, has been addressed and completed.

Housatonic Community College

Self-Study Narrative

2011-2012

Mission and *Purposes*

STANDARD
1

Irene Sommers – Committee Chair
Faculty, English
(retired January 2012)

Geoff Sheehan – Committee Chair
Faculty, Theater Program
Coordinator, Theater Arts
(as of January 2012)

Qiming Han
Systems Librarian

Susan Monroe
Faculty, Developmental English

Andrea Macnow
Grant Development Specialist

Karyn Smith
Faculty, English



Standard One

Standard One Mission and Purposes

Description

Housatonic Community College was established in 1967 as part of the System of Connecticut Community Colleges. The college was originally located in Stratford, but in 1971 the college moved into a rented facility on Barnum Avenue in Bridgeport. After a lengthy search for a new location, the college moved to its present campus at 900 Lafayette Boulevard in downtown Bridgeport in January 1997.

In the years since the college moved to its present campus it has grown to over 6,190 students, the highest number in its 43-year history. In the fall of 2008, the college opened another renovated building, named Beacon Hall, on the southern perimeter of the campus. This opening doubled the area of the college grounds to 357,000 square feet.

The college currently serves an eleven-town area in southwestern Connecticut centered on the city of Bridgeport.

The college's mission and purposes define the institution as committed to providing a strong liberal arts foundation for all certificate, training, and associate programs in an environment conducive to learning for the diverse population that it serves.

The college's mission and purposes are guided by legislative mandates from the State of Connecticut, Public Act 92-126, Section 27(a) of the Connecticut General Statutes (Doc. 1.1). The college's mission and purposes statement (Doc. 1.2) focuses the directives from these mandates to the specific needs of the college's service region. The college's mission statement is in alignment with the mission statement of the System of Connecticut Community Colleges (Doc. 1.3). The college's mission is as follows:

Our purpose at Housatonic Community College is to empower all individuals to develop to their full potential. We are committed to lifelong learning for all. As a knowledgeable and dedicated faculty and staff, we work together with students in a learner-centered, supportive, and stimulating environment. We prepare students to participate in, and contribute responsibly to, our global society.

The college's Role and Scope statement (Doc. 1.4) is published in student publications, on the college web site, in the college catalog, and in other college literature. The Role and Scope statement is reworded whenever the mission statement is revised or when legislative mandates signal the need for the college to respond.

The mission and purposes are reviewed and revised on a regular basis to assist college personnel in consistently evaluating institutional effectiveness in the region. Mission and purposes were reviewed and adopted by the college's Board of Trustees in 1984, 1986 (amended), 1990, and again in 1998. In 1998, the college put in place a strategic planning initiative that would run on a three-year cycle. At the beginning of each three-year cycle, mission and purposes are reviewed and revised as needed.

In 2001, 2004, and 2007, the Planning and Assessment Committee reviewed and revised the mission and purposes to reflect better the college's role in the lives of its students and the community, and to create more measureable goals. Each revision was then reviewed and approved by the College Senate and the college Administration.

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Institutional Effectiveness

The college mission supports institutional effectiveness by its broad dissemination and general understanding throughout the college community and through the processes of cyclical review and modification that ensure its continued relevance. Additional work is planned to increase awareness of the Mission among students. The mission frames all planning decisions including physical improvements to the campus and classroom, new services for students, and program development.

Appraisal

The mission statement of the college is widely accepted and understood by its administration, faculty, and staff. A survey (Doc. 1.5) conducted in the fall of 2010 showed that 73% of the 74 faculty and staff members who responded believe that the mission statement defines the college's distinctive character as an institution, 91% believe that the mission statement is set forth in a concise statement and is widely understood, and 95% believe that the mission statement appears in appropriate institutional publications.

A student mission awareness survey from the same time frame (Doc. 1.6) shows that 32% out of 392 student respondents have read the mission statement. Of those who have read the mission statement, 91% believe that the mission statement defines the college's distinctive character as an institution, that the mission statement is set forth in a concise statement and is widely accepted and understood, and that the mission statement appears in appropriate institutional publications. Of the students who have not read the mission statement, 62% stated that they didn't know there was one, 9% knew it existed, but couldn't find it, and 28% knew it existed but did not care to read it.

These results indicate that the mission statement itself is understood and accepted by faculty, staff, and students, but the college needs to be more effective in informing students of the mission statement's existence and its relevance to their education.

The mission and purposes statement provides direction to the curricula and other activities and forms the basis on which expectations for student learning are developed. Specific objectives, reflecting the college's overall mission and purposes, are developed by the college's individual units. The following are components of our college's statement of its mission and purposes linked to recent programs and initiatives. The college strives to create,

- **Affordable, accessible, and high-quality higher education**

In 2008 the college, with the assistance of its foundation, raised over \$1,000,000 to finance programs such as scholarships for students, a new language lab, the Middle College Program, and Bridges Programs. In 2010, the college was selected as one of 19 high-performing community colleges to partner with the Carnegie Foundation for the Advancement of Teaching in a national effort to address the low success rates in college-level and developmental mathematics.

- **Sensitivity to students with diverse backgrounds, needs, and goals**

In 2009, to ensure access to higher education for its diverse population, the college applied for and was awarded a \$743,000 Developmental Education grant. The grant focuses on expanding the self-paced ("open entry, open exit") mathematics courses (where students learn at their own pace), developing and implementing the self-paced ("open entry, open exit") English courses, increasing the number of students enrolled in iMATH (an internet tutorial), and increasing the number of high school students enrolling in mathematics during their senior year.

- **An intellectually active and culturally rich environment that features one of the largest art collections of any two-year college in the country**

The Housatonic Museum of Art is recognized as a major cultural resource for the surrounding cities and towns. Over the past decade the Museum organized a number of

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significant public exhibitions, including Andy Warhol (2010); Frank Warren: Post Secret (2009); and Rembrandt: The Consummate Etcher and other 17th century Printmakers (2007).

The Museum recently reinstalled its permanent collection, placing works in new thematic “mini-exhibitions” on view in both Lafayette and Beacon Halls. A new heating, ventilation, and air conditioning system has been installed that will help to ensure the integrity and conservation of the collection.

- **A state-of-the-art campus with up-to-date technology and facilities designed to serve students, community groups, and local businesses**

The college’s newest facility, Beacon Hall, added over 174,000 square feet consisting of 30 media-rich classrooms, 10 computer labs, and a 450-seat Events Center. Recent events at the center included lectures by internationally renowned Dr. Henry Lee, former State of Connecticut Chief Criminalist, and Dr. Ronald Mallett, University of Connecticut professor and noted time travel theorist.

A good portion of the new facility was designed for student interaction and support, including a Wellness Center, a quiet study area, and a game room. Beacon Hall also houses the Student Life Offices, the Men's Center, a foreign language lab, the newly expanded campus bookstore, and an additional cafeteria.

Along with the addition of Beacon Hall, the college renovated space in Lafayette Hall, including its Performing Arts Center (PAC). The renovation and equipment upgrade in the PAC will allow the college to provide students with state-of-the-art facilities and theater equipment, which will improve our ability to prepare theater students for professional work.

- **A vital liberal arts foundation to help students to develop creativity, critical thinking, and problem-solving skills**

In addition to following its mandate to emphasize creativity and critical thinking in all of its courses, the college has programs to help exceptional students meet their individual potential. The college’s Honors Program encourages high achieving students to undertake a rigorous academic program including several honors classes and a final independent project. These students will graduate with honors and almost all will go on to four-year and higher-degree programs. The college also has honor societies that recognize exceptional students in Business and Psychology, as well as a Phi Theta Kappa chapter for students who have a 3.5 overall GPA or higher and a minimum of 30 credits.

- **Certificate, training, and associate programs for transfer to baccalaureate institutions, for specific job and employment skills, and for personal enrichment**

The college offers 42 degree programs (Doc. 1.7) in the following disciplines: Humanities, Behavioral Science, Science, Mathematics, Social Science, Fine Arts, English Composition, Business, and Communications. In addition, the college offers 24 certificate programs including Small Business Management, Police Management, and Health Career Pathways.

In an effort to ensure that education is a life-long endeavor, the college offers 82 continuing education (most are non-credit) courses, allowing students to develop job skills in graphics and web design, health and wellness, languages, politics, and real estate.

- **Comprehensive student support services that work proactively with students for their success**

Student Development Services and the Student Affairs office help students navigate administrative requirements beginning with their initial processing and academic planning and continuing through the transferring of coursework, meeting degree requirements, and graduating. The Academic Advisement Center guides students through pre-registration, program planning, and articulation agreements. The Academic Support Center offers tutoring in a variety of

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subjects, including one-on-one, group, and online tutoring formats.

The Counseling Center provides additional academic, transfer, and non-academic counseling as well as personal development through career guidance services such as the Strong Interest Inventory of Occupational Interest. The Disability Support Services office ensures that the college is compliant with the Americans with Disabilities Act, providing special accommodations to students who have documentation of their disabilities to the department's coordinator.

- **Active partnerships with the community, businesses, and other educational institutions**

Community outreach continues to grow under the leadership of the college's president, Anita Gliniecki. President Gliniecki serves on the boards of WorkPlace Inc. and the Bridgeport Public Education Fund; she is also a member of the Bridgeport Higher Education Alliance and the Commission on Academic, Student, and Community Development.

President Gliniecki serves as the "face" of the college and is involved in activities in all of its service areas. Most recently she coordinated an on-campus Community Conversation for the White House Initiative on Hispanic Education with Juan Sepulveda, Executive Director, White House Initiative on Educational Excellence (2009); she spoke at the American Association of University Women's forum "All You Wanted to Know about a Community College"; and she was the Graduation Keynote Speaker for the Bridgeport Hospital School of Nursing in 2010.

Projections

The college will continue to improve comprehensive understanding of its mission:

The college will raise student awareness of the mission statement.

Who: Office of Dean of Students

When: 2012-13 Academic Year

The home page of the college website will contain a direct link to the mission statement.

Who: Webmaster

When: Spring 2012

The college will regularly review its mission and purposes statements for relevance and comprehension. The changes resulting from this review will be kept in a central file and communicated to all constituents.

Who: President's Office

When: 2012-13 Academic Year, then ongoing

The college will continue to communicate the importance of connecting the mission statement to new programs, initiatives, and the Strategic Plan before implementation.

Who: President

When: Ongoing

**"DATA FIRST" FORMS
GENERAL INFORMATION**

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="06-30-11"/>		
Most Recent Year	<input type="text" value="2011"/>	Yes	Unqualified
1 Year Prior	<input type="text" value="2010"/>	Yes	Unqualified
2 Years Prior	<input type="text" value="2009"/>	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2012
Next Year	2013

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement included in documents for Standard One

Date approved by the governing board

Document	URL	Date approved by the governing board
Institutional Mission Statement	http://www.hcc.commnet.edu/about/mission.a	1998

Mission Statement published	URL	Print publication
Connecticut Community System Mission	http://www.hcc.commnet.edu/about/mission.asp	College Catalog
Housatonic Community College Mission	http://www.hcc.commnet.edu/about/mission.asp	College Catalog
3		
4		

Related statements	URL	Print Publications
1		
2		
3		

Planning and *Evaluation*

STANDARD 2

Mike Amico – Committee Chair
Faculty, Psychology

Maz Burbank
Faculty, Psychology
(Retired)

Jennifer Falasco
Librarian

Anita Gliniecki
President

Earl Graham
Assistant Director of Admissions

Janice Schaeffler
Director of Institutional Research

Marianne Tecun
*Director of Academic
Support Center*



Standard Two Planning and Evaluation

Description

Planning and evaluation at the college are fluid processes that change with financial, student, and systemic opportunities and constraints. The growing emphasis on data-based assessment and planning is a change in institutional culture that has been evolving over the past decade. This move toward greater accountability and data-based best practices required time for all college community members to understand and embrace, but it is now becoming the basis of every move the college makes to better meet the needs of its stakeholders, the community, and its students. The process and outcome information discussed in this report are based on data, committee minutes, departmental self-reports, and interviews with individuals responsible for making the institution run effectively.

At the College-Wide Level

At a college-wide level, the college has been involved in three major planning and evaluation initiatives since 2000: the two phases of the Strategic Plan and the implementing of Achieving the Dream initiative. While the first three-year Strategic Plan was underway in 2000, a new Planning and Assessment Committee, begun in 2001 (2.15), oversaw the college-wide development of the second Strategic Plan for 2004 – 2007. The second Strategic Plan was then monitored by the Planning and Assessment Committee, which reported the outcomes to the entire college community. The second Strategic Plan had five primary areas of focus: Space and Technology, Academic Programs, Student Life and Support Services, Organizational Culture, and Critical Resources.

The college began addressing the lack of space in 2002 with the development of a Master Plan for facilities. The State of Connecticut Bond Commission approved funding for planning and design in May 2004. Three academic departments, Community Outreach Services, and the Evening Division planned to move to a renovated facility. Members of each of these areas met to design the space each would occupy in the new facility, and their work was reported to the whole college community (2.11). After receiving Bond Commission approval for construction in July 2006, the official groundbreaking ceremony occurred in the fall of 2006. As modifications to the initial design were needed the representatives met and attained feedback from their respective areas. The fall of 2007 saw the start of the intensive planning to move faculty and staff into the new facility called Beacon Hall, and also determine which faculty and staff would move into the vacated spaces in the current facility, which was then named Lafayette Hall. Beacon Hall did open as planned in the fall of 2008. Internal moves within Lafayette Hall occurred in stages during the fall semester and were completed by December 2008. With Beacon Hall open, the physical size of the campus doubled. However, the college already did not meet the State of Connecticut standard of 95 assignable square feet per student due to the sudden growth in student enrollment (2.11). Both facilities now have excellent technology support for teaching and learning. Classrooms are media rich and support the many instructional techniques desired by faculty.

Equal to the need to develop additional physical space, the college also needed to expand access to additional resources. In 2006, the Foundation began a Major Gifts Campaign with a goal of one million dollars to support academic programs and the Museum. The goal was exceeded.

In 2004, the college received an Achieving the Dream grant to research and address the barriers to student success. This effort emphasized the use of systematically collected and analyzed data as the basis for identifying and formulating approaches to these barriers, with ongoing data collection and evaluation built into the structure of the grant. The college also completed environmental scans that included a Community Conversation, student focus groups, and in-class surveys. The results of this assessment activity indicated that student success rates, defined as a grade of C or higher, had

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steadily declined in the preceding five years, particularly in developmental courses (2.13, 2.18). Increasing numbers of students were testing into and having to take developmental courses in order to be eligible to take college-level courses that met degree requirements (2.16). In addition, the data revealed a “revolving door” of students being admitted, then either not returning after not succeeding in courses or simply dropping out without completing their degree or certificate. Some of the causes identified included the fact that the college’s open-admissions policy allowed ever-growing numbers of poorly prepared students to enroll, but then these students often failed to follow through with the developmental work needed to be able to succeed in credit-level courses. Three initiatives were then designed to enhance student success: (1) the Bridges Program, whose objective was to increase awareness of college expectations and processes for area high school students; (2) self-paced developmental courses in mathematics, the objective of which was to increase course success by allowing students to learn at their own pace; and (3) Success Coaching, which strives to increase student engagement by working with students on career development in the Academic Skills Development (DS*099) course.

During the 2007-2008 academic year, the college reviewed and revised the third Strategic Plan. While the process was not conducted by the Planning and Assessment Committee, representatives from all areas of the college participated. The resulting Strategic Plan has four overarching goals: (1) to foster the growth of the college, (2) to optimize students’ academic success, (3) to create a positive work environment, and (4) to enhance the image and relationship of the college with the surrounding cities and towns. The plan is currently under way and is being monitored by the Administrative Team, with the Planning and Assessment Committee tracking student success measures.

In the fall of 2009, careful analysis of the student data revealed another problem with the college’s low rates of graduation (2.14): many students had accumulated enough credits to qualify for a degree yet had not completed the paperwork for graduation. The President waived the paperwork policy in order to grant any student who had the qualifications and coursework to graduate with a degree or certificate in their appropriate area of study (Fall 2009 Opening Address). A second decision was made to put "Destination Graduation" into place for the fall 2010 semester. This established a two-day period in which students who had 45 or more credits were given priority advising to fulfill graduation requirements to ensure appropriate registration for the following semester, to culminate in these students graduating in the spring of 2011. The first “Destination Graduation” was successful in that more students have registered for the last few classes required for their upcoming graduation than at the same time in the previous year (2.17).

Given the college-wide commitment to data-driven assessment in the planning process, the college can expect to see these initiatives continually evolving in response to students’ changing needs.

At the Academic Level

Planning for new programs in both credit and continuing education is rooted in a variety of assessment efforts. In 2008, the Dean of Outreach Services and the Director of Institutional Research published several booklets titled *Occupational Trends* and *Forecast for Program Development*, focusing on programs offered through the Continuing Education Department (The college library has copies). The data for these booklets came from Economic Modeling Specialists Inc. which synchronized state and federal databases to identify careers that were in demand. These reports are intended to be used to help develop curricula that will prepare students for the most promising available careers, as well as meet the greatest identified community needs. The occupations focused on in this project were registered nurse; property, real estate, and community association manager; teacher assistant; first-line supervisor/manager of office and administrative support workers; real estate broker and sales agent; personal financial advisor; first-line supervisor/manager of construction trades and extraction workers; accountant; and auditor.

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The Dean of Community Outreach Services also completed and published in 2008 a chart of demographic data of the population in college's service area, as well as data pertaining to growth in industries and specific occupations. The Office of Institutional Research used this data to research job-related information in the potential program areas proposed by academic departments, continuing education, and business and industry services. The data compiled is used to compare the college's current programs to the community needs. As a result of this planning, new programs and courses are implemented. (The development and approval of degree and certificate programs and the changes to existing programs are fully described in Standard Four.)

At the Staff and Faculty Level

Full-time permanent positions for faculty and staff must be approved by System Office. The System Office works with both the State of Connecticut Office of Policy and Management and Department of Administrative Services to attain the funding for positions in the college's general fund. In 2003 the college was given the opportunity to hire ten additional faculty members. Data on full-time and part-time instruction for each discipline was reviewed to determine which departments and disciplines would be able to hire new faculty. The number of students taught in each discipline and plans for growth were also considered by the Academic Dean and the department chairs prior to making the final decision. The goal of the college is to have 65% of instruction provided by full-time faculty. Approval for staffing within departments is more difficult to obtain. The college uses operating funds as available to add positions to meet critical needs of the college. The levels of faculty and staff commensurate to the size of the student body is an ongoing concern of the college.

Another area of planning addresses the development of faculty members' ability to contribute to the college's educational mission. New faculty and part-time lecturers are given an orientation to the school as well as a department-specific orientation. The Center for Teaching contributes to the orientation process with such workshops as classroom management or course development. At faculty orientation, the Center's coordinator conducts collaborative and small group activities addressing issues in teaching and learning. There are online components of the orientation process. The Center has created an online forum where faculty can examine issues such as pedagogy and syllabus building. Teaching faculty are also expected to commit 20% of their work effort, beyond their course load, to help meet institutional needs. Each year, faculty members submit an Additional Responsibilities proposal to the Academic Dean outlining plans for fulfilling this requirement. All faculty are then expected to report on their efforts at the end of the academic year.

At the Student Affairs Level

In an attempt to create a common vehicle for assessment, the directors in the Student Affairs Division have developed a systematic approach for assessing the effectiveness of their programs and the performance of their offices. In the fall of 2007, the Division began a self-study process following guidelines suggested by the Council of Deans of Students from the System of Connecticut Community Colleges and the Council for the Advancement of Standards in Higher Education. Several revisions were made to this process by the directors in the Student Affairs Division. Continuous data collection and analysis has enabled decisions to be made on quality improvement, and each program and office is on a cycle for review. The programs and offices are as follows: the Admissions Office, the Counseling Office, the Career Services Office, the Registrar's Office, the Academic Support Center, the Disability Support Services Office, the Testing Center, the Student Activities office, and the Student Success Programs.

At the Committee Level

In addition to ad hoc committees that have short-term purposes such as hiring committees, the college has a number of standing committees that involve a cross-section of staff, Administration,

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and faculty in the planning and assessment processes. These committees undertake planning to ensure that various aspects of faculty, staff, and student input are heard and incorporated into areas ranging from academics to student life. In addition to the standing committees, the Student Senate serves to provide a forum for student representation to the administration and faculty and to provide direction for student activities which are provided by the college in support of its mission statement.

These committees are as follows: the Planning and Assessment Committee helps track goal achievement and make suggestions for improving student success; the Curriculum Committee reviews proposals for changes to and additions of programs and courses; the Instructional Development Committee explores, discusses, and makes recommendations regarding the instructional principles, practices, policies, and regulations of the college, excluding those which relate to specific curriculum matters; the Enrollment Management Committee optimizes staff resources to address and streamline the enrollment process; the Education and Information Technology Advisory Committee determines the upcoming needs and demands for equipment and systems; the Organizational Culture Committee creates, monitors, and directs processes that promote a healthy organizational climate at the college; the Faculty/Staff Development Committee provides education for faculty and staff and helps further a sense of community; the Diversity Awareness Committee develops activities and programs that promote equality, tolerance, and inclusiveness; and the Action Committee offers an option for voicing comments, criticism, and suggestions about the college. (More detailed information about each of these committees can be found in **2.15**.)

At the Community Level

Over the past decade, there has been an increased effort to use input from the external community in the college's long-term planning. The location of the college has been an important part of the planning by the city of Bridgeport in renovating and renewing the downtown area and has proved to be a keystone in enticing developers to the area. As already mentioned, the Community Outreach Division monitors and responds to business and industry needs for education and training as well as soliciting input on the skills needed for future business needs.

The Planning and Assessment Committee formed a subcommittee in 2005 called Blue Sky-Educational Trends to develop a process to identify future issues, trends, and events that might impact the educational process, our students, and the college. The focus of the group's activities was on identifying this information, compiling it into a useable format, and drawing inferences that would provide a foundation for the Planning and Assessment Committee to develop the college's Strategic Plan. In the fall of 2006, the subcommittee published its first briefing book, which included research conducted by faculty and staff in 11 major areas: online learning, educational research, teaching resources, teaching methodologies, technology, social and demographic trends, legal and legislative issues, diversity, the global community, ethics, and economics.

The Dean of Community Outreach evaluates the image of the college through surveys given to recent graduates, new students, and community members and reports the findings of these surveys to the community. The Dean of Community Outreach also makes use of local print, television, and radio advertising to increase the visibility of the college's graduation and transfer successes, as well as honors and related academic accomplishments on campus. He also maintains lists of the top community contacts who can influence the college's image the most and has created measures to evaluate the quality of the relationship with those top influencers.

Planning at the college involves collaboration with other institutions because of the potential benefit to students. The college teamed with Norwalk Community College and Westchester Community College to help fill the need for a skilled labor force in the health care industry, where a labor shortage is anticipated as babyboomers retire over the next five to fifteen years. To fulfill this need, the college started a non-credit Certified Nursing Assistant program and a Patient Care Technician program in the Continuing Education Department to help unemployed individuals or

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underemployed healthcare workers, such as laundry staff, transporters, dietary aides, home health aides, technicians, and clerical staff to develop the skills necessary to seek higher level positions in the healthcare industry. In another initiative, created to help unemployed individuals who are ages 50 and older develop the business skills necessary to re-enter the workforce, the college partnered with the Strategic Solutions Group Office (formerly Workforce Development Office) to implement the Maturity Works Business Certificate program, in which students learn basic business skills such as computer operation, supervision, customer service, and time management in order to become more competitive in the job search market.

The Housatonic Community College Foundation, Inc. is a unique and vital resource, established in 1990 when a small but dedicated group of citizens from the region joined together to raise funds to assist local students. Today the Foundation works in partnership with the college to provide a broad range of scholarships and grants to men and women of the surrounding towns and cities who have the desire to learn and the determination to build a better life. The Foundation has awarded over \$441,000 in scholarships and other assistance to students since its founding. As the college has grown, so has the Foundation, which works continually to find new sources of funding to meet students' increasing financial challenges. The Foundation's fundraising efforts support scholarships, tuition assistance, tutoring, childcare, and textbooks for students. They also provide supplemental support to the college to meet needs not covered by state funding, including staff development and necessary educational resources.

Institutional Effectiveness

Planning and evaluation are embraced throughout the college as a process that is both systematic and consultative. Data are used comprehensively by senior management, by departments, and within academic programs to identify issues and determine appropriate strategies for improvements. A broad array of standing committees encourages continual input from the college community in assessing data and making sound decisions. The college uses robust networks with the outside community to ensure that decisions are relevant.

Appraisal

Since the last NEASC visit ten years ago, continuous improvements have taken place on many levels as a result of the planning and evaluation process. The process and the outcomes of this planning and evaluation at the college are ones that have challenges as well as strengths.

At the College-Wide Level

Planning and evaluation on a college-wide level are initiated by the college's Strategic Plan, which serves as the vision instrument. The goals established for Achieving the Dream were embedded within the current Strategic Plan, which was developed and approved in 2008. A central value of the Achieving the Dream project was the use of data to evaluate areas of need and the effectiveness of planning and program implementation. As a result, an atmosphere of openness, transparency, and sharing of data and how it affects the college has become the standard. This use of data is needed for overall college planning, and the challenge is to get faculty and staff comfortable with utilizing data to plan and evaluate not only on a personal level in their jobs but also in terms of their vision for helping the college grow.

One major challenge currently is that of space. The previous Strategic Plan's goals for space and technology were dropped in developing the latest Strategic Plan, as the construction of a new building was completed. This new building doubled the physical number of campus seats and was projected to accommodate approximately 5,500 students. At that time, the number of new seats was realistic given the projections of the community it serves. What was unanticipated was that when the

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new facility opened in fall of 2008, it resulted in a surge of enrollment of over thirty-eight percent (38%) in the first two years, and enrollment continued to increase by approximately 10% each semester (2.11). Thus, the college has already exceeded its seating capacity limits for the campus, enrolling 6,200 in the fall 2010 semester (2.11).

The chart in 2.11 shows that when the amount of available square footage per student decreased, student enrollment declined and flatlined. As a result of increased space with the newly constructed building, the college was able to expand program and course offerings.

An additional challenge the college faces with space lies in its dependency on state funding for capital improvements to meet the current and potential demands of enrollment and academic planning. At this point, with the state budget deficit at a crisis level, budget cuts are sure to occur in the next fiscal year, and growth and development will be stagnant until auxiliary funds become available for more construction. The college's challenge is to seek creative fundraising in a declining economy with the state's fiscal limitations impacting the community college system.

From 2006 through 2009, students were tracked by the System Office data center for the following success measures: completion of developmental courses, completion of college-level English, completion of 15 college credits, completion of 30 college credits, completion of college-level math, and the completion of degrees and certificates. The college was the only community college of the twelve in Connecticut which showed improvement in all of these measures (2.12). While the college leads its peers among the twelve community colleges, this normative measurement of success rates is not at a level acceptable to the college. The graduation rate, while improved, is still too low, at an average of ten percent per academic year (2.14). Accounting for students who transfer to four-year institutions prior to earning associate's degrees, the overall success of students by cohort year remains in the mid-30% range (2.14). The college is making a number of efforts to raise the rates of certificate and degree completion.

Student success data, collected as part of the Achieving the Dream effort and continued with the Developmental Education Initiative is regularly shared with the college community. Additionally, the Planning and Assessment Committee has developed a dashboard that reports key student success measures on a regular basis to the college community. These efforts serve to make the college aware of trends in these areas so they can build on successful initiatives and address ongoing challenges to student success.

Overall, the college is pleased with the progress it has made with its measureable improvements despite decreasing funding and personnel, but it is challenged to work smarter and is striving to do more. Recent efforts to increase graduation rates include a Success Coaching program, a new approach to teaching developmental courses in mathematics and English, and outreach efforts to the area high schools and their students to build awareness of the academic skills required for college success. The use of data in shaping and tracking these efforts is integral to the modification and enhancement of these initiatives.

The college has recognized that its graduation rates are too low (2.14) and has made college-wide efforts to rectify this problem recognizing that changes can be made when institutions are honest about their shortcomings and challenges and can focus on designing and implementing effective strategies. The Success Coaching program exhibits this strength with its willingness to redesign itself when data have shown it not to be effective in progressing toward its goals. One challenge facing this program has been getting faculty and staff to become involved as coaches at a time when many are overwhelmed with activities outside of their job-mandated responsibilities. The goal will be to keep the program going with a new focus, to engage more members of the college community to help in the process, expanding the effort to address the part-time degree-seeking students and continuing to collect data to evaluate the effectiveness of the program's redesign.

As suggested during the previous NEASC visit, a Planning and Assessment Committee was formed in 2001 to assist with college-wide planning (2.15). The mission developed by the committee

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was to broaden participation in campus-wide planning. Initially, this committee took on the challenging and time-consuming task of coordinating a campus-wide effort to develop a new Strategic Plan for 2004-2007. This was accomplished; and progress on the goals established at that time was monitored and reported regularly to the faculty and staff. In addition, the committee began a “Blue Sky” subcommittee to assess future trends and anticipate upcoming concerns. In 2008, however, the planning process for the next Strategic Plan was significantly changed, with a select group of representatives of the various areas of the college participating in a Hoshin Planning process of identifying areas of concern and possible goals. The completed plan was then drawn up by the administration for review by the college. The charge to the Planning and Assessment Committee was changed to defining and tracking student success measures in support of Objective 4 of the new Strategic Plan. Toward that end, the committee developed a dashboard of data that is regularly reported to the college community.

In the past year, the Planning and Assessment Committee was charged with looking at individual pieces of the dashboard data and developing systematic ways to make suggestions for improvement where necessary. The first portion of the data to be analyzed was retention rates. To discover why more students were not continuing at the college, the committee sent out a survey to non-returning students. The committee is currently looking at the results to develop suggestions for changes that can be made to improve retention rates. Once this task is completed, the Planning and Assessment Committee will continue to track retention rates to determine the effectiveness of its suggestions and will move on to look at another portion of the dashboard data.

In the past ten years, the college has made many changes to the teaching methods to accommodate students with a variety of learning styles. Overall, as the campus community came to understand the role technology plays in accommodating the range of learning styles, much work has been devoted to making all classrooms media rich. The college has also implemented changes in the teaching methods of their pre-existing mathematics and English courses to include self-paced courses, and an increasing range of online courses is now available. These changes in the way classes are offered and taught are being evaluated for their impact on student success by ongoing data collection.

At the Academic Level

Planning and assessment at the academic level are largely the work of individual academic departments, and most departments have implemented a number of changes. While space constraints (2.11) limited the ability to expand offerings until the opening of Beacon Hall many changes in how courses were offered and some needed changes or developments at the program level still took place in response to expanding or decreasing demands of the students, industries, and the academic areas they served. Since the addition of the new space, most areas have expanded their program and course offerings, based upon student interest, input from business, industry, and other areas of employment, as well as articulation agreements with four-year colleges.

Since the last NEASC visit, the college has added 15 new programs and has changed two previously existing programs in response to a variety of inputs from industry recommendations, market trends, and requests from students and community members, comparisons to other community colleges’ programs, and employer recommendations. For example, as the regional theater and movie industry has grown in Connecticut, the Humanities Department has added a new program in Theater Arts, which is accredited and licensed. The college has also added a number of new courses, both to fulfill the needs of its new programs and in response to requests from the community, student surveys, comparisons of offerings at nearby institutions of higher learning, and demographic analysis of the college’s service area. For example, the Developmental Studies Department designed a combined reading and writing course as well as a second-level developmental reading course in order to accelerate students who just need to brush up rusty skills. In another example, the Criminal Justice Program added a course on writing for law enforcement in response to

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requests from local police departments. Detailed lists of the new programs and new courses added can be found in **2.10**, and a thorough analysis of programs can be found in Standard 4 of this self-study.

The academic planning process is strong in its effectiveness as well as its willingness to incorporate input from the community, from the college, and from students that suggest changes needed to keep students competitive in the changing academic and employment market. The challenge is that it can be a cumbersome process at the state level, as noted previously, that results in delays in getting new programs to students in a timely manner. In addition, not all programs are making changes, which can result in students not having the knowledge, skills, or abilities they need to succeed in the academic or employment world outside of the college. The challenge will be to ensure that all programs and disciplines are reviewed regularly to ensure they are keeping up to date with changes in their discipline.

An additional area of academic focus is the evaluation of student learning through assessment. In-class assessment is done in a variety of ways including surveys, pre- and post-tests, and portfolio assessment. Each program determines what method of assessment is most appropriate, carrying out its methods and student outcomes, and making needed changes. Some of these methods appear to be useful, and others are being reassessed for their reliability and validity as well as overall utility. Detailed information about each program's assessment techniques and results are available in **2.9**.

The strengths of these assessment processes are that the college has started to access data on learning outcomes to ensure that students are gaining the necessary skills and knowledge. However, faculty members are not consistent with their section analyses, resulting in little reliability even within the same discipline, and some disciplines lack course or program analysis altogether. In addition, the tools that are utilized for outcome analysis have not been factor analyzed and thus may not be reliable and valid measures of outcomes data in these courses and programs. The college needs to find reliable and valid assessment tools that the college can stand behind with certainty when discussing course and program outcomes. Another challenge will be to ensure that the data collected is being utilized to make necessary changes to align outcomes with the goals and objectives of the programs and courses.

At the Staff and Faculty Level

Faculty and staff need to have the skills to be effective and thus help the college carry out its mission. To do that, individuals are evaluated to ensure competency. All professional staff members are evaluated annually in their first two appointment periods, once every three years after that until they are tenured, and then once every five years after they are tenured. If a staff member receives a poor evaluation, an individualized plan is developed to help the staff member gain the skills necessary to do his or her job effectively. (This is also addressed in Standard Five.)

The evaluation of faculty has not changed over the past ten years and is detailed in the negotiated union contract. The evaluation process consists of a combination of processes, including a self-evaluation, an in-class observation by a supervisor, and student evaluations. The only change is that, as of spring 2010, student evaluations are conducted online instead of in class. Evaluation information is used to identify problems and help faculty become more effective instructors. Questions exist about the effectiveness of this process and the necessary steps to put into place to assist instructors to continue to grow professionally. If an evaluation shows need for improvement, a faculty development plan is put into place. The idea is to assist these faculty members with level 1 skills such as syllabus-building and level 2 skills such as teaching styles. Use of this type of assistance can be measured by the number of hits on links in the online orientation program in a given semester. The effectiveness of this program can be judged by examining the average score on subsequent student evaluations.

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The strength of this process is that it gives faculty and staff the chance to remediate deficiencies. Another strength of the evaluation process is that the college assists in this process so the faculty or staff member has help in correcting his or her deficiencies. However, it is not always an effective process that ensures all faculty members reach a uniform level of competence since not all plans are followed through to completion. As a result, student learning may vary considerably from one section to another of the same course. The challenge will be to make the evaluation process more constructive and effective in bringing all faculty members to a high level of competence and ensure the quality of the learning experience for all students. As previously mentioned steps, such as online evaluations, are being taken to improve the students' evaluation process. However, current student response rates are too low.

At the Committee Level

Since the last NEASC study, many of the college's existing committees have expanded and taken on many additional tasks as they have become effective members of the college community (2.15).

In the last ten years the Student Senate has grown to 15 senators and has experienced an increased budget as the number of clubs they oversee has also grown from 3 to about 25. In addition to serving as a forum for input and feedback from students, faculty, and the community, the Student Senate has instituted student IDs and an active calendar of events. It has also changed the method of funding clubs (in response to System policy) in order to increase student engagement and retention.

College committees have taken on a wide variety of tasks designed to support the Strategic Plan and the college's mission. These tasks range from morale-boosting activities such as the Getting to Know HCC program, professional development activities such as the Merit Awards and Promotion Application workshops, cultural events such as the Third Thursday series, revisions of enrollment procedures, developing the college's academic calendar, and reviewing and approving new courses and programs. Details of each committee's goals and accomplishments can be found in Appendix O 2.15, and a more thorough analysis of the work done by standing committees can be found in Standard Three of this self-study.

These committees ensure that faculty, staff, and students have a voice in developing policies and procedures for the college community. The committee work also enables the participants to become familiar with the people and activities of other parts of the college.

At the Community Level

Planning at the college involves the outside community as well. Objective 9 of the Strategic Plan is to expand and enhance our relationship with the service area. The college surveyed faculty and staff regarding current community activities to identify gaps in its service region. Faculty and staff were recruited to participate in community organizations in the college's service region. In the spring of 2009, an Assistant Director of Admissions for Recruitment was hired to help with outreach to the area high schools. The Dean of Community Outreach is currently developing a Standards Manual for college publications to portray a uniform and professional image of the college.

The college's Bridges program has evolved to work with several area high schools in order to close the gap between high school preparation and college expectations. Currently, the outreach component of this program works with students from sixteen local area high schools. The feedback has been very positive, and as this program has grown additional high schools have contacted the college to ask how they can participate.

The Housatonic Community College Foundation, Inc. had its first Major Gifts Campaign with a goal of raising one million dollars. Through the support of our local community, the college was able to exceed its goal by \$150,000. This effort has allowed the college to serve more students by providing scholarships and funds to implement or expand new teaching and learning strategies.

All of these data-based efforts were to ensure a positive relationship with our local community

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while building greater support for student access and success. The challenge is to continue to build our reputation as an academic institution and to reach out to our service area at a time when resources are dwindling and available time for faculty and staff is limited.

Projections

Continuous improvements have been made in the planning and evaluation process. Over the next 5-10 years there are areas of planning and evaluation that need emphasis in order to continue to meet the needs of the institution's stakeholders, its faculty, staff, students, and the broader community:

The college will continue to consistently communicate to all faculty and staff the goals, outcomes, updates and revisions of the Strategic Plan.

Who: President

When: Ongoing

The college will evaluate and determine future instructional space needs through a review of current course offerings, scheduling, and modes of course and program delivery.

Who: Administrative Team

When: Fall 2012

The college will implement the next phase of facilities expansion in the College Master Plan.

Who: President,* Administrative Team

When: As funding becomes available.

The college will reaffirm and implement the regular academic program review cycle, and ensure communication to all academic departments.

Who: Academic Dean, Department Chairpersons

When: Annually

The college will annually review 20% of its courses for currency, relevance, and frequency of offering and modify or terminate where appropriate.

Who: Academic Dean, Department Chairpersons, department faculty

When: Annually

Workshops and other training venues will be made available to faculty and staff to ensure competence and confidence in gathering and using data to make decisions and with reporting decisions based on the data.

Who: Director of Institutional Research, Academic Dean, Department Chairs, Human Resources

When: Ongoing

To ensure that committee work is equitably distributed, faculty and staff committee service will be documented and trends will be analyzed to create an equitable shared rotation of service on standing and ad hoc committees.

Who: Administrative Team

When: 2012-13 Academic Year, then ongoing

The college will continue to work with local schools to ensure student readiness for post-secondary education.

Who: Dean of Students, Academic Dean

When: Ongoing

*The first name listed in all projections will initiate the action.

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Immediately prior Strategic Plan
 Current Strategic Plan
 Next Strategic Plan

Year of Completion	Effective Dates	URL or Folder Number
2008		
2010	ongoing	Standard Ten documents

Other institution-wide plans

Master plan
 Academic plan
 Financial plan
 Technology plan
 Enrollment plan
 Development plan
 Housatonic Master Plan

2002	ongoing	Visiting Team workroom

(Add rows for additional institution-wide plans, as needed.)

Plans for major units (e.g., departments, library)

1			
2			
3			
4			

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

www.commnet.edu/planning/assessment/academicaffairs/ProgramReview/Program-Review-Process.pdf

Program review schedule (e.g., every 5 years) Review Instrument below:

<http://www.commnet.edu/planning/assessment/academicaffairs/ProgramReview/Program-Review-Instrument.doc>

Sample program review reports (name of unit or program)

Liberal Arts & Science Pre-Engineering
Liberal Arts & Science Pre-Environmental
Liberal Arts & Science Math/Science Concentration

(Insert additional rows, as appropriate.)

URL or Folder Number
Every 5 years
Visiting Team Workroom
Visiting Team Workroom
Visiting Team Workroom

System to review other functions and units

Program review schedule (every X years or URL of schedule)

--

Sample program review reports (name of unit or program)

Assessment of Student Affairs Function
2
3

Standard Six Document & Team Workroom

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

<i>Example: Advising: www.notrealcollege.edu/advising</i>
Accreditation Study Early Childhood Education - Visiting Team Workroom
2
3

Date
1995
2011

(Insert additional rows, as appropriate.)

Organization and *Governance*

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3

Sandra Barnes – Committee Chair
Faculty, Biology

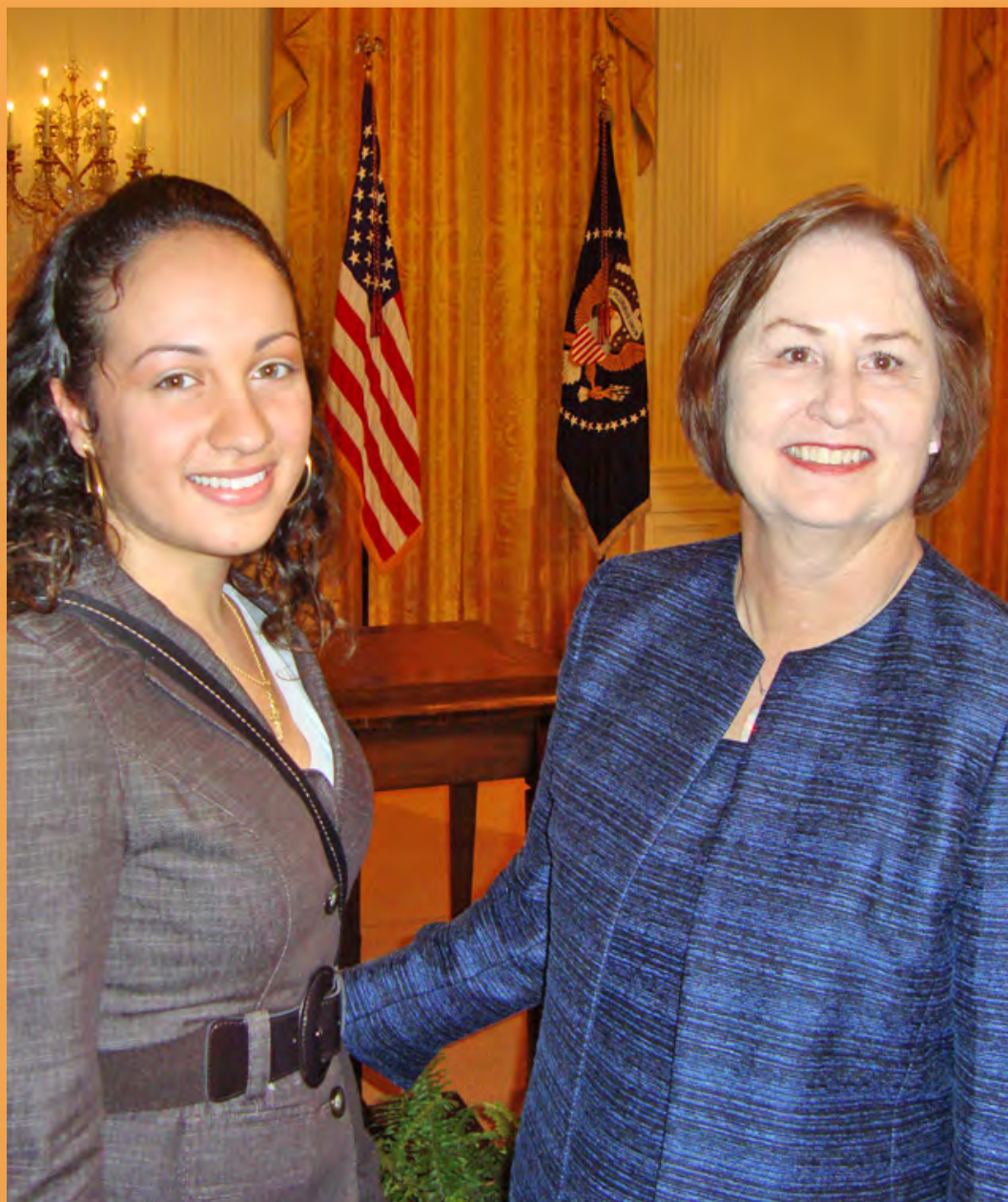
Peter Everett
Librarian

Rosalee Gordon
Secretary, Student Services

Anita Gliniecki
President

Stephanie Hart
Faculty, English
Chair, Humanities Department

Joan Lloyd
Faculty, Chemistry



Standard Three Organization and Governance

Description

The authority, responsibilities, and relationships among the Board of Trustees, the Administration, the faculty and the staff are described in a number of locations posted online for public review and will be cited throughout this description. These documents can be found electronically in the Virtual Workroom: (http://www.hcc.commnet.edu/NEASC/2012-10year/2012_data-reports.asp.)

System Organization

The statewide organizational structure remained the same since the college's last 10-year accreditation report in 2002 to 30 June 2011. The following describes the organizational structure and relationships under which the college operated until 30 June 2011. Housatonic Community College is one of twelve community colleges within a statewide system. Each college has a president who reports to the Chancellor of the community college system. The president reports to the Chancellor directly and indirectly to the Board of Trustees through the Chancellor. All members of the Board of Trustees are appointed by the Governor of Connecticut. The members are selected so that there is a representative from each community college's district; they thus represent all the citizens of the state of Connecticut, and frequently meet many citizens through their local activities and professional affiliations. (For a complete list of members and biographical information, refer to: www.commnet.edu/board.asp.) The Board of Trustees develops system-wide policies to be followed by each of the colleges. For example, since 2002, the Board of Trustees, with input from the System Office staff and representatives from each of the colleges, has approved policies which have established common course numbers across the twelve colleges and has established baseline Accuplacer scores for developmental and college-level English and mathematics courses. All of the Board of Trustees policies are available online on the System website, along with meeting schedules, agendas, and minutes of previous meetings.

The relationship between the Board of Trustees and all employees is governed by contractual agreements. Contracts for all full-time and adjunct faculty represented by the Congress of Connecticut Community Colleges, and Administrators, Counselors and Librarians (referred to as ACLs) and administrative support personnel, represented by the American Federation of State, County and Municipal Employees (AFSCME) can be accessed at <http://www.commnet.edu/emprel/policies.asp>. Contracts for public safety, maintenance workers, administrative support, and administrative residuals are found at the State of Connecticut Office of Policy and Management website: http://www.ct.gov/opm/cwp/view.asp?a=2992&Q=383228&opmNav_GID=1792&opmNav. Job descriptions for every state job, including all those discussed in this document, can be found at <http://www.commnet.edu/emprel/jobdescriptions.asp>.

Also, to facilitate inclusive decision-making for the System, there are councils of academic, administrative and student-services deans, continuing education deans and directors, human resources directors, and others. These councils, as appropriate, discuss and research issues that will progress through the appropriate councils prior to being brought to the Council of Presidents. This group is composed of the college presidents (with the Chancellor as a non-voting member). After approval by the Council of Presidents, recommendations for actions including policy changes are brought to the Board of Trustees for recommended action. The Board of Trustees is a constituent unit of the Connecticut State System of Higher Education, which has four units of higher education: the University of Connecticut, the four Connecticut state universities, Charter Oak College, and the

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twelve community colleges. All are coordinated by the Board of Governors of Higher Education, which sets statewide policy and guidelines for Connecticut's system of higher education. The Board of Governors of Higher Education's website was <http://www.ctdhe.org>. The meeting calendar, agenda, minutes, resolutions, reports, statutes, and regulations for the Board of Governors were also posted here. (This website now exists as an archival record of this body, which is in the process of being dissolved.)

On 1 July 2011 the organizational structure at the State level was changed through legislation. The Board of Trustees for the Community Colleges, Connecticut State Universities and Charter Oak College are to discontinue as of 30 December 2011. The Connecticut Board of Governors was disbanded as of 30 June 2011. The new structure is a fifteen member Board of Regents to oversee the Community Colleges, Connecticut State Universities and Charter Oak. Dr. Robert Kennedy is appointed as Interim President of the Board of Regents and charged with leading the changes to the organization's structure and management which is to be accomplished by 31 December 2011.

The Board of Trustees appoints the members of each community college's regional advisory council. The members of each of the councils are residents of each college's service region and provide advice and guidance to the President and the community college as a whole regarding how best to meet the needs of each community. Each council meets quarterly with the president of the college of its region.

The Housatonic Community College Foundation, Inc. provides funding for scholarships, the museum, and other college projects separate from the college budget. The Foundation was established in 1990 by a group of concerned citizens in the college's service area for the purpose of enhancing and promoting the college and supporting the Museum of Art housed at the facility. The Office of Grants Development is managed by the Grants Development Specialist, a position which was created in 2004 in anticipation of a contracting economy with less state and federal funding for education. Grants and the Housatonic Foundation have become increasingly important to maintaining services as educational programs have confronted the loss of financing. The list of individuals who serve on the Regional Advisory Council, the Program Advisory Committees, and Foundation officers and directors, can be found at www.hcc.commnet.edu/dir/boards.asp.

Campus Organization

The chief executive officer of the college is the President, Anita Gliniecki. She came to the college in the fall of 2003 when she was hired as the Academic Dean. A few years later, then President Dr. Janis Hadley retired. Anita Gliniecki served as Acting President while the search for Dr. Hadley's replacement was underway, and Anita Gliniecki was ultimately appointed President in 2007. According to the Joint Statement of Governance, last revised in 2006, the president of a college "is both empowered and constrained by the Board Policy of the State of Connecticut." Relationship and expectations are defined in the Personnel Policies for Presidents: <http://www.commnet.edu/emprel/policies.asp>. Although participation by all members of the college community in planning and operating the institution is encouraged, the ultimate executive authority rests with the President and the Board of Trustees.

Annually, the President provides a report to the Chancellor that defines the progress of the college in meeting both System-established goals as well as college goals. The success of students in courses, credits completed, retention and graduation rates are tracked each year for every community college. All of these documents are reviewed by the Chancellor and discussed with the Board of Trustees prior to the President receiving an annual renewal letter. As noted in the Board Policies, the President's contract is renewable only for one year and may not be renewed with six months notice from the Board of Trustees.

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Under the President are four Deans: the Dean of Student Affairs, the Dean of Administration, the Dean of Academic Affairs, and the Dean of Community Outreach. Charts of organization for the entire college are attached (**3.1 through 3.4**).

The Dean of Academic Affairs, Elizabeth Roop, is responsible for all full-time faculty and adjunct lecturers; oversees learner-support programs such as instructional technology, library and media services, distance learning, and faculty advising; she provides leadership regarding faculty selection and development, academic standards and policy, curriculum development, and instructional innovation. It is also her responsibility to promote collaboration with other educational leaders, business and industry, municipal and state agencies, and community-based organizations.

A new position, Associate Dean of Academics, was recently created; and Alan Barkley was hired and began to serve in this capacity on 14 January 2011. This position was created to assist the Academic Dean since the role and responsibilities of the Academic Dean have expanded greatly as the college has grown. The Associate Dean will focus primarily on course scheduling, program review, course and program development, and assessment of learning at the course and program level.

The Dean of Student Affairs, Dr. Avis Hendrickson, is responsible for the success of every student at the college. She serves as a student advocate and disciplinarian and is responsible for administering the Student Services budget, reviewing publications prepared for students, and directing programs for student recruitment, assessment, and retention. Admissions, counseling, academic advising, placement and proficiency testing, disabilities services, veterans affairs, academic support and tutorial services, career counseling, student development, and wellness all fall within the realm of this dean's job description. The Dean of Student Affairs also oversees success initiatives and grants such as Perkins and Tech Prep.

The Dean of Administration, Ralph Tyler, is responsible for two areas: money and the physical facility, at the present time and in planning for the future. Within the facility he oversees information technology, which includes instructional computer labs, the college's e-mail, and technology infrastructure. He manages the distribution of internal and external mail and copying services as well as campus security operations. He is also in charge of the college's relationship with governmental financial institutions, classified personnel management and operation of auxiliary services.

The Dean of Community Outreach, Gary Kecskés, provides leadership, vision, strategic planning, and management for the majority of workforce development and non-credit programs produced by the college. He oversees public and media relations including the college news bureau, marketing, advertising, college print publications, website development and management, and legislative affairs.

The Administrative Team, which consists of the President, the deans and the Human Resources Director, meets weekly to facilitate coordination of administrative duties among the branches of the college. Agendas and minutes of these meetings are distributed to the entire college community via e-mail.

In addition to the Deans, the President (assisted by a small support staff of an executive assistant and an educational assistant/public relations associate) administers four other areas of responsibility: human resources, institutional advancement (including relations with the Foundation), and the development of grants.

The President receives advice from the Academic Council which is primarily of an academic nature. The Academic Council, which meets twice monthly, consists of the Academic Dean, the Associate Academic Dean, the five department chairs (Humanities, Math and Science, Behavioral and Social Sciences, Business Administration, and Developmental Studies), the Academic Coordinator (coordinating adjunct lecturers), the Director of Library Services, and the Director of Distance Learning. The Academic Council discusses policies which affect academics and is a venue through which various governance committees can consult with academic managers and department chairs. It is also the vehicle through which directives and requests from the President and the office

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of the Academic Dean are communicated to the department chairs and the Academic Coordinator, who then implement them or communicate the information to the faculty. The Academic Council meets twice each year with the Dean of Students and her directors to maintain communication between these important supportive areas.

Department chairs directly supervise and evaluate full-time faculty and adjunct lecturers, and they are responsible for all administrative duties related to the operation of their departments (including scheduling, staffing, oversight of assessment, record keeping, budgeting, mentoring of faculty, and so forth). The department chair determines, with the input of full-time members of the department, the agendas for department meetings and guides discussion at those meetings but is not a voting member. Faculty members are responsible for initiating and approving all academic courses and programs offered by the college. This process is described more fully in Standard 4 of this report.

The college is also served by a network of committees, as outlined in the Joint Statement of Governance (**Document 3.6**). These include standing committees (which meet once monthly and report on their activities to the College Senate), ad hoc committees (which meet as needed), contract committees (which meet as dictated by union contracts), and other committees which fit none of these descriptions. Some committees are filled on a volunteer basis from faculty and staff; the members of other committees are voted into service from among their constituents, as dictated by union contract.

There follows a chart listing every committee in the college and how it is classified. For more detail on the committees at the college, refer to the Committee Descriptions document (Document 3.5) and Committee Structure Chart (Document 3.6).

COMMITTEES AT HOUSATONIC COMMUNITY COLLEGE

Standing	Ad Hoc	Contract	Other
Action	Search	Promotion	Institutional Review Board
Curriculum	NEASC	Tenure	Center for Teaching
Diversity	Achieving the Dream/Developmental Education Initiative	Sabbatical	
Education and Information Technology Advisory	Commencement	Merit (currently suspended)	
Enrollment	Center for the Arts		
Faculty/Staff Development	Science Safety		
Instructional Development			
Organizational Culture			
Planning & Assessment			

College Senate

The primary goal of the College Senate is to enable the college to efficiently achieve its undertakings. It addresses faculty and staff issues, such as curriculum and academic standards, development planning, community relations, and student and staffing recruitment, and retention activities. The College Senate is made up of elected members of the college composed from the areas of both full-time and part-time faculty and staff. One student is a member, voted in by the Student Senate. The College Senate meets biweekly in an open meeting during which any member of the college community is allowed to address an issue. Each standing committee of the college reports to

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the Senate on a rotating basis throughout the semester. The final draft of the minutes is prepared by the chair and is distributed to the college community. The College Senate is the forum for final discussion of policies before recommendation to the President for action; therefore, the Senate is basically an advisory board to the President. The College Senate and all its committees operate according to the principles of *Roberts Rules of Order* except where superseded by its bylaws (3.7).

Faculty and Community Meetings

During the academic year one faculty meeting and one community meeting are scheduled monthly. Faculty meetings are conducted by the Academic Dean while community meetings are conducted by the President. Faculty and staff may request time on the agenda of these meetings by contacting the office of the Academic Dean or the President.

Student Representation

The Student Senate provides a forum for student representation and orderly direction of student activities. It functions as the leadership and government arm of the student body, representing all students in matters relating to their welfare in relations with the Administration, faculty, and staff. It also provides a medium to which each of the student clubs reports on their plans and activities for the semester. Procedures for scheduling these activities, funded by student-activity fees, are available from the Director of Student Life and are outlined in the College Policies section of the Catalog

The college offers a wide variety of clubs, both academic and nonacademic, for a diverse student population. Although the number and types of Student Clubs may change from semester to semester, they currently include the following: the Association of Latin American Students, the Art Club, the Biology Club, the Black Student Union, the Community Action Network, the Chemistry Club, the Christian Studies Club, the Criminal Justice Club, the Early Childhood, the Friends of the Environment, the Gay/Straight Alliance, the Graphic Design Club, the Healthy Lifestyle, the Human Services Club, the International Student Alliance, the Literary Club, the Multi-Cultural Club, the Music Club, the Occupational Therapy Club, the Performing Arts, Photography, the Psychology, and the Table Tennis Club.

The student voice of the college is heard not only through the Student Senate and club activity, but also through the peer-run student newspaper, *Horizons*. Extensions of *Horizons* include an online magazine, *Perspective*, and an ongoing series of podcasts called *Continuum*. *Horizons* and its extensions are facilitated by a faculty advisor but run mainly by students. The editor-in-chief is a student, who makes all final decisions on printed material.

Institutional Effectiveness

The college has pertinent reporting structures and a comprehensive system of committees that provide for the effective management of resources and appropriate support for teaching, learning, service and scholarship. Although framed by system-wide policies, the college regularly reviews, modifies and adds to its internal governance structure to provide effective responses to changing circumstances.

Appraisal

System Organization

The Board of Trustees policies are regularly reviewed to ensure that the policies are current and reflect current circumstances in the educational environment. For example, Policy 5.2.1, Policy on Student Conduct, was revised in February 2010 with an effective date of the fall of 2010. The change in this policy, which defines expectations of student behavior, was the inclusion that violations of these expectations can occur via “electronic, computer, telephone, internet text,

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electronic storage devices.” In other words, bullying using text messages is still bullying. The context no longer is limited to face-to-face situations.

In October of 2010, a new policy concerning information technology was published, outlining a system-wide reorganization of this area. The Information Technology Policy Committee (ITPC) has been meeting over the past year in an attempt to establish a better balance between administrative and academic information technology. As a result, there will be a Faculty Technology Committee in place of the Academic Information Technology Advisory Committee. It will consist of twelve teaching faculty representatives, each appointed by the twelve college presidents. Two of these faculty representatives will be appointed to the ITPC, in addition to a Library Director representative, an Educational Technology representative, and a student representative, all of whom are selected by the Chancellor. On 23 February, 2011, an information-gathering meeting was held at the college, in which the new ITPC sought input into information technology needs and desires of the faculty and staff. This is only one example of the board’s attempt to maintain appropriate, productive channels of communication with its institutional communities.

Campus Organization

President Gliniecki effectively manages the institution in a way that fulfills the college’s purposes and objectives. An example of this can be seen in the changes which have occurred in the area of student advising since her arrival, first as Academic Dean and later as President. The entire student advising process has been completely reorganized starting in May 2004. This revision of the advising system at the college exemplifies coordination and cooperation to address a needed change on a college-wide level. Then-Dean Gliniecki presented a position paper on the need to change the advising system at the May 2004 community meeting. She asked that the college community read and reflect on the paper; at the opening community meeting that fall, she asked for verbal feedback and volunteers from the college community to work with her on a final proposal to the college community. The ad hoc committee met and developed a proposal for a new advising system, which was unveiled at the December 2004 community meeting. The proposal was sent to the College Senate which approved the change in February 2005 with an implementation date of 4 April 2005. This system continues to the present time, with a new initiative, “Destination Graduation,” under the leadership of the two deans who oversee advising (the Dean of Student Affairs and the Dean of Academic Affairs). “Destination Graduation” addresses the needs of students with 45 or more credits who are now offered an exclusive opportunity to meet with an advisor, have a graduation evaluation done, and register early so they can have first choice of the courses they need to complete their degrees. This initiative illustrates the most recent adjustment in response to student needs for advising towards the goal of graduation.

Since the last NEASC report in 2007, the entire administration has changed: Dean Gliniecki was appointed acting and then permanent President upon Janis Hadley’s retirement; every current dean was hired after 2007, including one, Gary Kecskes, as recently as the fall of 2010. A new position was created, searched, and filled in 2010: Associate Dean of Academic Affairs, held by Alan Barkley as of January 14, 2011. Only two department chairs remain in place from 2007; all others were newly-elected following large state retirements.

Campus Committees

College committees continue to play an essential role in shared governance at the college. For example, the Institutional Review Board was formed in 2009 to facilitate institutional research and make the college eligible to apply for federally-funded grants. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy related to their areas of responsibility and expertise through the College Senate and a wide variety of college committees.

Standard Three

There was once concern expressed by search committee members that their decisions were sometimes negated by the Administration. After the Standard 3 subcommittee requested feedback from the department chairs, all five of whom conducted employee searches in 2010, the four who responded stated that they felt the Administration was, for the most part, receptive to their advice and recommendations for employment.

There was some contentiousness involved with the Promotion Committee's operations (especially in 2010). A large part of this had to do with the tension resulting from the waiver of the three-year rule that creates a degree of ambiguity about the time when an employee earns a promotion. As a result of member requests, the Congress of Connecticut Community Colleges now conducts webinars and other guidance on the promotion and tenure process.

The disappearance of the Merit Awards in 2009 was confusing for faculty and staff. There were also concerns about the arbitrary nature of the awarding of merit. These misunderstandings can negatively impact morale. Upon further investigation, it was determined that the Chancellor chose not to disburse Merit Awards for 2008-09 and 2009-10. According to Steve Cohen, President of the Congress of Connecticut Community Colleges, in his report for February 2011, the 2008-09 Merit Award process will be completed and those awards disbursed, but the 2009-10 Merit Award money will be used for professional development, and in 2010-2011 the Merit Award, should the Chancellor again decide not to allow it to be disbursed, will be used in whatever existing contract account each bargaining unit chooses.

All committees are extremely varied and inclusive throughout the institution with respect to their membership, as can be seen by the list of standing committee members attached to this standard **(3.9)**. Considering only this list, which does not include ad hoc, contract, and other committees, approximately half the faculty and one-third of the staff serve on at least one standing committee. When these other committee obligations are added, the percentage of employees serving on at least one committee over the course of a year rises to above fifty percent. This assures that any employee of the institution who desires to can have input and a voice in the governance of the college. Better communication between the committees and administrators and within the committees themselves requires constant effort. The purpose of each committee should be emphasized.

College Senate

The Senate is currently not well represented since some staff members who are elected are not allowed to leave their jobs to attend senate meetings. There are not enough senators from ACLs, staff, and faculty. The Senate chair does continue to meet with the President monthly to report on issues raised at the Senate meetings. Loss of interest by the community, which largely does not attend Senate meetings, has also been noted by concerned senators. The community no longer hears from the Senate chair at community meetings. Senate minutes are not being sent to the library. The Senate should create a special ad hoc committee to recommend to the college community changes on such matters as membership, terms of office, or other matters that the Senate deems to be issues that warrant the creation of this special ad hoc committee known as the Governance Review Bylaw Revision Committee. The membership of this ad hoc committee includes two serving Senators, two members of the college staff, and one member of the administrative team.

(It was noted at a Senate meeting held in the fall of 2011 that many of these issues have already been addressed. There are more senators representing staff, ACLs and faculty, and no senator representing staff has expressed difficulty attending meetings, the Senate chair can speak at any community meeting simply by requesting a place on the agenda, and the Senate minutes are now being kept in the library in hard copy as well as sent out electronically to the community.)

Standard Three

Student Representation

The Student Senate is stable, collegial, and productive under the leadership of a new team of student officers and a new faculty advisor.

The entire process of allocating money for clubs has been streamlined, thanks to the Action Committee, the College Senate, the newly-appointed Director of Student Activities, and concerned student club members. This serves as an excellent example of various groups working together to promote needed change. The result has been many well-attended student events that stimulate and inspire all participants: students, faculty, staff, and administrators. The opening of a new building, which eliminated for a time the problem of inadequate student space, has also facilitated student presence and participation on campus; but again increasing student enrollment has pressed resources to the limit, and the college is quickly returning to the crowded conditions that were only recently eased by the opening of Beacon Hall.

The staff of *Horizons* (the student newspaper) is currently working with a graphic design student to design a more full-featured website that will allow for greater depth and encourage more interaction with readers. They are also hoping to expand the use of social media such as Facebook and Twitter.

Projections

The college's organization and governance system generally promotes broad consultation with and equitable treatment for its constituents. There are specific areas which need to be improved:

The College Senate will modify its election process to ensure representation from all areas.

Who: College Senate

When: 2012-13 Academic Year

The college will include the College Senate on the agenda of College Community Meetings when requested.

Who: Senate President, College President

When: Ongoing

An electronic folder of College Senate minutes will be kept instead of a hard copy. Senate by-laws will be changed to reflect this projection.

Who: College Senate

When: Spring 2012 Academic Year

The college will continue to support a student newspaper and related appropriate formats that provide a voice for students.

Who: Administrative Team, faculty advisors

When: Ongoing

ADDENDUM - Organization and Governance:

In December 2011, the final appointments to the Board of Regents for Higher Education were completed. The Board of Regents is comprised of nineteen members of whom nine are appointed by the Governor, four are selected by legislators, two are student representatives and four are ex-officio non-voting members. The complete listing of the current members is attached. Detailed information including biographies are available at:

<http://www.ctregents.org/regents/members/>

The Board has developed by-laws and currently is developing processes and procedures such as the Program Approval Process.

The governance structure is not yet complete at the System Office level. For example, the Chief Financial Officer (CFO) position has been posted, interviews completed but the person selected has not been named.

The presidents of the twelve community colleges, four Connecticut state universities and Charter Oak report directly to Dr. Robert Kennedy, President, Board of Regents. Dr. Kennedy has selected two vice presidents as liaisons. Dr. David Levinson, President of Norwalk Community College, is serving two days per week as the Vice-President for community colleges. Dr. Louise Feroe, former Acting Chancellor, CSU system, is serving as the Vice-President for CSU's. Mr. Michael Meotti, former Interim President to the Board of Regents, is the Executive Vice-President reporting to Dr. Kennedy.

The college anticipates being able to provide to the Visiting Team members an organizational chart when the team is at Housatonic Community College, March 4-7, 2012.

A chart containing the names and contact information for members of the new Board of Regents is located in the Institutional Characteristics section.

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity	System of Connecticut Community Colleges
URL of documentation of relationship	http://www.commnet.edu

Governing Board

By-laws	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf
Board of Regents members' names and affiliations	www.ctregents.org/regents/members
Board of Trustees - effective until Dec 31, 2011	www.commnet.edu/board.asp

Board committees

?	Academic and Student Affairs	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER
	Audit Committee	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER
	Finance & Administration Committee	www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*

Program Advisory Committees, Regional Advisory Council	www.hcc.commnet.edu/dir/boards.asp
Administrative Team	Visiting Team workroom
Academic Council	
College Senate	
Action Committee	
Center for Teaching	
*In Curriculum Committee	
Developmental Educational Initiative/Achieving the Dream	
Diversity Committee	
Education and Information Technology Advisory Committee	

Enrollment Committee
Faculty & Staff Development Committee
Institutional Review Board
Instructional Development Committee
Organizational Culture Committee
Planning and Assessment Committee
Student Senate

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities currently in operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated
Main campus	Bridgeport	CT	5/19/1905
Other principal campuses	NA	NA	NA
Branch campuses	NA	NA	NA
Other instructional locations	NA	NA	NA

Distance Learning, e-learning

- First on-line course
- First program 50% or more on-line
- First program 100% on-line

Date Initiated

2004
2009
Nov-11

Distance Learning, other	Modality	Date Initiated
	General Studies	2009
	Early Childhood Education	2009
	Early Childhood Education Administrator	2011

Correspondence Education	Date Initiated
NA	NA

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Programs and Instruction

STANDARD 4

Marina Philips – Committee Co-chair
Faculty, Mathematics

Ed Becker- Committee Co-chair
Faculty, Business

Pamela Pirog - Committee Co-chair
Faculty, Business

Rebecca Adams
Faculty, English

Aaron Best
Financial Aid Assistant

Ed Keane
Faculty, Psychology
Program Coordinator, Human Services

David Koch
Faculty, History

Terry Kozek
Faculty, Developmental Studies

Debbie Kuchmas
Director of Continuing Education,
Community Outreach
(transferred to Norwalk Community College)

Jose Labrador
Educational Technology
Specialist, Distance Learning

Kathleen Micinilio
Faculty, Developmental Studies

Elizabeth Roop
Dean of Academic Affairs

John Sopchak
Faculty, Psychology

Cheryl Shain, Ed.D.
High School Outreach
Coordinator (Retired)



Standard Four Programs and Instruction

Description

The college offers 40 associate degrees in arts and sciences and 24 certificates through the departments of Humanities, Mathematics and Science, Behavioral and Social Sciences, Business and Computer Sciences, and Developmental Studies. The certificates are intended to enhance employability, while many of the associate degrees are intended for transfer. The college takes pride in ensuring that its academic services and offerings respond to a wide variety of the community's educational and employment needs. Since the opening of Beacon Hall, academic course offerings have increased steadily to keep up with increasing enrollment.

The wide range of well-balanced associate programs, certificates, and non-credit classes support the mission of the college, emphasizing the college's commitment to "lifelong learning... (and preparing) students to participate in and contribute responsibly to our global society." (Housatonic's Mission," page 4 http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/11-12catalog/web-HCCcatalog11-12.pdf)

Course offerings accommodate a wide range of student needs, from developmental to honors level, ranging from introductory to academic and career-focused classes. These are offered both on- and off-site, as well as online, day, evening, and weekend classes, with summer and winter sessions enhancing availability of course offerings. Courses are offered in many sections and at different times and with sufficient frequency to ensure that students can graduate within the two-year time frame as specified in the catalog. All courses are offered through the five departments. (There were six departments at the time of the 2002 NEASC Self-Study. Since that time, Health Sciences has merged with Mathematics and Science.) The document chart, "College Academic Programs Fall 2011" (4.1), shows the breakdown by department of the number of full-time faculty and part-time lecturers, the number of programs and certificates total degrees and certificates and the number of individual courses and offered sections.

The expanding student population of the college as well as the changing needs of the community, employers and four-year colleges has inspired ongoing program development in each department.

Humanities Department Highlights

The foreign language section of the department has responded to the diverse student population with expanded course offerings. Courses in American Sign Language respond to increasing demand for access to ASL instruction. Latin courses are entirely online, eliminating the need for students to buy manuals and practice tests, and are enhanced by interactive audio for distance-learning students.

The Theater Arts program has expanded since 2003 and now offers ten core courses, one of which (HUM*299) is an independent study which many students use for a semester of apprenticeship with professional theater companies. The Theater Program has expanded its extra-curricular programming to include 3rd Thursday Cultural Celebrations in which students learn from and perform with professional artists. The Outside/In Program brings complete professional productions to the campus. This extra-curricular programming gives students the opportunity to work with professionals, establishing important contacts in their field. Theater Arts students regularly transfer with full-credit acceptance to schools such as Central and Western Connecticut State Universities.

In the Art section, Graphic Design offerings have expanded as a result of increased technical specialties within that field. In 2009, the Graphic Design: Computer Graphics Option program was changed to the Graphic Design: Multimedia Option. A Certificate in Web Design Graphic Foundation was created to follow technical trends in the graphic design industry. In the last five years, new courses such as Digital Photography, Digital Video Editing, and advanced painting and

Standard Four

sculpture classes have been added. The department has expanded its physical infrastructure, setting up a photography studio for teaching proper lighting techniques and a second Mac (dual-boot) lab. The department has begun providing nude models for classic instruction on drawing technique. To provide Art students with transfer opportunities recruiters from the Art Institute of Chicago and the Savannah College of Art and Design have visited. A transfer program was established with the University of Bridgeport for students in the Graphics Design program. Students are also offered portfolio preparation seminars by lecturers from Yale and the Rhode Island School of Design to prepare their work for assessment by major art universities. The program also includes ART*292: Cooperative Education, which allows students to undertake an internship.

Humanities offerings include courses which both transfer to four-year institutions and provide students with a strong foundation in English, Communications, Fine Arts, and the Humanities. The department has diversified its offerings of 200-level literature courses and added two online literature courses. Students graduating from programs within the department transfer to such four-year institutions as Southern Connecticut State University, University of Connecticut, Yale, and Columbia, while other graduates have gone directly into employment with their associate's degrees, including a graduate of the Theater Arts program who is now an editor on a television show (Cash Cab), and a graduate of the journalism program who won an Emmy for work as a producer for News Channel 12.

Math and Science Department Highlights

Programs have been created in response to the needs of the community and to help students transfer and gain employment. Pathway to Teaching Careers is a program designed to facilitate transfer to a four-year college to pursue a teaching career. The Technology Pathway Program: Technology Studies: Industrial Technology Option was created in response to the Metal Manufacturing Industry Group. The Engineering Pathways Program was created for transfer to Fairfield University. The Occupational Therapy Assistant and the Physical Therapy Assistant programs were created to meet demands from the medical community, as was the Health Careers Certificate: Health Careers Pathways. Of the 12 Associate in Science programs within this department, three are run in collaboration with other agencies or colleges. The college runs a nursing program in collaboration with Bridgeport Hospital and a physical therapy program in collaboration with Naugatuck Valley Community College. Hundreds of students take mathematics and science courses in preparation for these programs.

Field-work trips and practical, hands-on experience often enhance these programs; for example, Pre-Environmental students went to the Connecticut Audubon Society sanctuary in Fairfield, where they participated in field research; and Occupational Therapy Assistant students work two eight-week sessions of 40 hours per week in the field under the direction of an occupational therapist.

Behavioral and Social Sciences Department Highlights

The Criminal Justice program added a certificate in Police Management and Administration. A new Psychology Transfer Option program has been developed and was recently approved by the state Board of Trustees. The option will enhance the number of students majoring in specific fields within the department's aegis. Course offerings have expanded dramatically in the last ten years, with the department adding some 14 courses in the fields of history, early childhood education, sociology, psychology, and criminal justice. The department has seen a sharp rise in both the number and popularity of its courses. Evaluating the relevancy of its range of programs has resulted in the need to delete certificates or programs that are no longer relevant; for example, the MERGE (Mental Health Professional) program and the Victims Services certificates were terminated. A certificate program in Criminal Justice, Pre-Service Corrections, was also terminated.

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The department is heavily weighted toward transfer programs and initiatives as many of its program offerings are designed for producing professionals with four-year degrees. In addition to the Psychology Transfer option mentioned above, the department also offers a Teaching Transfer program designed to place students interested in secondary education in the correct major with the correct coursework to allow them to complete their studies efficiently and in a timely manner. Other developments have occurred through connections with outside institutions. As a result of an articulation agreement, graduates of the Early Childhood Education associate degree program are eligible to participate in the Wheelock College Field Scholars Bachelor of Sciences Degree, through their Human Development Program. Wheelock offers this program on the college campus.

In 2011, the National Association for the Education of Young Children (NAEYC) awarded the Early Childhood Education Program its initial accreditation for seven years with no conditions, an honor only rarely bestowed. The College's nationally accredited Early Childhood Laboratory School is managed and run by Behavioral and Social Sciences faculty. This school provides a high quality pre-school program for the young children of students, faculty, staff, and the community. The school also provides a laboratory setting for the department's early childhood education students.

Business Administration Department Highlights

The following courses — Global Business, Internet Marketing, and Accounting Software Applications and Forensic Accounting — are examples of the recent efforts of the department to respond to the community, business, and educational needs of today's workforce.

The Business Department actively pursues opportunities for students to transfer seamlessly into four-year institutions. One such transfer initiative is Sacred Heart University's Transfer Day for Housatonic Community College students. Students are transported to Sacred Heart University to explore transfer opportunities while meeting with students and faculty of the University's business department. Through the UCONN-Stamford/Waterbury Transfer Program, students are paired with a faculty advisor to aid them in successfully completing of this program. In another recent transfer agreement with Albertus Magnus College, called the New Dimensions Program, business courses from that college are offered on campus.

Several educational enhancement opportunities are available to all students: VITA (Volunteer Income Tax Assistance Program) is offered to accounting students as a non-credit accounting tax preparation job-related experience. Students who participate in the "Fed Challenge" (Federal Challenge National Finals) create projects dealing with topics of finance and banking. Students have placed as high as second in this national competition. Students also participate in The Financial Reality Fair, a hands-on workshop in partnership with a local credit union. Most recently, SCORE (Counselors to America's Small Business) partnered with the business department and opened an office on campus. This organization is available to guide students and members of the local community interested in starting or growing their small business.

Developmental Studies Department Highlights

The college is an open-access institution and requires only a high-school diploma or a GED for admission. Consequently, the developmental studies department bears an especially heavy burden in preparing students for success in higher education in an environment where more than 90% of incoming students require their assistance to gain access to conventional college study. The college is nationally recognized as an institution committed to student success at all levels.

One of the highlights of the efforts of the Developmental Studies department is the Academic Skills Development course (DS*099). This course helps students to develop the academic skills necessary to succeed in academic coursework and in college life, including managing assignments, reading textbooks, finding information, test-taking, and planning for the semester and for graduation. Through the development of a learning plan that addresses educational and career goals, students

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become more invested in their own success. Exit interviews in which students give their feedback on this course show how important the class has been in helping them to understand what it takes to become a successful student.

Another important way in which this department reaches students is through individual attention provided by full-time faculty and staff. The college offers students counseling and tutoring to improve their prospects of classroom success and retention and the college conducts an “early warning” process of mid-term student evaluation, which is administered by the Counseling Center in collaboration with faculty.

While tutoring is encouraged for all students, it is mandatory for all traditional developmental mathematics and writing courses. Students are required to complete two tutoring sessions per class in either of two locations: Writing Across the Curriculum (available to students since 1998) and Math Tutoring, both of which are part of the college’s Academic Support Center. Individual instructors often encourage students to use the Center to work on specific assignments or writing pieces. Tutors are faculty members, college graduates, or current students with excellent grades. All are trained by the Writing Across the Curriculum Coordinator. Tutors offer assistance ranging from basic grammar instruction to term paper and resumé building. Assistance in mathematics is offered individually and in groups. In the last three years students have been introduced to E-tutoring, which offers another way for students to complete the tutoring requirement. Online help increases flexibility and the chances of students getting the relevant assistance.

Achieving the Dream Initiatives

Achieving the Dream is a national grant program designed to support the efforts of developmental studies departments nationwide. The college was one of the few institutions awarded this grant. The Achieving the Dream strategies that were incorporated into the college’s institutional framework and culture focused on three critical areas to address the needs of low-income and minority students: (1) improvement of course completion rates in developmental mathematics (Self-Paced classes, formerly called Open Entry/Open Exit or OE/OE classes), (2) bridging the achievement gap between high school and college (the Bridges Program), (3) and increasing retention and persistence rates of first-year students enrolled in the college’s Academic Skills Development courses (the Student Success Coaching Program). Through Achieving the Dream, the Developmental Studies Department initially began to offer self-paced mathematics courses in 2007 designed for students who just needed a refresher or those who were overwhelmed and needed more time to complete the courses; thus, courses could be completed in less or more time than the traditional semester allowed, thereby responding more precisely to the individual needs of students enrolled in developmental math courses. In self-paced classes, students utilize a self-paced, computer-based tutorial with help from professors and tutors.

Having identified Student Success individual coaching as an integral facet of achieving student success, faculty and staff from throughout the college have volunteered to serve as coaches for students both inside and outside of the Academic Skills Development courses (DS*099). Later, in 2009, through a Developmental Education Initiative grant, the Developmental Studies Department was able to offer OE/OE courses in English as well. The department also introduced a new small, intensive grammar component for selected sections of the Paragraph to Essay course (ENG*043); and in the past five years the Developmental Studies Department has offered online English and mathematics hybrid courses. All these choices in the delivery of instruction have been offered with students’ needs in mind: students can get work at home on the computer, have more intensive small group instruction, and work in self-paced modules.

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Academic Structure

The academic administrative structure of the college consists of the Academic Dean, the Associate Dean, department chairs, and program coordinators. Department chairs are elected by the faculty within each department and approved by the college's Administrative Team. Program coordinators, along with the department chairs, hire the department's part-time lecturers, who are supported administratively by the Evening Division.

The expertise and professional development of faculty and part-time lecturers are essential for sustaining and improving academic programs. Faculty selection, development, and evaluation are managed and supported by each department. The departments select and evaluate faculty based on criteria consistent with the Board of Trustees' policy and collective bargaining agreements. Faculty play a central role in hiring new full-time faculty. The college encourages on- and off-campus professional development for faculty, including conferences, seminars, webinars, and other learning opportunities. Financial and administrative support for professional development, funded institutionally, is provided annually for full-time faculty and part-time lecturers through the office of the Academic Dean. Many part-time lecturers are employed off-campus in their areas of expertise.

The Center for Teaching, a state-wide professional development organization, in close cooperation with each community college in the state, supports faculty development by providing programs designed to enhance teaching effectiveness while nurturing the talents that make each educator unique. The Academic Dean conducts monthly faculty meetings in which faculty receive regular information and provide feedback about extra-college developments and opportunities to enhance their skills. Faculty are also apprised of the best academic practices through, for example, off-campus seminars related to their discipline. The Academic Council, chaired by the Academic Dean, which includes academic department chairs and managers and the associate dean, meets twice a month during each semester.

Program Development and Review

Academic programs are developed in compliance with the Connecticut Department of Higher Education guidelines (10a-35-15) as well as through established and documented internal processes. (Board of Regents as of July 2011) The five academic departments, through faculty, program coordinators, and chairs, assess their own degree programs as part of a system-wide requirement for program evaluation.

The college follows the Board of Trustees' regulations which call for a detailed methodology for the creation of new programs and changes to existing programs. The regulations require a thorough programmatic needs assessment conforming to the System's mission, as well as to the role and scope of the college. The process includes a preliminary new program announcement which identifies the proposed degree program, indicates its objectives, lists required courses, identifies the need for new resources required, and indicates the expected starting date and enrollment.

To ensure basic consistency and quality, all associate degree programs are required to have at least 60 credits of college-level work. Of these, the college requires 24 credits of general education and a minimum of 15 credits of elective courses at the 200 level. Certificate programs normally require 15 to 30 credits and may stand alone (that is, they can be offered independent of a degree program) or they may form a required component of an existing associate degree which can also be taken separately. The college ensures coherence in goals, structure, and content for its programs by enforcing prerequisites and completion of a core of required courses. The System requires that courses conform to a common course-numbering system, and its policies are in keeping with commonly accepted practices in American higher education.

Course completion is based on criteria published in course outlines and syllabi. In order to create a course or program within existing community college offerings statewide, the course must be at

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least 80% similar to the same course or program in other colleges if it has been previously approved by the System Office and is being offered elsewhere in the system.

Faculty play a major role in all facets of new program development and approval, as well as the modification and termination of existing programs. The college is constantly assessing market needs and creating new courses based on discipline-specific changes, market trends, student interest, transferability, and careers with job potential. Program proposals are reviewed by the department of origin, the Curriculum Committee (composed of representatives of all college departments), the College Senate, and the President. Through the college's budgets, resources adequate to sustain and improve academic programs are provided. New program materials are then submitted to the System Office and the Board of Trustees to be approved before being offered at the college.

Occasionally programs originate at the state level or as cooperative efforts by more than one community college. In such cases, information comes to the Academic Dean, who works with the appropriate department before jointly requesting approval of the Curriculum Committee, which in turn presents the information to the College Senate and the President. Such programs are not subject to in-house modifications, although they must be discussed and approved by the curriculum committee and the College Senate. The design, breadth, depth, continuity, and sequential progression of programs are described in the College catalog and on the website in detailed program descriptions.

Program changes go through the same process as new programs. Changes may be proposed in response to the ongoing assessment of courses and programs, as well as evaluation of learning outcomes, academic needs, community requirements, and professional standards. Such program changes are initiated at the department level and presented to the Curriculum Committee, where program coordinators explain the rationale for the change and changes are evaluated to ensure that they do not alter the program outcomes or guidelines as stated in the college catalog. A college may alter a program option by up to 15 credits within an existing program without Board of Trustees approval; all other program requirements must remain the same.

Individual academic departments assess their degree and certificate programs as part of a System requirement for program evaluation. As a general rule, program evaluations are required for 20% of all programs each year, creating a five-year cycle. Program coordinators and department faculty, along with the department chair, respond to a series of extensive questions in an instrument provided by the System Office. These responses are compiled into official program review documents. Every program review process also incorporates external perspectives provided by an advisory council or professional colleagues invited by the college to review curriculum and discipline-specific courses, thus ensuring relevance for marketability of our students.

Program terminations also follow an internal review process and are approved by the Board of Trustees. Program terminations follow a systematic plan to ensure program completion for all currently enrolled students. A sample of program reviews are included in the workroom.

Distance Learning

The college began offering distance learning courses in 2000 with the introduction of seven hybrid and two online courses. By the fall of 2010, the online and hybrid courses had increased consistently and today represent six percent of total course sections. Online courses are consistent with the college's mission. Approval to offer an existing course in the online format must be given by the department chair and the Director of Distance Learning based on guidelines approved by the college. The approval of new online course must go through the same process.

All online and hybrid course descriptions and outcomes are identical to traditional course offerings. Instructors who teach online courses within the college include both faculty and part-time lecturers. Every course is provided with a shell in Blackboard. Every online faculty member has been trained in the Blackboard Vista content management system, and training is offered to all faculty whether they are teaching online or not to encourage use of online facilities even in the traditional

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classroom. (Training in Blackboard Learn will take place during the 2011-2012 academic year.) Workshops and training are available for all faculty members to encourage the use of technology, such as video, podcasts and RSS feeds. Courses that have been developed by an individual faculty member or in collaboration with the college's Distance Learning Department staff emphasize instructional methodologies, strategies, and techniques that enhance the online environment.

The effectiveness of the distance learning faculty and their instruction is consistent with that of traditional classes. A Substantive Change proposal submitted by the distance-learning department was approved by NEASC in 2009. This report describes the support to distance learning and the guidelines for course development. (Substantial Change)

Off-Campus Offerings

The college presently offers a small number of courses at two off-campus locations in Connecticut which are not directly under college administration (Jonathan Law High School and Platt Technical High School, both in Milford). The college ensures the continued availability and use of the facilities through formal contracts between the college, the high schools, and the town's board of education. Provisions of the contract include the identification of the specific facilities provided, the times and dates of use, the provisions for closings, and related communications.

Undergraduate Degree Programs

The 40 degree programs share a common set of learning goals and objectives, known as the General Education Core, which consists of 24 required credits. Beyond this, students complete the specific requirements for an associate degree offered by one of the college's academic departments or in the cross-departmental General Studies major. All programs have defined program outcomes and recommended course sequences, which address broad areas of knowledge, designed to prepare students to transfer to four-year institutions or to enhance employability. Each associate degree program consists of a minimum of 60 credits. Discipline-specific associate degrees also require 60-63 credits, with up to 30 credits in the specific discipline. The college has guaranteed admission agreements with the University of Connecticut and each of the four Connecticut State Universities.

The General Studies associate degree program, a cross-departmental program, follows the same General Education requirement and allows students, in consultation with their advisor, to complete approximately one-third of their program with elective course options.

All students are able to evaluate their progress by completing a degree evaluation online in consultation with their advisors.

Certificates

The college offers 24 discipline-specific certificate programs. Some of these certificates were created to blend seamlessly with associate degree programs. Students are therefore able to complete a certificate and, through a seamless progression, move on to an associate degree program. Certificate programs are created for career enhancement and to improve job-related skills to fill market needs. Certificate programs not designed for seamless progression into a degree program exist solely for job placement and skill enhancement and typically are developed in response to community needs.

General Education

The General Education core requirements embody the college's definition of an educated person and emphasize a life-long process of inquiry and critical thinking consistent with the mission of the college. This core consists of six goals and objectives which were created in 2001 in accordance with the Connecticut Department of Higher Education (Article 1 Section 10a-34-15). Twenty-four credits of General Education courses integrate students' knowledge, skills, and experiences with an array of courses in English, Mathematics, Science, Fine Arts, Social Science, Behavioral Science and Humanities, as well as fulfilling the computer-literacy requirement. For example, one of the general

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education goals states that “the student will develop the ability to communicate effectively: Write and speak clearly in Standard English; receive and comprehend written and oral information; develop and explain main ideas; develop an argument to persuade an audience.” All these goals are met in ENG*101 and ENG*102; Composition (ENG*101) is a requirement for all college programs and certificates. All courses at the college include appropriate General Education and discipline-specific learning goals and outcomes, which are to be included in the course syllabi and distributed by faculty to students each semester. Courses and programs have ongoing, data-driven assessments to evaluate and implement changes to ensure the integrity and quality of education.

The college considers information literacy critical to student success. The library provides information literacy and research skills instruction to all Academic Studies Skills (DS*099), and English Composition (ENG*101) students, thus making information literacy an integral element of student success. Students must also demonstrate proficiency in computer technology, either by taking a computer course or by completing the college’s computer proficiency test. A revised computer-literacy requirement was implemented in fall 2009 after college-wide consideration and analysis. Each degree program requires fundamental computer knowledge. To prepare students to meet the demands of a technologically advanced society, the college requires all students to demonstrate basic mastery in computer skills and gives them multiple venues to develop these skills. Many courses and programs embed such work into their curricula.

Students develop their knowledge and skills in specific disciplinary or clearly articulated interdisciplinary areas through the sequential completion of 100- and 200-level courses, including unrestricted electives. Many programs offer practical field experience as part of their course of study. For example the Independent Study course (HUM*299) can allow students to participate in internships in their fields. Students in the Occupational Therapy Assistant program fulfill their graduation requirements by completing two 8-week (40 hours per week) internship sessions under the supervision of occupational therapists. Each of the departments reflects this emphasis on real world experience in many ways as noted in the highlights section.

Integrity in Award of Academic Credit

The college provides clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit. All full-time faculty are required to submit to the Dean of Academics copies of course syllabi, final exams, and attendance records each semester. Similarly, part-time lecturers submit this documentation to the Academic Coordinator, who reports to the Dean of Academics. A syllabus supplement containing policy and procedures is distributed to all faculty members each semester. Student policies and procedures are outlined in the “Academic Procedures” section of the college catalog.

Through a comprehensive and consistent process involving faculty, departments, the Curriculum Committee, the College Senate, the Academic Dean, and the President, the college maintains responsibility for the content and delivery of all courses and programs and the award of credit and degrees. Programs and course descriptions are found online and in the catalog. Course syllabi contain course outlines approved by the departments. All college faculty are required to state on their syllabi learning objectives, course content, textbook required, grading policy and a calendar of the course session, to indicate the approximate pace at which the course material will be covered, dates of projects, textbook requirement and assignments, exams, and quizzes. Syllabi also include the college’s policies on academic honesty. Faculty are required to maintain grade books and to retain academic records for individual student grades for a period of not less than one year.

Students are admitted and placed into classes following the college’s systematic process of testing, advising, and registration. In 2008, the college updated its process of evaluating course readiness by amending the Accuplacer test-score threshold in order to improve placement in appropriate-level mathematics and English courses.

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Integrity is also ensured through faculty advising. All incoming students are assigned an individual faculty advisor, whose role is to help students understand college policies and program requirements, as well as to guide the student in making proper choices for academic and professional advancement. The policy of assigning all students to faculty advisors serves to foster student success and retention. Students are encouraged to meet with their advisors prior to registering for their courses every semester. Degree evaluations are completed with faculty advisors or independently online throughout the student's educational path.

Graduation Initiatives

Through the Dean of Students office, the college is working on a number of graduation initiatives to encourage students to complete graduation requirements. The Registrar's Office runs the Banner form CAPP (Curriculum, Advising, and Program Planning) to perform graduation evaluations. Each requirement within the student's program must be met for graduation. Faculty advisors also assist with the process of ensuring that each student is afforded the most precise information possible to ensure timely completion of their graduation requirements.

Award and Transfer of Credit

The college offers enrollment and awards credit in individual courses and programs based on criteria that have been developed and are overseen by the faculty and academic administration. These criteria are published in course outlines, course syllabi, and in academic catalogs. The faculty and Administration ensure academic integrity is preserved for all credit awarded. The evaluation of student learning and achievement is based on criteria published by the faculty in their course syllabi. Credit for pre-collegiate level courses does not count toward degrees or certificates. College courses use a System-wide course numbering system.

The college accepts credit from other institutions based on consistent policies that ensure that the credit awarded reflects appropriate levels of academic quality and is applicable to the student's program. Credits transferred to the college are evaluated by the Academic Advising Center and, when needed, in consultation with faculty. Course content and learning outcomes of completed courses are compared to the college's possible course equivalent using the transferring institution's course description, outlines, syllabi and other available information. Information about these policies is published in the academic catalog and on the college's web site. The policy applies to all appropriately accredited programs.

College credits transferred to other institutions are governed by articulation agreements. Copies of these agreements are available in the Academic Dean's office and in the office of the College Transfer Counselor. The college has "guaranteed admission" programs with the University of Connecticut "GAP" program and the four Connecticut state universities. The college regularly schedules on-campus "transfer fairs" for students. Individual departments are regularly involved with the development and maintenance of articulation agreements through discussion of individual courses and programs. The college offers joint degree programs in Nursing and Physical Therapy Assistant. Students are required to meet the college's general education and associate in science degree requirements, and to pass a national exam, a certification exam, or a licensing exam to demonstrate successful learning at the college's partner institution.

The college does not award life experience credit at this time and maintains direct oversight for all academic credit, degrees, and certificates awarded. Offered through the Academic Support Center, DANTES subject standardized tests, such as DSST and CLEP, award course credit to students for coursework or previous knowledge that cannot be accounted for in other ways.

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Success Programs for High School Students

The college is committed to offering programs for high school students which provide opportunities for students to take college courses and participate in college activities that foster a successful transition to a college throughout the region. These grant-funded programs award college credit to high school students. From 2002 to 2008, the programs were under the supervision of the Academic Dean; the initiative is currently supervised by the Dean of Students. Although the programs for high school students complement and are integrated into the academic programs at the college, most of the high school programs are grant funded and require yearly review to determine continued funding. (See: *Standard 4: Details Housatonic programs for High School Students*)

Assessment of Student Learning

The college recognizes that assessment is a college-wide responsibility. Since its last NEASC self-study in 2002, the college has used several assessment approaches beginning with key performance indicators along with pre- and post-assessments. In the spring of 2010, assessment consultant Barbara Walvoord conducted several workshops at the college that demonstrated a new student assessment strategy based on student learning outcomes. As a result of these workshops, academic departments have expanded their assessment tools, which now include problem-solving, case studies, portfolios, and reports. Results are analyzed and interpreted, and classroom-based techniques are implemented to increase student learning. For example, in Humanities, assessment in Art and English was done annually as representative of the department as a whole. Now, assessment is done annually within each program (Fine Arts, Graphic Design, Theater Arts, Journalism, Foreign Language), and disciplines outside of programs (English, Public Speaking, Philosophy and Music) are assessed on a 4-year cycle (with English courses being assessed in years 2 and 4 of the cycle). All assessment within the department is based on the student learning outcomes (Objectives) listed on Course Outlines. Each department has a similar assessment structure.

Assessment activities are designed to ensure that students are completing developmental and college-level courses successfully (defined as attaining a C or better) while emphasizing how and what students learn. As a result of the analysis of data gathered for the Achieving the Dream grant, one of the college's priorities has been evaluating student completion of courses designed to bridge the gap between developmental and conventional college study (Eng*043 and MAT*137). Self-paced courses, following a flexible and largely self-paced methodology for teaching developmental mathematics and writing, were developed so that students could move through the curriculum independently, individually mastering each module before moving on. These courses have been assessed and analyzed and changes have been implemented to promote student success.

The expectations for student learning are consistent with the mission and the character of the institution. Every course offered is designed to reflect the college's mission statement, as outlined in the college catalog. Course content is designed to include general education outcomes. Student completion of the common core of study provides an academic foundation. Upper-level courses also have published goals that reflect the higher level of applied learning necessary to complete their course of study. All programs have published goals and outcomes which correlate to the mission of the college, which includes transferability and the preparation of students for employment or advancement to positions within their jobs.

The institution's approach to understanding and assessing student learning is supported by the college's Administration with a program of ongoing evaluation and review that cuts across the various branches of the college community. Institutional leadership encourages faculty to use the

Programs for High School Students

College Career Pathway
High School Partnership Program
Math, Science and Technology
Scholars High School Partnership
Bridges Program,
GEAR UP
Connections

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findings of their assessments to implement improvements on the micro-level, such as updating textbooks and placement scores, changing prerequisites, administering standardized departmental finals, tutoring and using technology-based instructional software. Many course changes have been made based on these findings, including modifying prerequisites for higher-level courses to attainment of a 'C' or better in prerequisite courses. For example, during 2009-2010, Intermediate Algebra (MAT*137) was redesigned to align it with Developmental Math, Elementary Algebra Foundation (MAT*095).

To ensure effective sequential learning, the college mandates placement scores and prerequisites as requirements. Faculty determine the sequencing of courses in a program. Students must demonstrate mastery of course content before moving on to the next course. Faculty constantly give feedback to help students to improve their academic success using grades on homework, quizzes, papers, portfolios, and group presentations, and individual meetings with students.

The college uses several national student survey instruments to monitor, evaluate, and change its programs and operations. In the Community College Survey of Student Engagement (CCSSE) of 2004, 2006, 2008 and 2011 the college compared favorably (at the same or higher level) with other institutes of higher education of comparable size and scope. The survey included questions about active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. In 2009 incoming freshman were surveyed three weeks after the semester started using another national instrument, the Survey of Entering Student Engagement, which included questions about academic and social networks, engaged learners, and early connections.

In 2010, students who had completed their course of study were asked about their experience at the college through a survey sent to their mailing address. This alumni survey gives the college information about how students' education has prepared them for employment or advanced study, how they viewed their educational experience at the college, and how their experience might help the college improve its educational offerings.

The Honors Program

The college sponsors an Honors Program which is especially designed for outstanding students, offering an enriched learning experience that stresses intellectual challenge, in-depth analysis, and creative thinking. It includes expanded in-class study, interdisciplinary study, and independent work. All full-time or part-time degree students who maintain a 3.5 cumulative grade point average and have finished 12 non-developmental credits may apply for admission to the program, the application for which is provided online.

Community Outreach Division

The Community Outreach Division supervises five functions of the college. The first four serve college-wide functions, including: (1) marketing and publications, (2) media and public relations, (3) college-wide web administration and management, (4) legislative affairs, and (5) workforce development and non-credit programming. Workforce development and non-credit programs currently consist of two parts: the HCC Strategic Solutions Group (SSG) and the HCC Center for Lifelong Learning. Each of these areas has undergone major restructuring of staff and programming augmentation since placed under the leadership of a new dean who joined the college in fall of 2010.

The SSG (known elsewhere in the Connecticut Community College System as Business & Industry [B&I] Services) is poised to provide businesses, cultural organizations, professional and trade associations, chambers of commerce, and governmental agencies with a range of workforce development services. Included among these are organizational needs assessment and analysis, gap analysis, comprehensive and affordable training, and related support services for employee groups of all sizes. Since restructuring in spring 2011 and with the implementation of a strategic plan to guide its direction, the SSG has become an agile, robust, quick-response unit of the college serving area

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workforce development needs within the college's prescribed 11-town service area. The SSG has added 230 competency-based training programs, as well as 40 Development Dimensions International award-winning programs that are widely recognized by corporate America and are now licensed for delivery by the college.

The HCC Center for Lifelong Learning is a fast track, high quality, low-cost, provider of non-credit programming offered primarily to individual learners. Programming is presented through three major channels: career enhancement, certification programs, and personal enrichment. The career enhancement channel provides needed skill upgrades for individuals to keep pace in a constantly changing work environment with the goal of remaining relevant in an ever-evolving global marketplace. The certification programs deliver specialized non-credit certification to allow individuals to demonstrate a particular proficiency in a given discipline. Most certifications are endorsed by state or national professional organizations or industry associations as a means of raising standards in a given body of work. The personal enrichment channel offers programs for individuals to pursue personal interests for leisure learning. Content in HCC's Center for Lifelong Learning is evolving as new programs of benefit and interest to a broad audience continue to be designed.

Institutional Effectiveness

The college ensures the effectiveness of its academic programs by utilizing a regular schedule of program reviews; evaluates the effectiveness of its academic programs through departmental assessment of student work, classroom assignments and examinations as well as through classroom, clinical, and skills observation with feedback to students and faculty; uses data to evaluate the effectiveness of academic programs.

The data includes graduation and course completion rates and results from national survey instruments (CCSSE and SENSE); and finally, utilizes discipline-specific surveys, examinations, accreditation and nationally adjudicated grants to provide external perspective, validation, and recommendations for improvement. For example, the Early Childhood Education program applied for and received national accreditation in 2010-11. Other examples include: Chemistry National Examination, Occupational Therapy Assistant Accreditation, Achieving the Dream grant award, the Developmental Education Initiative, and the invitation by the Carnegie Foundation to participate in the Statway Collaboration.

Appraisal

The appraisal revealed a variety of key strengths which support the college's pursuit of its mission, as well as areas requiring additional focus. Positive themes include:

- The strength of the college's academic programs, successfully maintaining quality in the midst of growth
- A resolute adherence to established academic policies
- Widening faculty collaboration
- Consistent program review and program development
- Growing clarity and sophistication in student assessment
- Faculty and staff throughout the college continually demonstrate their commitment to helping students achieve academic success
- College-wide Initiatives such as the nationally recognized *Achieving the Dream* grant and its successor, the *Developmental Education Initiative*, and Statway have provided new pathways to college-level courses for developmental students

From 2002 to 2010

- Headcount increased by 37%
- Seats filled by students expanded by 45%.
- FTEs increased by 56%

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The college is not without challenges:

- The college serves the state’s largest urban population and, although admission policy requires students to have a high school diploma, over 90 percent of all first-time freshman need at least one pre-college level course. This commitment to prepare students effectively for college-credit courses requires substantial fiscal and human resources at a time of shrinking state funding.
- Expanding student enrollment has made additional demands, a trend that intensified in 2008 with the increased capacity made possible by the opening of an additional building. (College enrollment was capped for the fall of 2011.) For the academic area, the impact of growth has contributed to such issues as limited clerical support for academic divisions and for the growing number of part-time faculty as well as the changing ratio of part-time lecturers to full-time faculty, issues which are detailed in Standard 5.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total Enrollment	4,515	4,678	4,701	4,471	4,431	4,475	5,081	5,609	6,197	5,975
FTE	2,309	2,487	2,602	2,469	2,425	2,518	2,885	3,266	3,602	3,478
Seats	11,807	12,620	12,306	11,674	11,510	11,981	13,743	15,580	17,162	16,540
Credit hours	34,631	37,298	39,029	37,040	36,380	37,763	43,265	48,995	54,032	52,167

College Enrollment Data 2002-2011

While growth is welcome, the same number of advisors must now meet the needs of a much increased number of students. Full-time faculty have remained at essentially the same number as when enrollment was less. Keeping pace with growing and changing community needs and developing programs challenges the college’s limited resources. This must be done while maintaining the college’s high educational standards and continuing to improve rates for persistence, retention, and graduation.

Support for Teaching Effectiveness

To enhance teaching effectiveness, the college sponsored a two-day faculty workshop (‘On Course’) on student engagement in the classroom, in August 2011.

- Assessment, growing continually each year, still requires further development and broader institutionalization.

Academic Department Structure

Associate degrees and certificate programs are managed through a strong departmental structure led by five department chairs, each of whom is elected by department faculty and approved by the college’s Administrative Team. Program coordinators within departments that offer distinct programs (Criminal Justice, Early Childhood Education, Theater, and Art are a few examples) report to department chairs.

Feedback from both faculty and Administration indicates that this structure works well. The

2011 initiatives to support academic administration include:

- Assisted by departments and centers (Distance Learning, Center for Teaching, Library, and others) the college is working to provide 24-hour access to online resource material for all faculty.
- An Associate Academic Dean was hired to provide additional support for academic processes.

appointment process for a department chair assures a balanced approval by both faculty and Administration. The supervision of faculty and programs by the department chair is balanced by a shared governance process of departmental discussion and Curriculum Committee meetings that gives faculty a strong voice in academic decisions and

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educational content underscored by the concept of academic freedom that is shared and respected throughout the community college system.

The Evening Division, consisting of a Coordinator, a clerical staff person and a weekend coordinator provides administrative support and oversight for the more than 300 part-time faculty members who teach courses in all departments.

Additional clerical personnel would enhance the services that the Evening Division provides to the many part-time lecturers who may be less familiar with college procedures and daily operations than are full-time faculty. Indeed, the need for more clerical support continues to be a challenge across the college and no less for academic departments. Full-time faculty are often tasked with work that might be more appropriately handled by clerical personnel whose presence would also enhance the effectiveness management of a multitude of academic processes handled by department chairs.

Academic Programs and Faculty

The care with which the college approaches program development and assessment at the departmental level creates and sustains degree and certificate programs that are rich in variety, depth, and relevance. National accreditation of such programs as Early Childhood Education and Occupational Therapy Assistant validates the quality of education the college offers its students. The expanding roster of universities (private and public, in-state and non-Connecticut institutions) with which the college has articulations agreements is additional evidence that the college is recognized for successfully preparing its students for further study. In the future, the college may wish to research additional interdisciplinary programs, consistent with the national trend.

Faculty are highly qualified; almost all hold at least one post-graduate degree. (The hiring process for full-time faculty is outlined in detail in Standard Five.) The number of part-time lecturers hired by the college has grown in the recent past and has raised the ratio of part-time lecturers to full-time faculty from 174:75 in fall 2007 to 324:71 in fall of 2011. Over 50% of college courses are taught by part-time lecturers. The smaller percentage of full-time faculty is a growing problem, a situation exacerbated by reduced state funding.

Academic Policies

The college adheres to a well-defined policy of placing admitted students into appropriate courses. Accuplacer tests are professionally administered and yield immediate results. More needs to be learned about the effectiveness of these measures in determining prerequisite skills and subsequent course success. Course prerequisites are required and diligently monitored to ensure students have mastered the appropriate level of skills at each stage of their academic progress towards graduation.

In the fall of 2010 faculty representation on the Curriculum Committee doubled from five to ten members in order to expand and to deepen faculty participation in course and program development. Two faculty representatives are now required from each department; heretofore, only one. The Curriculum Committee's adherence to clear processes for evaluating academic proposals for new curricula and for modifications to existing programs allows the committee to provide consistency in its deliberations. Because of the high volume of submissions each year and the detailed nature of its processes, more written documentation about the Curriculum Committee processes would be helpful. Course outlines are officially approved and available on the website.

Program outcomes are published in the college catalog and on the college web site, and academic departments continuously use standard course outlines that align with the program outcomes. Each program includes an appropriate balance of General Education and discipline-based outcomes which are described in each course outline.

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Institutional Approach to Assessment

Each semester the Director of Institutional Research presents at college Community Meetings data on student enrollment and student success measures. The results show The college performing on a par with or better than the national average for community colleges on matters of retention and persistence. Assessment is fully supported by the College Administration. Assessment discussions are central to academic department meetings. A system of program assessment completion dates has been established in which annually department chairs report out on the program assessments carried by the departments.

In the spring of 2010, the College sponsored nationally-recognized assessment consultant Barbara Walvoord to conduct several workshops. Her presentations indicated the strength of assessing student learning outcomes at both the program and course levels and of aligning those outcomes with the outcomes stated in the catalog.

Assessment of Student Learning

Assessment of student learning is a college priority. Before 2005, assessment was mainly discipline-focused, measuring key performance indicators (KPIs). The use of KPIs is still valued as a tool in a number of subject areas where that method continues to provide useful results. However, during the past two years, assessment practices have expanded to include a broader range of program and student learning outcomes. Departments use a wide range of assessment tools which include problem-solving, case studies, portfolios, reports, and nationally standardized exams. The results are analyzed and interpreted, often resulting in modifications to classroom teaching to enhance student learning. And, increasingly, faculty recognize the need for data collection at both the course and program levels. Academic departments are constantly

evaluating teaching methodology to increase student learning as well as required textbooks, sometimes changing them as a result of such assessments.

During the spring 2011 orientation for part-time lecturers, each department conducted a session on Assessment to ensure that all part-time faculty were informed about the new assessment activities undertaken by their program or department. This well-received initiative has now been incorporated into all future spring orientations.

Courses in the General Studies major, a cross-departmental program with the largest number of enrolled students, are reviewed through ongoing departmental assessments and program reviews. At the same time, an overall review of General Studies has not been undertaken in ten years. In 2011, the college was awarded a Campus Compact grant to improve its understanding of the academic and career goals of students who are General Studies majors, assess their understanding of college advising support, and enhance their overall engagement with the college

and ultimately their graduation rates. The information gained in this process will help the college develop an effective review of the General Studies program.

General Education Assessment

The General Education core adopted in 1997 has served the mission of the college well over the past 14 years. Programs have embedded the General Education core into their curricula to give students skills for critical thinking and the capacity for lifelong learning. In order to fulfill the Associate Degree requirement, students must complete 24 credits of General Education courses and a computer-literacy requirement. The principle ways in which the General Education goals and objectives are met are through the completion of courses, each of which includes both general education and discipline-specific outcomes.

General Education outcomes are assessed on a regular basis as part of departmental reviews of course disciplines and overall programs. For example, the learning outcomes of threshold courses' ENG*101 and MAT*137 contain essential components of the General Education core and are assessed every semester.

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A significant college-wide initiative was completed in 2008, to review, analyze and redefine the computer-literacy requirement. To ensure that all students graduate with basic computer literacy, students are encouraged to fulfill this requirement within the first 12 college-level credits. The college should review and broadly discuss the college's common core of learning for its relevance to developing a student who "can engage effectively in a lifelong process of inquiry and critical thinking." (College Catalog)

Transfer

Transfer agreements with Albertus Magnus College (Connecticut) and Wheelock College (Massachusetts) enable college students who have graduated with an appropriate associate degree to complete a Bachelor's degree on the college campus.

The college has expanded transfer articulation agreements with local 4-year state and private colleges. The college now has formal articulation agreements with seven state institutions and nine private colleges or universities. The college also has a Guaranteed Admission Program with UCONN and the guaranteed admission agreement between the other Connecticut community colleges and Connecticut state universities (Details on transfer agreements may be found:

<http://www.hcc.commnet.edu/transfer/>)

Increasingly students are taking advantage of these expanding

transfer opportunities.

The Engineering Science Pathway programs allows the students to follow a specific course of study leading to an associate degree, preparing for the ultimate goal of earning a bachelor's degree in Engineering at University of Connecticut. A full-time faculty member in the Mathematics and Science Department provides guidance for students in this program. Although the number of students who have completed this pathway is low, the college is taking steps to increase the number of students in this program and others.

Initiatives to Help Students Transfer Successfully

- The college increased time available for full-time faculty member to provide advising support for over 600 students interested in pursuing the Nursing Option developed between HCC and hospitals including Bridgeport Hospital.
- A counselor with specialized knowledge in transfer processes provides information on transfer opportunities for all students.

Fall 2007 and Spring 2008 Cohort – Number and Degree Status of Students Who Transferred

	Student Transferred with HCC Degree or Diploma	Student Transferred without HCC Degree or Certificate	Total
Four-year in-state institution	79	146	225
In-state Community College	1	14	15
In-state Independent Institution	65	174	239
Out of State Institutions	25	171	196
Total	170	505	675

Distance Learning

The number of online and hybrid courses has grown over the past three years. Every academic department now offers at least one online or hybrid course (hybrid refers to courses which combine online and on-campus formats). Distance learning course descriptions and objectives are identical to traditional course offerings and utilize the same evaluation instruments. The online delivery of courses is consistent with the college's mission for open access. In 2009, the college received a

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Substantive Change approval for electronically offered degrees and programs in General Studies and Early Childhood Education.

The number of faculty familiar with the online application Blackboard Vista has increased and there are currently 16 full-time and 22 part-time faculty who teach at least one online or hybrid

course. In 2010-11, eight faculty members completed comprehensive training in the new Blackboard Learn. At present, it is not possible for students to complete their associate degree completely online.

The Blackboard Course Management System is managed by the System, which also provides important faculty and staff training and 24-hour online support for students. On campus, distance learning is supported by two full-time staff members, a Director of Distance Learning and an Education Technology Specialist. Online guidelines have been developed to include the adoption of Blackboard Learn in 2012. In the fall of 2011, department chairs received specific training to ensure they had sufficient familiarity with online instruction to provide evaluations at the appropriate level for faculty who are teaching online courses. Ongoing training for supervisors of online courses is needed.

Online courses represent a small percentage of the college's total offerings. The majority of classes are still taught in the campus classroom, and there is no long-term goal of transforming the college into an online school. However, the college will continue to work towards the goal of offering a fully online General Studies Associate Degree. Each college course has a Blackboard –shell” allowing traditional classroom teaching to be augmented by using online enhancements. The use of Blackboard has increased steadily on campus. In fall 2012, a new Blackboard Learn framework will be used by all faculty. Training has been ongoing since January 2010.

A Certificate in Early Childhood Education Administration, to be offered fully online, was approved by the new Connecticut Board of Regents in 2011.

In 2011 the college utilized the Blackboard Vista format to create an “information center” for the large number of General Studies majors who will be able to access and exchange information through this special ‘portal.’

Commitment to Student Success: Preparing Students for College-Level Courses

With 90 percent of all first-time freshman requiring at least one pre-college level course, the college focuses considerable attention on providing students with the additional skills they need to succeed in college credit classes and to graduate. The Developmental Studies Department, supported by a cross-college committee that offers assistance through such grants as Achieving the Dream, has established many initiatives: uniform course content and objectives, exit standards, innovative instruction, and comprehensive courses in English, mathematics, and general academic skills.

An Accuplacer test determines a student's placement in the Department's two levels of mathematics, in the two levels of reading and writing, and an academic skills course. As many as thirty-five sections of a course may be offered in one semester. –Post tests” are used to monitor standards. In reading and mathematics, students must attain a certain score on the –post test” to pass the class. Students in the Academic Skills Development courses are required to take a standardized exit exam. In the two writing classes, students must turn in a writing portfolio that is of C work or better.

The department also offers alternative means of instruction through self-paced, computer-based classes, some of which have an intensive grammar workshop component. All students in the writing and math classes are required to go to the tutoring center for at least two thirty-minute sessions.

Statway – New approach to meeting General Studies and non-STEM majors requirement in mathematics

To improve student understanding of mathematics and hasten the successful completion of the General Education requirement in mathematics, the college participated in the development of a new college-level mathematics course sponsored by the Carnegie Foundation, called **Statway**, with three sections introduced in fall 2011, taught by full-time faculty in mathematics and developmental mathematics.

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The Academic Skills Development class, a common course for Developmental Studies students includes a mandatory library orientation. A customized textbook and common final exam ensure standardized course content across all sections. Five years of student surveys completed at the end of the class support the conclusion that students find the course valuable.

The Developmental Mathematics faculty designed new self-paced remedial mathematics courses that allow students to master course material at their own pace. Math and developmental mathematics faculty are currently working with the credit-course mathematics faculty on an innovative national mathematics pilot project called Statway that offers an alternative, transferable mathematics course for non-STEM students. Three sections of the new Statway courses were launched in fall of 2011.

Developmental Studies faculty are working with English faculty to enhance links between developmental and credit-bearing courses. Each semester, a faculty member from Developmental Studies and Humanities will teach courses in the other's department. English instructors from both departments are also piloting a project to teach an English 101 with a mandatory workshop for more advanced Developmental Studies students that will accelerate their progress. While many of these initiatives require a longer timeframe to be fully assessed, some have begun to show positive results.

Honors Program and Honor Societies

The college serves the needs of high-achieving students in two ways: participation in three national Honor Societies and the Honors Program, which allows students to undertake honors-level work in specific courses. The Honor Societies are Psi Beta (psychology), Alpha Beta Gamma (Business), and Phi Theta Kappa (General). Recently, eligibility for Phi Theta Kappa has been made more stringent with the number of minimum credits earned increasing from 12 to 30, ensuring that students who join have achieved success in courses beyond the developmental level.

Students in the Honors Program undertake a significant amount of interdisciplinary work for Honors credit. The Honors Program is thriving and attracting students each year. Students and faculty have indicated that the program provides a challenging and fulfilling academic experience for students and it is highly likely that the program in its current structure will serve the college for some time to come. However, the program should be expanded and needs to present a higher profile on campus. Currently the program takes in 15 students per year, the number allowed in the fall Honors Seminar, and the number should be increased to reflect the expansion in student enrollment.

Academic Enrichments and Experiential Learning

Many faculty are active in the broader community outside the college. Their participation increases awareness of the college as an accessible and inviting place for information, study and professional development as well as helping students make connections to the professional world they will enter after graduation. Faculty members mentor many discipline-based student clubs, organize valuable field trips, supervise internships, and bring community organizations and employers to the campus. As one example, the director of the theater program helps organize an ongoing event called Third Thursday Cultural Celebration in which students perform with professional artists. The Outside-In program brings complete productions to the campus to give performances. Such extra-curricular programming reinforces program standards, professional expectations, and opportunities for further study and employment. Although the college does not house a department for cooperative education, a number of college programs give credit for work experiences through a semester-long practicum: Early Childhood Education, Criminal Justice and Human Services, and Occupational Therapy Assistant. Other programs have been developing strategies to achieve similar work experiences for students.

In spring of 2012 the Art department will launch a course entitled Cooperative Education Internship to give students the opportunity to build on their classroom studies in a field related to their study in studio art or graphic design, such as corporate design, publishing, freelance design, newspapers, and design agencies.
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The Workforce Development Component of Community Outreach Division

The Workforce Development & Non-Credit Programs area faces a number of challenges. In terms of enrollment and revenue production, on a comparative basis with the 11 other Connecticut community colleges, Housatonic Community College's non-credit programs have been the lowest performer among the group for a significant period of time. The development of certification programs for the HCC Center for Lifelong Learning (CLL) has been established as the current immediate focus of new programming efforts. Under the dean's direction a new web portal has been created for each of the three CLL program areas: career enhancement, certification, and personal enrichment. The Center will also expand management and leveraging of marketing resources, cost model all CLL programs, and evaluate the programming mix to align with market and workforce development needs.

The business & industry HCC Strategic Solutions Group (B& I) component has made numerous strides. As a part of the reorganization, the B&I component was renamed "HCC Strategic Solutions Group (SSG)." This refinement also represented the repositioning of this college component as a vital business-to-business solutions provider. The SSG is now a fully-formed business enterprise in the best sense of small business management. Two account representatives have been hired. Significant market research and a competitive assessment within the college's service area have also been conducted. The service lines have been clearly defined, and each of these components is addressed comprehensively in the SSG Strategic Plan.

One of the most significant recent improvements is the introduction of 230 new competency-based training programs, and the addition of a license agreement to offer 40+ non-credit Development Dimensions International (DDI) award-winning training programs, widely recognized by Corporate America. The SSG group also introduced a content expert screening process and the development of a carefully selected pool of skilled trainers possessing real-world experience.

The SSG Strategic Plan's execution has led to the creation of a major marketing communications campaign including the creation of a new web portal on SSG services. Comprehensive course descriptions now include training objectives, likely audiences to be served, course benefits, and recommendations regarding program length. All courseware is available for customization.

An official "launch" of SSG services in October 2011 included news releases and related coverage in local newspapers and business journals, and the inclusion of a substantial marketing piece inserted into area business journals, as well as broadcast coverage. SSG outreach has also been expanded significantly with a host of weekly business development phone calls, face-to-face meetings, and responses to requests for proposals. Relationships with critical agencies, such as the Connecticut Department of Labor, the local workforce investment board (known as The WorkPlace, Inc.), and related training providers, such as Career Resources Inc., have been a focus of networking activity. SSG has been repositioned as a true business-to-business provider of key workforce development services on behalf of the college.

Facilities

As described fully in Standard Eight, appropriate facilities are vital to the delivery of high quality classes and effective student learning. Until 2008 and the opening of Beacon Hall, the campus was severely crowded with inadequate faculty offices, limited spaces for student gatherings and activities, and insufficient classrooms and computer labs to support the curriculum. The new building gave the college more state-of-the-art classrooms and labs, including computer labs, language labs, new spaces for the college community, and new services to students. A special feature in Lafayette Hall is the nationally-accredited Early Childhood Laboratory School that serves the academic needs of the Early Childhood Education program. An excellent library, extensive media-rich classrooms, abundant computer labs, and a fully wireless campus offer faculty and student alike a supportive

Standard Four

physical environment. Feedback from faculty, students, and staff alike reflect a positive attitude to current campus facilities.

In 2011, the college received approval to proceed with detailed planning for the next stage in its Master Plan to address areas in Lafayette Hall that are insufficient in size or scope to support the curriculum, such as additional science laboratories, an expanded Library, an additional Art studio, a computer graphics lab, more computer-based classrooms, and a student lounge or gathering space.

Projections

To maintain and improve college programs and instruction:

The college will continue to develop assessment processes on a course, program and disciplinary basis and ensure broad institutionalization.

Who: Academic Dean, Department Chairpersons, Academic Council

When: Ongoing

The college will undertake a review of the General Education Core and modify it as necessary.

Who: Academic Dean's office, Department Chairpersons, Academic Council

When: Complete by 2014-15 Academic Year

The college will establish a review process for the interdisciplinary program, General Studies.

Who: Academic Dean's office, Department Chairpersons, Academic Council

When: Ongoing

The college will review, refine, and document the curriculum development process.

Who: Curriculum Committee, Department Chairpersons

When: 2012-13 Academic Year

The college will review and strategically increase the number of online course offerings across all departments with the goal of making the General Studies degree available online.

Who: Academic Dean's office, Department Chairpersons, Academic Council

When: Complete by 2014-15 Academic Year

The college will continue to review and improve assessment of student learning for online courses.

Who: Academic Dean's office, Department Chairpersons

When: Ongoing

The college will maximize opportunities for students to transfer to other institutions through articulation agreements and by enhancing inter-institutional processes.

Who: Academic Dean's Office, Department Chairpersons, Dean of Students

When: Ongoing

Within the restrictions inherent in the current economic climate, Workforce Development and Non-credit programs will grow to become a robust enrollment and revenue-generating unit.

Who: Dean of Community Outreach

When: 2013-2014 Academic Year, then ongoing

An expansion and diversification of the HCC Center of Lifelong Learning course products, processes, and marketing will be conducted.

Who: Dean of Outreach

When: Complete by 2013-14 Academic Year

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

For Fall Term, as of Census Date		3 Years <u>Prior</u> (FY 2008)	2 Years <u>Prior</u> (FY2009)	1 Year <u>Prior</u> (FY 2010)	Current <u>Year</u> (FY 2011)	Goal for next <u>Year</u> (FY 2012)
Certificate						
?	Accounting-EJ05	12	15	10	4	4
	Graphic Design -EJ91	10	12	8	3	7
	Banking - EJ28	0	0	0		-
	BOT: Admin Support Assistant-EJ09	1	6	2	4	2
	BOT: Legal Assisting - EJ70	4	4	1	1	-
	BOT: Word Processing - EJ60	2	0	0	0	0
	Corrections-EJ62	1	2	2	3	2
	Exercise Science EK02	0	1	1	0	0
	HS: Behav Healthcare Spec I EJ67	10	11	8	8	7
	HS: Behav Healthcare Spec II EJ68	0	0	1	2	0
	HS: Cld/Youth Mntl Health EJ71	10	8	9	5	4
	HS:Disabilities Specialist EJ72	3	0	0	1	0
	HS: Mental Health EJ93	14	10	8	5	4
	HS: Victim Services EJ69	0	1	4	0	1
	Microcomputer Repair Tech EJ98	0	0	0	0	0
	Microcomp Network EJ97	0	0	0	0	0
	Microcomputer Appl Specialist EJ27	0	0	0	0	0
	Network Administrator EJ04	3	4	2	3	1
	PC Applications EJ01	0	1	2	3	1
	PC Repair Technology EJ02	8	4	10	6	11
	Technical Web Site Design EJ10	4	7	5	8	5
	Criminal Investigation EJ61	16	18	12	13	14
	Police Management & Admin EJ06	2	4	4	3	4
	Security Operations EJ63	0	0	0	0	1
	Child Development Prep EJ73	10	15	11	11	7
	Early Childhood Ed EJ89	30	30	36	30	29
	In-Home Child Care EJ92	1	0	0	0	0
	Infant & Toddler Care EJ07	1	3	6	6	3
	Electrical EN12	2	3	0	2	1
	Advanced English Proficiency EJ03	30	19	21	11	11
	Advanced ESL EJ99	0	0	0	0	0
	Customer Service/Marketing EK03				1	1

Retail Banking EK04				1	0
Small Business Management/Entrp EK05					3
Web Design Technology EK07					5
Health Careers Pathways EK55	0	3	8	4	9
Total	174	181	171	138	137

Associate

Accounting Assistant EA06	7	7	5	9	4
Accounting EA03	173	175	183	197	179
Fine Arts: Art EB20	37	42	51	67	60
Theater Arts EB61	33	41	32	30	22
Graphic Design EB33	55	72	97	98	90
Graphic Design: MultiMedia EB70	0	0	3	15	32
Graphic Design: Computer Graphics EB59	37	44	29	15	4
Business Administration: Customer Service/Marketing EB55	31	36	40	31	30
Business Administration: Information & DP EA47	0	0	0	0	0
Business Administration: Finance EA56	49	55	37	51	35
Business Administration: General EA67	203	255	254	275	241
Business Administration: Global Business EA65	0	5	9	20	17
Business Administration: Health Care Management EB58	17	15	10	1	2
Business Administration: Human Resource Management EB56	24	26	22	24	21
Business Administration: Management EA60	101	90	102	94	112
Business Administration: Non-Profit Management EB57	1	0	0	0	0
Business Administration: Small Business Management EA89	49	48	60	54	54
Small Business/Entrprnss Management EK05	NA	NA	1	0	0
Banking EF08	9	7	8	9	7
BOT: Executive Assistant EB18	30	29	30	30	18
BOT: Word Processing EA92	2	2	4	4	4
Criminal Justice EB13	283	350	409	489	490
Pre-Service Correction EK01	0	0	0	0	0
LAS: Journalism/Communications EB46	62	62	77	77	63
Early Childhood Education EA95	249	253	286	314	295
Early Childhood: Special Education EB14	38	36	37	35	28
Aviation Maintenance EA30	3	8	4	6	6
Computer Information Systems EF06	7	10	11	15	10
Engineering Science/Pre-Engineering EB16	25	57	45	37	46
LAS: Pre-Engineering EB47	NA	NA	28	31	36
Technology Studies: Eng. Tech EF12	NA	NA	1	2	1
Technology Studies: Industry Tech EA08	4	3	4	1	2

Undeclared					

Total

-

-

-

-

-

Total Undergraduate

Source: CT Community College, Office of Research

4,475

5,081

5,609

6,192

5,978

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)



	<u>3 Years</u> <u>Prior</u> <u>(FY 2008)</u>	<u>2 Years</u> <u>Prior</u> <u>(FY2009)</u>	<u>1 Year</u> <u>Prior</u> <u>(FY 2010)</u>	<u>Current</u> <u>Year</u> <u>(FY 2011)</u>	<u>Goal for next</u> <u>Year</u> <u>(FY 2012)</u>
Undergraduate					
ACC*	2,164	2,314	2,577	2,550	2,550
ANT*	117	162	159	327	327
ART*	2,470	2,771	3,341	3,728	3,728
BBG*	2,451	2,721	2,757	2,808	2,808
BES*	291	294	372	333	333
BFN*	516	684	600	600	600
BIO*	7,942	8,673	9,896	11,544	11,544
BMG*	453	474	579	645	645
BMK*	735	696	780	786	786
BOT*	348	387	489	321	321
CAD*	54	102	93	48	48
CHE*	1,692	2,168	2,296	2,544	2,544
CJS*	1,794	1,794	2,397	3,033	3,033
CLT*	4				
CO	6	6			
COM*	1,614	1,827	2,079	2,322	2,322
CSA*	2,522	2,755	3,068	3,069	3,069
CSC*	219	354	480	708	708
CST*	769	844	840	746	746
DGA			57	39	39
DS	2,412	3,399	3,675	3,693	3,693
ECE*	2,361	2,814	3,096	3,315	3,315
ECN*	897	834	912	993	993
EGR		24	9	42	42

ENG*	15,345	18,387	20,721	22,011	22,011
ESL*	2,208	2,289	2,781	2,883	2,883
Gr FRE*	78	117	120	111	111
GEO*	195	222	195	210	210
GRA*	426	417	537	594	594
HIS*	2,661	3,180	3,906	4,485	4,485
HLT		42	24		
HN	42	39	72	39	39
HSE*	1,626	1,770	2,028	2,073	2,073
HUM*	72	96	78	63	63
IRE			114	0	0
ITA*	81	111	111	150	150
LAT*	102	108	108	99	99
MAT*	12,034	14,400	16,249	16,987	16,987
MFG				57	57
MUS*	414	432	615	678	678
OTA*	354	357	377	377	377
PHL*	828	834	918	1,251	1,251
PHY*	232	260	340	368	368
PLH*	63	69	75		
POL*	843	1,074	1,198	1,296	1,296
PSC			30		
PSY*	6,210	6,948	8,769	9,048	9,048
PTA*	109	153	127	116	116
RUS		66		51	51
SGN		84	153	219	219
SOC*	2,640	3,099	4,029	4,383	4,383
SPA*	1,674	1,740	2,223	2,469	2,469
THR*	297	726	741	636	636
TOTAL	80,365	93,117	107,191	114,848	114,848

**Standard 4: The Academic Program
(Summary - Enrollment and Degrees)**

Fall Enrollment 2011 by location and modality, as of Census Date

Degree Level Location & Modality	Main campus FTE	Other Campus FTE	Branch es FTE	Other Location s FTE	Oversea s locations FTE	On-Line FTE	Corres- pondenc e FTE	Total FTE	Unduplicate d Headcount Total	Degrees Awarded, last year
Associates	3,300	NA	NA	NA	NA	NA	NA	3,300	5,112	491
Bachelors	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Masters	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Clinical doctorates (e.g., Pharm.D., DPT, Au.D.)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
M.D., J.D., DDS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ph.D.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Degree- Seeking	3,300	NA	NA	NA	NA	NA	NA	3,300	5,112	491
Non-matriculated students visiting	114	NA	NA	NA	NA	NA	NA	NA	540	NA
Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Title IV-Eligible
Certificates

**Certificates
awarded,
last year**

Students seeking certificates	64	NA	NA	NA	NA	NA	NA	NA	323	65
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* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Note: Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

Faculty

STANDARD 5

Joanne Anzenberger – Committee Co-chair
Faculty, Criminal Justice

William Griffin – Committee Co-chair
*Academic Coordinator,
Evening Division*

David Brown
Faculty, Business

Magaly Cajigas
*Institutional Advancement
Associate, HCC Foundation*

Scott Empric
Faculty, Developmental English

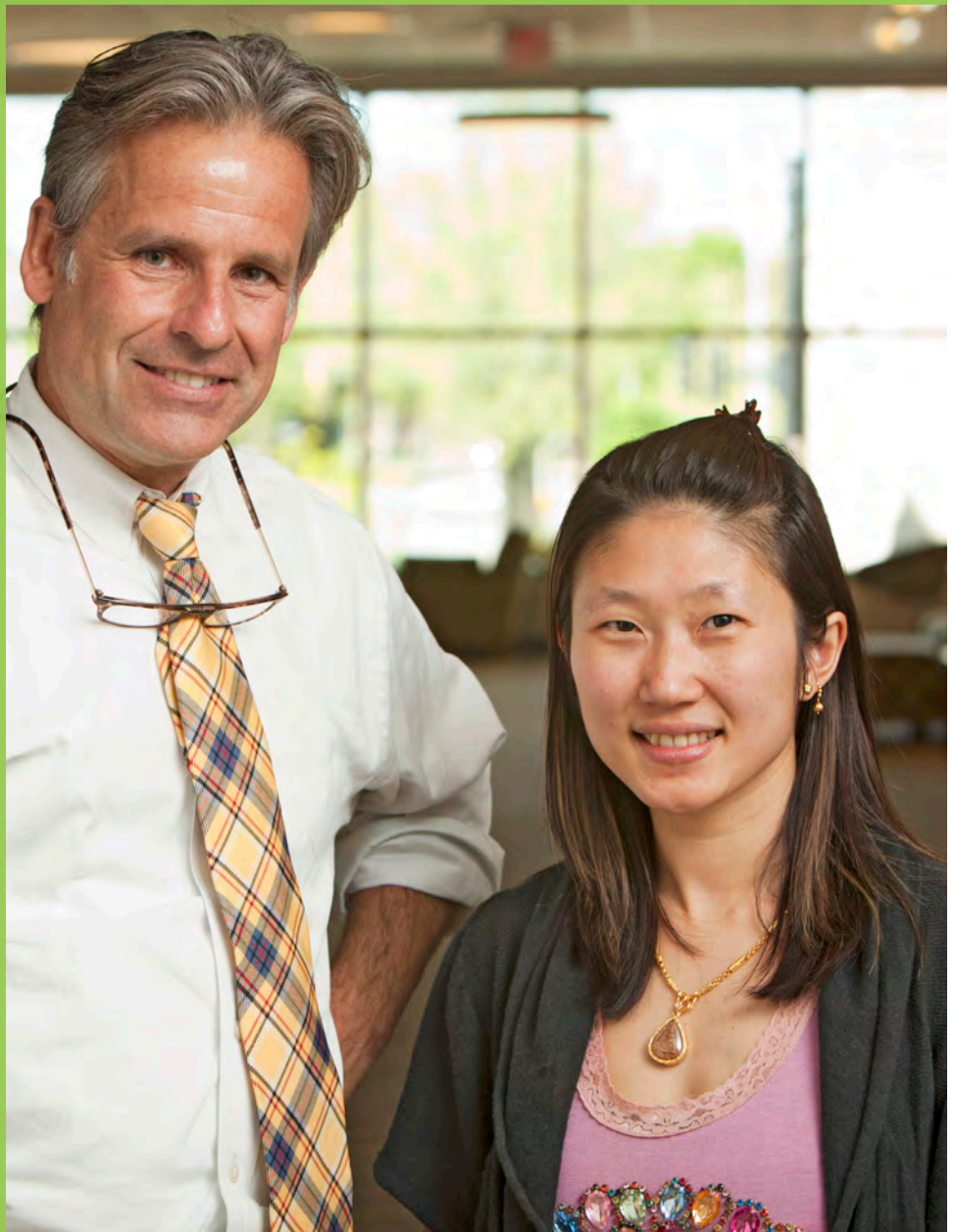
Joan Gallagher
*Faculty, Business
Chair, Business Department*

Laurel Kessler-Quinones
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*Faculty, Journalism
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Marilyn Wehr
Counselor, Student Services

Shirley Zajdel, Ph.D.
*Faculty, Biology
Chair, Mathematics and Science
Department*



Standard Five Faculty

Description

Full-Time Faculty, Part-Time Lecturers, and Professional Development

The roles and responsibilities of full-time faculty and part-time lecturers are clearly described in the collective bargaining agreement. Full-time faculty teach twenty-four contact/credit hours and perform related duties as specified in the collective bargaining agreement. Full-time faculty also perform “additional responsibilities” equivalent to the preparation and teaching of an additional three contact/credit course or an average of nine hours per week for each semester within the appointment year or teach an additional three contact/credit hours each semester. Additional responsibilities can include a variety of activities from preparation of special reports such as accreditation reports to serving on System-wide committees. Additional activities that faculty may undertake are listed in Title X of the Collective Bargaining Agreement. (5.1.1.) Faculty assignments and workloads are identified in the Additional Responsibilities Report that is submitted to the Academic Dean at the end of each academic year. In 1997 a Peer Advisory Committee was established in conjunction with the Academic Dean to identify activities that faculty may undertake that are not specifically identified in the collective bargaining agreement. The collective bargaining agreement identifies specific guidelines for faculty initiatives while the Peer Review Committee provides a mechanism to explore initiatives that are not specifically identified in the agreement but may be beneficial to both the faculty member and the college.

Part-time lecturers can teach up to eight (8) credit hours of credit instruction during a semester. Traditionally, part-time lecturers have had a limited role in activities outside of their teaching responsibilities; however, part-time lecturers may participate in various activities as determined by the Academic Dean, the President, or by both. (5.1.1)

Fall Semesters				
	2007	2008	2009	2010
Enrollment	4,475	5,081	5,609	6,197
FTE	2518	2885	3266	3602

(5.1.2)

From the fall 2007 semester (4,475 students) to the fall 2010 semester (6,197 students) the college’s enrollment grew over 38.48% percent. During this time the college sustained a net loss of 4 full-time faculty positions to retirement or transfer. Hardest hit were the Business Department with a loss of 4 and the Humanities Department with a loss of 3 from the fall of 2008 to the fall of 2010. Due to severe economic constraints in the state of Connecticut, the college has not been able to fill all of the vacancies created by these retirements and transfers or hire new faculty. As a result, more part-time lecturers have been hired to teach classes added to accommodate the increased enrollment and fill teaching assignments formerly taught by full-time faculty who have not been replaced.

In the fall 2007 semester part-time faculty accounted for almost 70% of faculty; the percentage continued to grow to 82% in the fall of 2010 (5.1.2). Many full-time faculty teach one overload course and in some instances teach two overload courses. As a result, during the fall 2010 semester full-time faculty taught thirty nine percent (39%) of the fall 2010 course sections. The number of full-time faculty teaching a specific subject area will vary. For example, sixty percent 60% of all business (BBG, BES, BFN) sections are taught by full-time faculty while twenty six percent (26%)

of the art (ART) and seventeen percent (17%) of the philosophy (PHL) are taught by full-time faculty. (5.1.3)

Nationally, approximately 67% of two-year college faculty are part-time (5.1.4). The goal set by the System is that 65% of faculty be full-time and 35% part-time.

Fall				
Number of Instructors	2007	2008	2009	2010
Full-Time Faculty	75	73	62	71
Part-Time Lecturers	174	223	284	324

Fall Department Faculty								
Department	2007		2008		2009		2010	
	FT	PT	FT	PT	FT	PT	FT	PT
Behavioral & Social Sciences	13	49	15	54	15	68	16	76
Business	12	28	11	31	8	41	8	40
Humanities	18	50	17	60	13	69	15	82
Math & Sciences	15	43	13	51	10	65	14	77
Developmental Studies	17	49	17	67	16	75	18	91

With the significant growth in the student population and the inability to increase the level of full-time faculty because of financial constraints, the college will need to consider how it will respond to needs in academic advising, making routine faculty assignments, and integrating more part-time lecturers.

To address the growing need for professional development for full-time faculty and part-time lecturers, the college has undertaken several initiatives to enhance the knowledge and skills of both groups. The college chapter of the Center for Teaching (CFT) develops, facilitates, and coordinates regular workshops, orientations, discussion groups, mentoring, and other programs. The campus Teaching and Learning Consultant, who also chairs the Center for Teaching, plans and coordinates professional development activities, provides advice, one-on-one assistance, and referrals to faculty. In cooperation with the Evening Division, the Center for Teaching leads professional development programs for all part-time lecturers at the beginning of each semester with attendance averaging approximately 150 part-time lecturers. (5.1.5, 5.1.6). In addition, the Center for Teaching offers online opportunities for professional development, including webinars, a website, and an interactive Blackboard Vista section in which faculty are automatically enrolled and can access resources and discuss teaching and learning. The Center for Teaching also provides all faculty with access to an online subscription to *The Teaching Professor*, which explores the latest research into effective classroom instruction. Throughout the year, the system-wide Center for Teaching sponsors a range of workshops and retreats available to all faculty in the system, including programs focused on teaching strategies and academic leadership. The Center and the Evening Division are also developing a professional development resource that both full and part-time faculty will be able to access through the Housatonic Community College website.

The Evening Division sponsors a new faculty orientation at the beginning of each semester, and System-wide professional days are conducted each year. During the spring 2011 orientation for part-time lecturers, department chairs conducted professional development sessions on assessment in content-specific areas. Throughout the year, many faculty also undertake discipline-specific

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professional development activities on campus as well as off campus, including discussions of teaching strategies and how to best meet course objectives and grade “norming” sessions.

Faculty can also draw on professional development funds through the Human Resources Department. Each full-time faculty member has access to \$1,000 for professional development (an increase of \$250 from what it was 10 years ago), and each part-time lecturer may use up to \$250. Full-time faculty used 44% of the funds available to them in 2009-2010, while part-time lecturers used 57% of the funds available to them. Recent anecdotal information (spring 2011) indicates that professional-fund use is on the increase.

In a survey conducted as part of this self-study, 90% of the faculty who responded reported that they regularly read professional journals, blogs, or websites, while 76% regularly attended conferences, workshops, symposia, or discussion groups; 34% regularly participated in online discussions, while 34% “rarely” do so (5.1.7). Faculty are clearly engaged in a variety of activities to enhance their technical knowledge of their discipline and their ability to connect with students.

Recruitment and Hiring

The preparation and qualifications of all faculty members are appropriate to the field and level of assignment. The college’s catalog and web site list the names and earned degrees of all our full-time faculty and part-time lecturers underscoring that our faculty are academically prepared (5.2.1). Faculty excellence is also reflected in advanced learning, scholarship, and relevant professional experience. These activities play a significant role in the selection and promotion process of full-time faculty. Teaching abilities are explored in the teaching demonstration portion of every interview process of full-time faculty searches. They are considered when analyzing the strengths and weaknesses of candidates and have a considerable impact on the hiring process. The Faculty Development and Review Program (5.2.9) as well as the promotion and tenure process emphasize the significance of engaging in professional development activities (5.2.10, 5.2.11). Part-time lecturers are also expected to have advanced degrees and relevant professional experiences. Part-time lecturers are interviewed by department chairs or coordinators to evaluate their potential to as instructors.

The college employs an open and orderly process for the recruitment and appointment of faculty. As a member of the System of Connecticut Community Colleges, the college also must conform to the policies, procedures, and regulations of the Board of Trustees of Community-Technical Colleges, the state of Connecticut, and the U. S. Government. The college’s written Policies and Procedures for Searches document (5.2.4) is a result of much reflection and discussion among faculty and administration and helps the college focus on the goal of hiring the best candidates in a fair and equitable manner while fulfilling all regulations.

Faculty members are hired by the President based on recommendations of the Academic Dean and the information gathered by and the recommendations of the search committees. The charge to the search committee is to forward a list of the top three candidates for a position to the Administration. These committees, whose composition is directed by the Human Resource Director/Affirmative Action Officer to represent all aspects of our college as well as the academic department, are chaired by the department chair or a coordinator. Throughout the entire search process, the Director of Human Resources/Affirmative Action Officer, who is an individual with the training, experience, and dedication to provide guidance in searches, works with the chair of the search committee to insure equal opportunity for all candidates as well as effective and fair searches. The Director reviews all position announcements (5.2.6), resumé-rating rubrics, interview questions, and information collected. The strengths of faculty members hired in the last 10 years reflect the success of this collaboration between the President, the Academic Dean, the Director of Human Resources, and the search committee members (5.2.7).

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The Administration provides a new faculty member with a written contract (5.2.5) that explicitly states the nature and terms of the initial appointment. When new faculty members are hired on a non-tenure-track basis, the limits to future appointments are clearly stated.

The faculty and staff of the college have contracts that are negotiated by the 4C's bargaining unit (5.2.3). They have reasonable contractual security for appropriate periods of time. Salaries and benefits, also a result of negotiations between the union and the System, have not prevented hiring a qualified staff. Part-time lecturers still strive for full-time positions and many unemployed or underemployed individuals desire these positions. Also, after teaching 24 credits (18 of which must be at one college) a part-time lecturer can apply to be in the seniority pool.

Advising

The college hired a Director of Academic Advising in November 2004 to centralize and improve academic advising. The Academic Advising Center was established in August 2005 and staffed with a director, academic advisor, and office assistant. The Center was charged with training faculty and staff in the advising process and identifying registration and advising problems. At present, once a student has been admitted to the college and a Banner ID number generated, the student is instructed in writing by the Admissions Office to schedule an appointment in the Testing Center to take the placement test. Upon completion of the test, students are instructed to go to either the Advising Center or the Counseling Center. The Advising Center provides academic advising to new, transfer, non-declared, readmit, and continuing students, but primarily focuses on new first-time students.

During either individual or group advising sessions, students are shown how to use online services (MyCommnet) to access degree plans. They also learn about a faculty member's role as an advisor as well as when and where to find their advisor, how to access the online semester course schedule, how to use the college catalog, how to register for classes, and how to receive an overview of available payment options including financial aid. All continuing students are encouraged to meet with their faculty advisors. The Counseling Center, working in conjunction with the Advising Center, handles the overflow of first-time students and also advises the bulk of readmit and continuing students. Both departments work concurrently with faculty to assist with registration, especially during high-volume registration periods when faculty advisors are off contract. As part of their additional responsibilities, faculty return to campus the week prior to the start of the fall and spring semesters to assist in the college's high-volume, late, open-registration period. These are busy times when faculty participate in the advisement process usually in two to four hour shifts. The Advising Center works in conjunction with faculty during this period, sitting at stations next to faculty.

All full-time faculty who advise students have received training by the Advising Center for completing a degree evaluation utilizing MyCommnet and are encouraged to use it as an advising tool. The Advising Center has also created academic advising short-cut reference sheets for faculty to assist them in their advising duties. Program coordinators and other faculty advisors notify students of advising dates and, at times, hold large-group and individual advising sessions. Based on a recent survey of faculty, other methods of advising include telephone, e-mail, and other online means. In addition to this they also send out letters informing advisees of their available times to hold an advising session. (5.3.2 - Question #3) Results from the college's Graduate Survey 2010 indicate that students are generally satisfied with the advising process (5.3.4 - p.14).

Academic Advising	
Advise Students during office hours	71%
Advise students by appointment outside of office hours	67%
Advise students via group advising sessions	24%

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Advise students via telephone	38%
Advise students via e-mail	64%
Advise students via other online means	12%
Send e-mails to advisees informing them of availability for academic advising	23%
Send letters to advisees informing them of availability for academic advising	7%
Other:	30%

HCC Graduate Survey,2010					
Level of Satisfaction	Do not know	Not at all satisfied	Somewhat satisfied	Very satisfied	% Somewhat and very satisfied
Academic Advising	4.2%	14.2%	38.3%	42.5%	80.8%

An organizational change was made 1 November 2010, when the Advising Center was reassigned so that it reported to the Dean of Students in order to permit greater coordination and integration of services between the Advising Center and the Counseling Center (5.3.5).

One of the first combined initiatives in the fall of 2010 was “Destination Graduation,” a two-day event designed to capture and advise the more than 600 students with more than 45 credits so that they would graduate in a timely fashion. The participating students received a printout of the graduation evaluation, selected their spring semester courses, and filed for graduation in the spring of 2011. As a result, a total 103 students formally filed for graduation in spring of 2011.

Documentation and Processes

The online *Housatonic Faculty/ACL Handbook* is a significant source of information that defines the roles and responsibilities of the faculty as they relate to the mission and purposes of the college. While the *Handbook* is not a major reference for faculty, it still exists on the website for faculty to refer to. (5.4.1) Statements of expectations and processes can be found in the *Handbook* which demonstrates institutional effectiveness that is consistent with the college mission. The *Handbook* includes policies, employment, wages and salary information, employee benefits, communications systems, faculty and ACL academic information, and procedures and services. Other relevant college publications include the *College Catalog and Student Handbook*, and the *Academic Advising Handbook* (5.4.6). The Collective Bargaining Agreement between the Board of Trustees of Community-Technical Colleges and the Congress of Connecticut Community Colleges is available online (5.4.2). Documents provided by the Director of Human Resources, detailing the Annual Contract Processes Eligibility Criteria, are in accordance with the Congress Bargaining Unit Agreements. The standards and criteria include Evaluations (Article XI), Promotions (Article XII), Tenure (Article IX), Sabbatical (Article XVII), Grievances (Article VII), and Appointment and Reappointment (Article IX). These standards and criteria all follow the Affirmative Action/Equal Employment Opportunity policy of the Board of Trustees for Community-Technical Colleges as set forth in the Housatonic Community College Affirmative Action Plan. (5.4.4) Article VI of the Collective Bargaining Agreement promises faculty academic freedom in research and publication, freedom in classroom discussions of subject matter, and freedom of expression as private citizens (5.4.2).

In 1976, the Statement of Professional Ethics was adopted by the faculty in accordance with the Community Colleges of Connecticut Ethical Conduct Policy. The *Housatonic Faculty/ACL Handbook* includes a policy section for a Code of Ethics, which serves as a supplement to the code of

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ethics for State employees as well as the provisions of the Connecticut General Statutes as they relate to the procurement of goods and services (5.4.1).

The college faculty and Administration worked together to develop and implement an academic honesty policy and student grievance policy for students who wish to appeal their grades. These policies are documented in the *College Catalog and Student Handbook*.

Faculty Workload

The faculty are committed to the fulfillment of the institution's mission and purposes. The faculty's academic backgrounds and experiences are our student's foundation for future pursuit of higher education on the Bachelor's and Master's degree level. To ensure that the content and methods of instruction meet accepted academic and professional standards and expectations, key performance indicators are developed and implemented, in addition to other course evaluation methods, as a means of measuring processes and outcomes.

Faculty assignments and workloads are documented in an Additional Responsibilities Report that is submitted by each faculty member to the Academic Dean at the end of each academic year (5.5.4.). During the academic year, faculty members work with students, in a supportive manner, by serving as club advisors for approximately 18 student clubs as well as providing students with assistance in student registrations and course add/drop procedures. The faculty are also committed to student-faculty contact in the form of academic advising. The Academic Advising Center provides faculty with access to an online Academic Advising Handbook (5.5.1.). This tool and resource guide enables faculty members to advise all students, regardless of their majors. Faculty serve as participating members of approximately nine different college committees including the Planning and Assessment Committee, the Curriculum Committee, the Education Information Technology Advising Committee, the College Senate, and the Instructional Development Committee among others.

Faculty assignments and workloads are consistent with the college's mission and purposes as defined in Article X of the Collective Bargaining Agreement (5.5.2.). During each academic year, full-time faculty teach twenty-four contact/credit hours (Section 3) in addition to related duties as outlined in Section 1. The increase in student enrollment has increased the faculty workload in areas of additional hours for student advisement, club advisement, additional office hours, and additional three contact/credit overload courses. As a means of reappraising faculty assignments and workloads, and in accordance with the Collective Bargaining Agreement, an Additional Responsibilities Report is submitted to the Academic Dean, by all full-time faculty, at the end of each academic year.

Evaluation and Assessment

Evaluation and assessment are done on a daily basis by the faculty member's attention to student feedback and by the use of Classroom Assessment Techniques (a more systematic collection of information). All departments are currently assessing courses and programs. All full-time faculty and part-time lecturers are evaluated at regular intervals using broad-based procedures (5.6.1.-3.). The criteria used in these evaluations are clearly stated and are available at <http://www.commnet.edu/emprel/facultyplan.asp>. The effectiveness of full-time faculty in carrying out their professional responsibilities is evaluated using the Connecticut Community Colleges Faculty Development Review Plan, which is the contractual guide for faculty evaluations (5.6.4.).

This extensive evaluative process is based on four standards of instructional excellence: (1) intrinsic motivation and the ability to motivate others; (2) interpersonal skills in interactions with students and colleagues; (3) content and pedagogical knowledge; and (4) the ability to apply the principles of learning to practice (5.6.14.).

This Review Plan integrates information about teaching effectiveness and the various responsibilities of faculty. This information is derived from faculty self-assessment, student

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evaluations, and classroom observations. The result is a review of the faculty member's strengths and weaknesses which sets goals for enhancement of professional effectiveness.

Part-time lecturers are evaluated on a regular basis using a classroom observation and student evaluations. This evaluation is used to recognize teaching excellence and provide suggestions for improvement. If a faculty member's evaluation is not satisfactory, a specific program of remediation and reevaluation is initiated. Failure to improve will be a factor in determining if the individual is offered a class the following semester.

Faculty have a leadership role in designing and revising courses and programs, ushering them through the multi-layered approval processes stipulated by written policies and procedures. These changes are initiated by faculty — department chairs and program coordinators are all teaching faculty — in response to assessment data. The formal process of instituting new courses and changing existing courses requires research in the way in which the course is taught at other institutions as well as a detailed discussion with members of the Curriculum Committee, the College Senate, and the Administration about course content and delivery. The process takes into account the Connecticut Community College System Common Course Numbering protocol and the numerous articulation and transfer agreements of the college (5.6.5). Faculty produce an official course outline that is used by instructors to develop a detailed syllabus, specific course content, and select textbooks. Full-time faculty and part-time lecturers, selected on the basis of discipline and pedagogical expertise and sensitivity to student learning styles, select methods of instruction to engage and provide successful learning experiences for students with differing needs and abilities. Department chairs, program coordinators, and experienced full-time faculty conduct formal classroom observations using written protocols to make certain that content and methods of instruction meet expectations. During this process a written report is used as the basis for a discussion about content and teaching methodologies.

Enhancement of the quality of teaching and learning is expected, encouraged, appreciated, and rewarded. Teaching quality is an important consideration in the selection and development of faculty as well as in the promotion and tenure process. The first paragraph of every promotion and tenure application describes how the faculty member has demonstrated growth and competence in teaching and responsibilities related to instruction and is followed by a description of activities undertaken to enhance knowledge in the field of specialization along with a list of any new instructional techniques, course offerings, or programs he or she developed (5.6.8.-9.).

The Faculty Development Review Plan requests similar information in the Self-Appraisal Form. The synergy derived from the intrinsic motivation of the faculty member, the active support and encouragement of colleagues, the professional development offered by the Center for Teaching, by distance-education professionals, by education media specialists, and by the use of professional development funds have led to exciting innovations.

Technological innovations are incorporated into our traditional classes as well as in hybrid and distance-learning formats. Faculty are implementing the Achieving the Dream initiatives such as self-paced formats, novel ways to present statistics to non-science majors (Statway), and innovative ways of helping students prepare for placement exams.

Merit Recognition (which has not been awarded for the past two years due to the fiscal crisis in Connecticut), Educational Excellence, and Distinguished Service Awards recognize and reward innovation and enhancement of the quality of teaching and learning (5.6.13.).

Teaching Techniques and Delivery

The faculty survey (Fall 2010 Standard 5 Survey) of full-time faculty and part-time lecturers indicates the college faculty use a variety of creative initiatives to engage students. The wide readership of professional journals (90%), attendance at conferences (76%), participation in online discussions (33%), leading workshops and other in-service opportunities (39%), and presentations at

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conferences (39%) have enabled faculty to use an array of teaching strategies and assessment tools to deliver course content and measure student progress. However, a significant percentage of faculty also express the need (39%) for increased support for creative initiatives (5.7.2.).

An array of instructional techniques and strategies are utilized throughout the college. As of the spring of 2011 semester almost every classroom in both Lafayette Hall and Beacon Hall are media rich. Each instructor's teaching station contains a projector, computer, DCR/DVD, a document camera, touch control panel, and a Hitachi Starboard monitor. All instructor teaching stations have internet access. This provides faculty with a variety of ways to better accommodate the wide range of student learning styles that are present in class. Faculty will vary their teaching techniques within classes, and students are exposed to different instructional techniques in different settings. These instructional settings include traditional on-campus classrooms, online courses, hybrid courses, laboratory instruction, video teleconferencing, and self-paced computer instruction (the college's self-paced programs in English and mathematics).

The college has adopted Blackboard Vista as its course management system. As the technology needs of the college have changed, a new Blackboard Learn System will be initiated in the fall of 2011 as the new course management system. The college currently offers 90 fully-online courses and 14 hybrid courses, with a total enrollment of 2,021 online students and 313 hybrid students for the spring and fall 2010. If the college does not provide it, a student may take a course at any of the 12 Connecticut community colleges for transferable credit (5.7.3.).

In conjunction with online courses and hybrid courses, faculty are now able to enhance their courses with technologies that are web-based. This involves the basic posting of syllabi, class lecture notes, pod-casting, synchronous chat sessions, online group collaboration, voice threading, and vodcasting technologies. Instructional techniques are designed to meet the varied learning needs and abilities of our students.

Support is provided for faculty in evaluating technologies and improving instructional effectiveness. The college employs a full-time Director of Distance Learning and Educational Technology and an Educational Technology Specialist, who in collaboration with the college's Center for Teaching, provide a variety of workshops and training in the development and use of technology for teaching. A help desk is available for faculty, students, and staff on a 24/7 basis. Faculty are also provided with a handbook for online course development when constructing a new online course, hybrid, or to enhance current courses through technology (5.7.5).

Scholarship, Research, Creativity, and Academic Freedom

The college is not a research institution as are many state and private universities; however, the college prides itself on being "data driven." As part of its Achieving the Dream initiative, the college began to collect and analyze information to establish its three main initiatives: Bridges, Success Coaching, and self-paced mathematics and English courses; and the policy of basing decisions on data is now standard. In addition, a new department of Institutional Research was established in 2006 to help in the identification and collection of important student and institutional data.

For its size the college provides significant support for faculty research and creative initiatives in a variety of areas including science, history, business, psychology, and the arts. Through the college's honors program, developmental initiatives, speakers programs, student club activities, political debates, awards programs, and honor societies, students and faculty are exposed to a wide-array of research and creative activities. Instrumental in this is the Housatonic Community College Foundation, Inc., which routinely provides seed funding to begin many of these initiatives.

Institutional Effectiveness

The college endeavors to support its faculty through professional development funds and by providing appropriately equipped offices, classrooms, and laboratories. Through hiring procedures

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that include both faculty and management participation, the college ensures that new faculty have appropriate credentials and experience. College policies provide for the continual evaluation of faculty effectiveness in relation to teaching, advising, and service through processes that involve students, colleagues, and supervisors. Although faced with system-wide financial shortages, the college acknowledges and seeks to address the imbalance of full-time and part-time faculty in relation to student enrollment and to increase administrative support for faculty.

Appraisal

Full-time Faculty, Part-time Lecturers, and Professional Development

It is encouraging to see the high percentage of faculty who continue regular efforts to maintain contact with their discipline and develop their pedagogy. The variety of opportunities is a strength of the professional development program. Since the last NEASC report, the Center for Teaching has significantly increased its offerings and visibility in the college community. Presentations at faculty meetings, one-on-one conferences between the Learning Consultant and faculty, e-mail “blasts,” and development, updating, and the use of a website, an online calendar, and the Blackboard section have helped to promote the Center’s activities and resources, and participation in activities sponsored by the Center has likewise increased markedly.

However, the varied schedules and increased workloads explored elsewhere in this report have posed a special challenge. As a result, the Center has worked to offer its activities at a range of times and chooses times of day and days of week when faculty are less likely to be teaching. In addition, the Center has focused on developing and promoting online, “on demand” alternatives that allow faculty to take advantage of easy-to-use technology to obtain useful information and share ideas and challenges, even if they cannot attend face-to-face workshops or seminars. With less than half of the funds being used last year, the college needs to consider how to best encourage full-time faculty to take better advantage of the professional development funds available to them.

Recruitment and Hiring

The college has an academically prepared faculty. It is notable that the number of full-time faculty members with doctorates has increased to 13 (from 9 in the fall of 2007 and 2008 and 11 in fall of 2009), and part-time lecturers have increased to 46 (from 23 in the fall of 2007), a time-period that showed a decrease in total number of full-time faculty members from 75 in 2007 to 71 in 2010. The college also recognizes the importance of effective teaching skills. The impact of the teaching demonstration on hiring recommendations by the search committee, the role of the Center for Teaching in supporting professional development for teaching effectiveness, and the recognition of effectiveness of active learning and supporting multiple learning styles all support the premise that content expertise must be coupled with teaching excellence. The System requires all part-time lecturers receive a formal instructional observation stressing both content knowledge and instructional methodology.

Highest Degree Achieved											
Fall 2010	Doctorate	MD	JD	Sixth year	LLB	ND	Master's	Bachelor's	Less than Bachelors	Apprenticeship	Associate's
FT	13	0	0	0	0	0	58	0	0	0	0
PT	46	2	5	25	1	1	275	27	1	1	1

The college’s search process has been successful in producing a vibrant and caring faculty, but it has not been as successful in meeting all affirmative action goals. The Affirmative Action Plan

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describes what the college has done in the past and represents a commitment to meet all the goals of the hiring process.

With regard to entry level positions, the System uses the same pay scale for all 12 community colleges even though the cost of living in Fairfield County, home of Housatonic Community College, is recognized as one of the highest in the country. The college also announces faculty positions at the instructor level with a posted salary appropriate to an entry-level position; the college is often able to hire individuals with much more extensive education and relevant experience at that salary.

Faculty members augment their salaries by teaching extra courses and may teach at other institutions. These additional commitments limit the times at which a faculty member can consent to teach a course at our college as well as the time a faculty member has to devote to additional responsibilities.

In recent years, the economic realities have added additional financial pressures on salaries. Furlough days, higher expenses for insurance, the possibilities of layoffs, and the poor performance of the retirement plan add up to a climate of concern about the financial future. The value of the non-monetary rewards of being a faculty member at the college is recognized. Faculty are deeply concerned about their students and often take the extra step to help their students learn and achieve success.

Advising

The strength of the Academic Advising Center is that it is staffed with a knowledgeable team that has worked in conjunction with the Counseling Center. Both centers will continue to solidify this collaboration and work toward the best practices for future academic advising sessions.

Enrollment growth at the college has been continuous and substantial. The Advising Center and Counseling Center staff, along with the faculty, struggle to meet the advising requirements of this emergent student population (approximately 6,000). Additionally, this staffing shortage is exacerbated when faculty are off contract during summer and winter breaks. Students sometimes have a lengthy wait to meet with an advisor and many will self-advise as a result. Yet, to date, in spite of manpower limitations, the college performs relatively well overall with regard to advising due largely to the extraordinary individual efforts of staff and faculty. The question remains, however, can these efforts be sustained over the long run. Furthermore, there is no institutional standardized approach by advisors to the actual advising process itself. The advising that a student receives is based on the individual style of that particular advisor. No universal script exists whereby each student is sequentially asked the same series of questions as an institutional “check-in” before formally commencing the advising process.

Documentation and Processes

The *Faculty/ACL Handbook* has not been updated since 2002 and is not readily available to faculty members in a hardbound edition; however, it is available for reference and download, on the college website under “Faculty and Staff.” In addition, some departments have their own handbooks, and part-time lecturers have a “Beginning Semester Memo” that details practice and procedures. This has resulted in confusion about the specific policies or procedures faculty are to follow.

The Collective Bargaining Agreement promises academic freedom that is fostered and protected by the college Administration and department chairs (5.4.2.).

The institution has a statement of expectations and processes to ensure that faculty act responsibly and ethically. The statement of professional ethics, adopted in 1976, was adopted by the professional staff in accordance with the Community Colleges of Connecticut Ethical Conduct Policy: “This policy on ethics is intended to supplement, and not to replace, the obligations of the code of ethics for State employees and the provisions of the Connecticut General Statutes concerning the procurement of goods and services.”

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The administration and faculty work systematically to ensure an environment of supportive academic integrity through the Academic Honesty Policy, and Student Grievance process which is outlined in the College Catalog and Student Handbook.

Faculty Workload

Increased enrollment coupled with many retirements has put a strain on the current full-time faculty. The non-teaching responsibilities of full-time faculty members continue to be a concern. Although the Administration, faculty, and union have stated that specific, measurable criteria for additional responsibilities is necessary, there are still no clearly defined criteria for what is deemed acceptable as additional responsibilities. There has also been faculty concern about not receiving timely feedback or feedback at all, concerning additional responsibility proposals and reports. The Peer Committee did not meet in the 2009/10 academic year causing uncertainty regarding additional responsibilities among some faculty members. It did begin to meet again this academic year.

Faculty have also expressed concern about meeting additional responsibilities while not detracting from their teaching responsibilities. In addition, many faculty members are asked to participate in non-teaching responsibilities beyond their additional responsibilities. For example, faculty members are asked to volunteer for open-advising sessions twice a year before the start of each semester.

During each academic year faculty teach twenty-four contact/credit hours and perform related duties including office hours and faculty, department, and community meetings. In addition, faculty perform additional responsibilities equivalent to teaching an additional three credit/contact hour course or an average of nine hours per week for each semester during the appointment period. Although there is work study support available, there is no clerical support for department chairs, department coordinators, full-time faculty and part-time lecturers.

As reflected in the faculty survey conducted in the fall of 2010, some faculty perceive that they are overburdened with various duties, including committee assignments, advising student organizations, meetings, and other additional responsibilities. One quote from the survey reflects this, by stating sometimes “most of the hard work faculty do to help students, the type of work the faculty value most, seems to go unnoticed or unappreciated. Increased committee work, class sizes, reporting, meetings, and other additional responsibilities make it hard to find time for connecting with other faculty, attending workshops and conferences, or any writing or research in my discipline.” (5.5.4 - question 14 from survey).

Evaluation and Assessment

Several effective processes to formally evaluate and recognize faculty, in place since the last accreditation, continue to be used. It is helpful that the necessary policies and procedures, forms, instructions, and suggestions are all easily available online (5.6.11.). Although the last NEASC report suggested some changes to make the process less cumbersome, because they are System processes, it is only the System that can initiate such changes. The faculty member has a major voice and responsibility in these evaluative processes. Faculty collect items for inclusion in their professional file (the repository for much of the evidence used in these evaluative processes) and write the narrative central to evaluation, promotion, and tenure. At the college, these processes require evidence of activities and accomplishments, not only a listing of activities. Again, faculty engagement in collecting the information required by the evaluative reports can serve to sharpen the focus on teaching innovation and service to our institution and community.

The college needs to consider that there is no official training for the evaluator or the faculty member to prepare either of them for their role in the evaluation, tenure, or promotion process. At times, senior faculty or the union have offered seminars to help faculty prepare. Currently, the Commnet.edu site offers support for evaluators and the union offers advice for faculty considering

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promotion. The college should consider instituting a formal process to introduce new faculty and supervisors to the evaluation process, and review periodically. Without training and standardization one supervisor's assessment of classroom observations may differ from another's; one supervisor's sensitivity to interpersonal communications may be more acute than another's; one supervisor's willingness to confront and communicate areas of improvement may be greater than another's.

Frustrations stemming from recent promotion decisions appear to indicate faculty, supervisors, and administrators may not share an understanding of the quality, distribution, and quantity of activities meriting promotion. Perhaps those who make final decisions for promotion and tenure should consider providing rubrics to clarify the procedure rather than rely on the wording of the union contract. Finally, we should consider if there is sufficient time available to fully engage in the evaluative processes. Over-commitment impacts these processes in several ways, including the quality of the applications, the extent of the reflections, and the quality of the work on which the applications are based.

Faculty members use their content expertise and teaching experiences to influence teaching and learning, assessment, as well as course and program offerings in the college and the System. Full-time faculty and part-time lecturers have academic freedom but must structure their courses using faculty-developed official course outlines and common course numbers as guides. Appropriate assessment tools are developed and selected by faculty and used by all teaching a specific course. The positive energy, cooperation, and sharing of ideas and experiences seen in the assessment review sessions attended by both full-time faculty and part-time lecturers supports the feeling that we are all passionately involved in teaching and student learning. The art of teaching lies in how the goals written in course outlines are achieved. Using their content and pedagogical expertise, full-time faculty often act as mentors and communicate accepted academic and professional standards to the many part-time lecturers involved in teaching multi-section courses.

Course-level assessment is also faculty directed and analyzed. Assessment methodology is influenced by faculty classroom experiences and assessment findings will influence classroom activities. As a specific example, assessment of biology competencies during the final practical exam led to the suggestion of using mini-practical exams during the semester as a formative assessment. Last semester, many instructors who implemented this were able to target students who needed more help, leading to increasing numbers of students meeting benchmarks.

Faculty members, through their academic departments, are responsible for and initiate course and program changes and proposals. To do this, faculty members carefully research options and their ramifications, then follow the policies and procedures to navigate the approval process. All program and course offerings and modifications, after being approved by the initiating department, are reviewed by the Curriculum Committee, the College Senate, and the President.

As full-time faculty members spend more time monitoring more sections to insure quality and consistency there will be less time to devote to course innovation and professional development. Dr. Barbara Walvoord, a recent consultant to the college on the topic of assessment in her definition of assessment stressed "... using the time, resources, and expertise available..." (5.6.14). The lack of time and human resources are limiting factors. The college needs to consider how it will address this before it affects the competency of faculty.

Even though the System requires hiring faculty at the Instructor level the college has been fortunate that the individuals that have been hired in the past years have the competence and experience to fulfill the roles of content expert, mentor, course developer, program developer, and advisor. Search committees are passionate about their responsibility of hiring the best possible candidates and devote significant time to extensive resume reviews, interviews, and analysis of teaching demonstrations by candidates. At times the decision to re-open a search is made if the pool of candidates does not meet the standards of the committee.

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Teaching Techniques and Delivery

Clearly the college has a talented and engaged faculty. Their use of a wide variety of instructional and assessment techniques and delivery systems serve to carry out the mission of the college, accomplish the learning objectives and outcomes of individual courses and programs, and address the needs of a highly diverse student population. The college's learning-centered community provides a supportive culture for both faculty and students. One strategy the college has employed quite successfully has been the use of grant funds to provide release time allowing faculty to develop new and innovative programs such as the self-paced mathematics and English programs and the Statway program. However, as the survey of faculty indicates, faculty believe more support is needed for creative initiatives (5.7.2.). Due to increased demands on faculty and projected budget constraints it may be increasingly difficult for faculty to devote the time necessary to build successful new programs and online learning environments which involve the integration of technology-based materials. Also, there will be an increased need for technology support which may be difficult given potential financial constraints. This may restrict the growth of needed online course offerings.

Scholarship, Research, Creativity, and Academic Freedom

A recent survey of full-time faculty and part-time lecturers found that about 27% of the faculty report presenting at conferences, while nearly 40% sometimes or often lead workshops or in-service activities. About 15% reported publishing articles, books, or completing some sort of creative work. Over half reported engaging in some sort of research activity. For an institution whose primary mission is teaching, these numbers indicate a significant percentage of faculty are continuing these sorts of activities (5.8.4). In addition, over 35% of respondents agree or strongly agree that the college supports scholarship and creative activity, while 65% say they have an understanding of college policies and procedures related to research (5.8.4).

There is room for improvement in this area. Twenty five percent (25%) of the respondents indicated that they did not understand college policies and procedures about research. More troubling, however, is the high percentage of respondents (39%) who feel the college does not support scholarship and research activity. Open-ended responses at the end of this survey pick up on this theme, with a range of comments that seem to indicate that these respondents feel the college does not value professional development, scholarship, or research. A number also indicate that the demands of additional responsibilities and committee work make it difficult or impossible for them to do more of the kind of scholarship, research, and professional development they would like to do.

Projections

The college relies on the talents, skills, and dedication of its faculty for the high quality of teaching and educational standards for which it is known. The college commits to the following actions to support its faculty:

To successfully meet the teaching and learning challenges of today's students and to develop skills in the use of emerging technology, the college supports the value of faculty professional development and will continue to make such opportunities available each year for both full-time faculty and part-time lecturers by expanding funding when possible. Information will be disseminated broadly.

Who: Center for Teaching, Office of Academic Dean, Academic Chairs, Evening Division, Human Resources

When: Ongoing

The college will explore and support increased involvement of part-time lecturers.

Who: Office of the Academic Dean, Evening Division, Center for Teaching, Department Chairs

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When: Ongoing

While supporting high standards of excellence, the college will continue to review faculty hiring processes to widen and diversify its hiring pools.

Who: Human Resources, Diversity Committee, Academic Dean, Department Chairpersons

When: 2011-12 Academic Year

The college will review administrative support needs for full- time faculty and part-time lecturers and provide as appropriate when funding is available.

Who: Office of Academic Dean, Administrative Team

When: Ongoing; when funding available

The college will review and implement relevant policies and practices that will continue to build and enhance the welcoming atmosphere and work environment for all employees.

Who: Organizational Culture Committee, Human Resources, senior and new faculty and staff

When: 2011-12 Academic Year

The *Faculty Handbook* will be reviewed and revised for current relevance. By including a code of ethics, material on academic integrity, and other related policies, this revision will help to ensure an environment that supports academic integrity.

Who: Human Resources, Office of Academic Dean

When: May 2012

Where financially possible, the college will proceed to hire additional full-time faculty to increase the percentage of classes taught by full-time faculty.

Who: President, Academic Dean

When: Immediate and ongoing

The college will continue to engage in an ongoing dialogue with faculty about additional responsibilities, work-load issues, and academic freedom.

Who: Academic Dean, Human Resources

When: 2012-13 Academic Year

The college will promote a discussion of the procedures for faculty evaluation, promotion, and tenure.

Who: President, Human Resources, Academic Council, Promotion and Tenure Committee

When: Commencing 2012-13 Academic Year

The college will review program supervision undertaken by faculty.

Who: Academic Dean, Academic Chairs

When: 2012-13 Academic Year

The college will continue to support excellence in teaching and learning through innovative teaching strategies and alternative class structures.

Who: Office of the Academic Dean, Academic Chairpersons, Center for Teaching

When: Ongoing

The college will promote the discussion and identification of programs and strategies that support faculty scholarship and creative practice.

Who: Center for Teaching, Academic Chairpersons, Academic Dean's office

When: Commencing 2012-13 Academic Year

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years		2 Years		1 Year		Current Year		Next Year	
	Prior		Prior		Prior				Year	
	(FY 2008)	(FY 2009)	(FY 2009)	(FY 2010)	(FY 2010)	(FY 2011)	(FY 2011)	(FY 2012)	(FY 2012)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor										
Associate										
Assistant										
Instructor	5		5							
Other		13		32		53		50		
Total	5	13	5	32	-	53	-	50	-	-

# of Faculty in Tenured Positions ?										
Professor	24		27							
Associate	16		16							
Assistant	4		3							
Instructor										
Other		0		-		-		-		-
Total	44	-	46	-	-	-	-	-	-	-

# of Faculty Departing ?										
Professor										
Associate										
Assistant										
Instructor	1		1							
Other		0		-		-		-		-
Total	1	-	1	-	-	-	-	-	-	-

# of Faculty Retiring ?										
Professor	1		11							
Associate			2							
Assistant										
Instructor			1							
Other		0		-		-		-		-
Total	1	-	14	-	-	-	-	-	-	-

*** PTL Faculty do not retire, depart, or earn tenure**

**Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)**

?

Number of Faculty		3 Years Prior (FY 2008)		2 Years Prior (FY 2009)		1 Year Prior (FY 2010)		Current Year (FY 2011)		Next Year (FY 2012)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
		?	?								
Professor	Male	11		11		7		7			
	Female	13		15		12		13			
Associate	Male	10		9		6		6			
	Female	8		11		11		10			
Assistant	Male	3		8		10		10			
	Female	11		8		7		7			
Instructor	Male	11		6		5		9			
	Female	8		4		4		7			
Other	Male		80	1	93		127	-	144		
	Female		94	-	130		157	2	180		
Total	Male	35	80	35	93	28	127	32	144	-	-
	Female	40	94	38	130	34	157	39	180	-	-

Total Faculty

Professor	24	-	26	-	19	-	20	-	-	-
Associate	18	-	20	-	17	-	16	-	-	-
Assistant	14	-	16	-	17	-	17	-	-	-
Instructor	19	-	10	-	9	-	16	-	-	-
Other	-	174	1	223	-	284	2	324	-	-
Total	75	174	73	223	62	284	71	324	-	-

Salary for Academic Year

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	67,105		69,118		69,118		69,118		68,457
	Mean	82,847		86,222		79,808		79,808		
Associate	Minimum	58,481		60,235		58,368		58,368		59,651
	Mean	64,020		63,969		65,836		53,969		
Assistant	Minimum	50,165		53,321		51,670		50,019		52,808
	Mean	56,119		56,623		56,623		54,972		
Instructor	Minimum	44,967		46,316		47,845		45,783		48,898
	Mean	47,701		49,374		49,374		46,316		
Other	Minimum		1,211		1,272		1,296		1,335	
	Mean			23,831						1,395

* Salary for Full time faculty is contractual, salary for FT faculty teaching overloads is not included

Standard 5: Faculty (Highest Degrees and Teaching Assignments, Fall Term)

	3 Years		2Years		1 Year		Current Year		Next Year	
	Prior		Prior		Prior		Current Year		Year	
	(FY 2008)		(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	4		5		6		6			
Associate	1		1		2		2			
Assistant	2		1		2		3			
Instructor	2		2		1		2			
Other		23		27		41		46		
Total	9	23	9	27	11	41	13	46	-	-
Highest Degree Earned: Master's										
Professor	20		21		13		14			
Associate	17		19		15		14			
Assistant	12		15		15		14			
Instructor	17		8		8		14			
Other		193	1	212		238	2	275		
Total	66	193	64	212	51	238	58	275	-	-
Highest Degree Earned: Bachelor's										
Professor										
Associate										
Assistant										
Instructor										
Other		17		23		29		27		
Total	-	17	-	23	-	29	-	27	-	-
Highest Degree Earned: Professional License										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-
Highest Degree Earned: JD										
Professor										
Associate										
Assistant										
Instructor										
Other		5		5		5		5		
Total	-	5	-	5	-	5	-	5	-	-
Highest Degree Earned: MD										
Professor										
Associate										
Assistant										
Instructor										
Other		1		1		1		2		
Total	-	1	-	1	-	1	-	2	-	-

?

Fall Teaching Load, in credit hours

Professor	Maximum									
	Median									
Associate	Maximum									
	Median									
Assistant	Maximum									
	Median									
Instructor	Maximum									
	Median									
Other	Maximum									
	Median									

Explanation of teaching load (if not measured in credit hours): Required teaching load for FT faculty is 12 contact hours per semester and 24 contact credit hours per year. FT faculty may teach up to an additional 8 contact credit hours per semester. FT & PT faculty are paid on contact credit hours.

Students

STANDARD

6

Hernan Yepes – Committee Chair
Director Student Services

Patricia Costeines
*Testing Coordinator, Academic
Support Center*

Gregory DeSantis
Associate Director, Financial Aid

John Favret
*Faculty, Art
Program Coordinator, Art*

Milagros Gonzalez
Associate Registrar

Christopher Gough
Master Sergeant, Security

Avis Hendrickson, Ed.D.
Dean of Students

Jesse McAllister
Information Technology Technician

Edwena Chance
Faculty, English



Standard Six Student Services

Description

A wide range of support services is available to students as they enter the college and progress to graduating and continuing their education or moving into the workplace. They are admitted, tested, placed in a program; and they are advised every semester thereafter. They register, and they can be tutored if necessary. They may need help in choosing a career or they may need personal counseling or financial aid. They may expand their academic work through various student clubs and activities. They may want to visit the Men's Center or the Women's Center or enroll their children in the Early Childhood Laboratory School. Finally, there are ethical standards that are closely followed and monitored to ensure that they have a regular, disciplined experience at the college.

The Division of Student Affairs offers online support for day, evening, and online students including Enrollment Steps, and Career and Time Management modules. A complete listing of student services is available on the college website.

<http://www.hcc.commnet.edu/student/index.asp>

Admissions

The function of the Admissions Office is to make higher education accessible to every eligible citizen of the state. With an open admissions policy, the college enrolls a student body that reflects the population it serves in its eleven-town service area. Since some of the new students are first-generation college students, they need a frame of reference to guide them as they make their decision to further their education. The Admissions Office becomes a critical point of contact for them, and the office is especially aware of the challenges faced by high-school students, recent graduates, adults, working parents, minorities, recent immigrants, undocumented students, displaced homemakers, displaced workers, special-needs students, and economically disadvantaged students.

The Admissions Office primarily functions as an information center for the college by responding to mail, e-mail, web inquiries, telephone inquiries, referrals, and walk-in prospective students. The office also works closely with department chairs and academic coordinators, local high schools, churches, agencies, business and industry, sister institutions, and the general public in the dissemination of information about college's programs of study. In addition to the regularly scheduled visits, the office also receives special invitations to speak about the college from agencies such as the YMCA, adult-education centers, community-service agencies, and the like. The office also distributes course information, informational CDs, and responds to many other requests.

The internal functions of the office include the implementation and revision of admissions procedures, the supervision of staff, the review of application forms, the evaluation of foreign transfer credits, the issuing of I-20s for international students applying to the college, the advising of those students, as well as the preparation for each semester's registration.

The Admissions Office has much of the responsibility for processing the applications for registration of senior citizens. This group is advised by faculty and counseling staff, usually on the day before the start of classes, at a time designated by the Registrar's Office. The Admissions Office also coordinates the High School Partnership Program, which was established by the Board of Trustees for Connecticut Community-Technical Colleges to serve as a linkage

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between area high schools and community colleges.

Although the office accepts applications throughout the year, spring recruitment usually begins in October and fall recruitment usually begins in March. Once the dates and times are confirmed, a schedule listing the recruiting events is sent to the entire college community each semester inviting them to join these visits or schedule their own visits. At the recruitment events, the staff of the Admissions Office provides information to prospective students and other audiences, gives information about the admissions process, the various academic programs and services available, the cost savings, the availability of financial aid, and other support services. Those who are interested are also asked to complete an inquiry form so college information can be mailed to them. These names are used to generate a mailing list of prospective students for recruitment purposes by the college as a whole and by department chairs and program coordinators recruiting prospective students to their program areas.

The distribution percentage of race/ethnicity for students registered in spring 2011 is very similar to the final spring 2010 enrollment profile as shown in the chart below. There is an increase of students who are reporting their race/ethnicity as “multiple races.” (This particular category has become available recently.) As outreach efforts continue to get race/ethnicity information from students, a decrease in the number of students registered with missing information has occurred.

Ethnicity/Race	Spring 2011		Spring 2010	
	# of Students	% of Students	# of Students	% of Students
White	2,226	37.2%	2,163	36.6%
Black or African American	1,737	29.0%	1,659	28.1%
Hispanic	1,422	23.7%	1,411	23.9%
Asian	171	2.9%	175	3.0%
American Indian/Alaskan Native	14	.2%	13	.2%
Native Hawaiian or Pacific Islander	2	.0%	3	.1%
Other Race	118	2.0%	143	2.4%
Multiple Races	60	1.0%	29	.5%
Choose Not to Respond & No Response	239	4.0%	307	5.2%
Total Students	5,989	100%	5,903	100.0%

Testing Services

Testing services have grown in response to increased enrollment. The Testing Center administers placement tests, computer-literacy tests, and College Level Examination Program tests (CLEP) and Dantes Subject Standardized Tests (DSST) for students wishing to get college credit for their knowledge of particular subject. The Center also offers individual tests for students who missed a class examination. The need to expand the Testing Center was one of the recommendations mentioned in the 2002 NEASC report. In March 2007, the Testing Center was relocated to a computer lab with 24 testing stations as opposed to 9. In the fall of 2009, an educational assistant was hired with grant funds for 15 hours per week.

Accuplacer, a computer-based placement test, was adopted throughout the Connecticut Community Colleges in 1992. The tests are adaptive and untimed, assuring an accurate indication of the student’s ability. The testing results in a recommendation of an appropriate course in mathematics and English or a refresher course. Specialized tests for students whose first language is not English identify the appropriate English course including ESL.

Common, system-wide Accuplacer cut-scores were mandated by the System Office in the fall of 2009; however, in the fall of 2008, the college proactively took the lead and was one of the first colleges to begin using the new cut-scores. Mathematics scores for Elementary Algebra and Reading Comprehension were raised from 45 to 54 and from 80 to 83 respectively. Students

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who are close to being placed into college-level English and mathematics courses are given the opportunity to move to a higher level class by taking a “Challenge Essay” or a mathematics refresher course, or both. The mathematics refresher course, titled iMATH, requires students to complete a series of mathematics modules in three weeks. If they complete the course, they may retake the mathematics placement test. This refresher course has worked especially well for students who have not had a mathematics course in recent years.

The Student Affairs Division offers students “one-stop” advising. Placement testing is offered in morning, afternoon, and evening sessions to accommodate students’ schedules. Students are given a handout telling them how to access internet links on the college website to prepare for the test. In an effort to simplify the registration process, before each testing session students are also shown a PowerPoint presentation informing them of the various steps in registration, including applying for financial aid and talking with an advisor. After testing, students receive a palm card reminding them of the steps needed to register and a Course Placement Form explaining the various courses required. Students’ course placements are checked on the form which they take with them when they meet with an advisor. In the fall of 2009, the college began accepting SAT scores no older than two years in lieu of placement testing. ACT scores have been accepted since the fall of 2011.

Make-up testing and computer-literacy testing sessions are also offered weekly through the Testing Center. Makeup testing sessions are provided to students with special needs and those who are unable to take an exam. The Testing Coordinator and Disabilities Specialist collaborate to ensure appropriate accommodations are made. In an effort to assure that all students have basic computer skills, the college requires students to either take a computer course or pass a computer-literacy test in order to graduate. The computer-literacy test was updated in 2009 using hands-on simulated software by Assessment Solutions.

Retention and Success

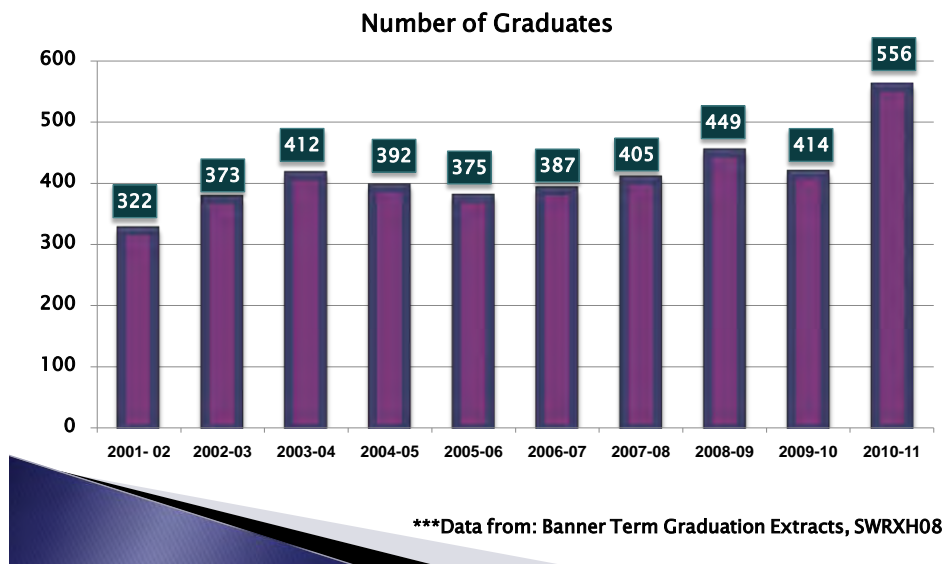
The college systematically measures student success to support its mission of providing resources and guidance to all students, many of whom often face significant barriers. The college continuously assesses and refines its intervention programs through the analysis of data on student success. As an example, under the Developmental Education Initiative (DEI), the college will substantially increase the number of high school juniors who will take the Accuplacer test. The students will be retested as seniors after the high school has completed remedial interventions. The college has committed to a three-year study to assess the impact of its remedial interventions while the students are still in high school. The goal is to help students be more college-ready, alleviating the need for remediation once they are enrolled in college.

The college is scaling up Self-Paced English. The program began with one section of ENG*013 and one section of ENG*043; the following spring, two sections of ENG*013 and ENG*043 were added. The intent is to move students through developmental courses more quickly and better prepare them for ENG*101. The numbers of sections of Developmental Mathematics have also increased.

The college has had relatively stable fall-to-spring and fall-to-fall retention figures in the last five years. The fall-to-fall retention figures are calculated as the proportion of degree-seeking students present in the initial fall (students in this cohort who graduate in the subsequent academic year are removed from the calculation) and are enrolled the following fall.

The Destination Graduation initiative, implemented in the fall of 2010, yielded an increase in the number of certificates and degrees awarded in the spring of 2011. The number of degrees and certificates awarded during the last ten years parallels general enrollment growth:

Housatonic Community College Certificates and Degrees Awarded



The college is one of three community colleges in Connecticut participating in the national Achieving the Dream initiative, which develops methods that help students succeed in their college work. The initiative includes such programs as Bridges, Self-Paced Studies, and Success Coaching, the latter now incorporated into the Academic Skills Development course DS*099.

The Bridges program was designed to foster the successful transition of high school students into college and to strengthen relationships with local high schools. The program consists of a four college-readiness workshops: orientation to college, placement test preparation, applying for financial aid, and career planning. The program includes sixteen high schools in the college's service region with the workshops tailored to each high school's needs.

The College Career Pathways program for high school seniors is designed to integrate academic and occupational learning. The program provides a link between high-school and college-level curricula in a sequential program that includes coursework in mathematics, science, communication, and a career course in the student's area of interest.

The Math, Science and Technology Scholars Program is a state-funded program that offers high school students the opportunity to take college-level courses in mathematics or science or take a technical-career course at no cost to the student. Students in this program are required to take the Accuplacer Exam and be placed into any college-level math course (no developmental courses), and they must be placed into ENG*101.

In the summer of 2011 a six-week summer instruction and tutoring program called Summer GEAR UP was offered to 60 high-school June graduates who were current GEAR UP participants in the Bridgeport Public Schools. They enrolled in developmental or introductory college-credit courses in mathematics and English composition to further their readiness for college. Students typically meet four days a week for classroom instruction provided by the college. Tutors are available in the classroom and also provide additional tutoring hours after

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class. Fridays are dedicated to college readiness workshops which may include topics incorporated from the college's Bridges program.

All programs generate and review their success data regularly in order to improve programs and plan future directions accordingly. Data-driven decisions are made according to the needs of the specific programs.

Academic Advising

Academic advising is strongly encouraged and in many cases required to ensure student success by keeping the students on track with program requirements and keeping them in touch with advisors. Each semester new students meet with an academic advisor in the Academic Advising Center. An advisor discusses with the new students what their placement test results indicated, which classes to register for in their first semester, what the requirements are for the chosen major, how to use the college catalog (including understanding specific terms), how to build a schedule from the college website, how to complete the registration form, how to find their faculty advisor, and when to prepare for the next registration period.

Advising is required for all new, readmit, and new transfer students. Students who fall into other categories such as English as a Second Language, academic probation, or suspension may also be required to meet with an advisor prior to registration. Although advising is highly recommended for all students, it is not required for continuing students.

The Academic Advising Center is staffed by a director, an academic advisor, and clerical support who train faculty and staff in a range of initiatives to address barriers to graduation, especially in registration, advising, and retention. Faculty members offer academic and career guidance to all students either in their offices or at special events during the academic year.

Orientation

New Student Orientation introduces newly-registered, readmitted, and new transfer students to the college. It gives newly registered students the opportunity to learn about the programs and services of the college, to have a tour of the campus, and to meet other new students who will be starting classes the same semester. A staffed exhibit provides information about continuing education, institutional research, the college library, the Public Safety Department, the Student Senate and student clubs, the Women's Center, the Men's Center, the Wellness Center, and the Veteran's Center. There is also an online version of the orientation exhibit on the website.

Registration

The Registrar's Office maintains all current and former student academic records. It ensures the college's academic integrity by upholding all state and institutional policies. It develops and implements policies and procedures for a more efficient registration, record-keeping, and automatic e-mailing to students.

Registration is an ongoing process, and students have a variety of ways in which they can register. The Registrar's Office offers continuous registration, Monday through Friday, every week of the year, from 9:00 am to 4:00 pm. The college accepts registration forms via mail, FAX, or Internet. Students may register online, drop off their registrations, or attend open, scheduled sessions before the start of each semester. The Registrar's Office also tracks and processes Veterans' Administration enrollment benefits.

Academic Support Services

The Academic Support Center, which serves students with various educational backgrounds and needs, comprises the Tutoring Center, the Writing Across the Curriculum Center, and the

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Office of Testing Services. The tutoring is done by peer and master tutors in most developmental and college-level academic subjects, especially in mathematics and English. Many different support services are available, including tutoring in subject matter and in writing assignments, facilitating study groups, and administering CLEP, Dantes, and placement tests.

The Online Writing Lab allows students to submit their written work to a tutor, ask for specific feedback, and receive the tutor's comments within 48 hours. Live Tutoring via eChat allows students to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Offline questions allow students to leave a specific question for an e-tutor, who will respond within 48 hours. At the Writing Across the Curriculum Center students of all writing abilities can receive help to improve their skills. Students can make appointments or drop in for help from the professional tutors and writing faculty who work in the Academic Support Center. In addition to individual tutoring sessions, group tutoring sessions and workshops are held on various aspects of writing at various skill levels.

The Academic Support Center tracks online users, one-on-one tutoring sessions, and group tutoring workshops. The current software tracks and records each student's online interactions with the Center with regard to (1) the subject-matter of his or her writing assignment, (2) the tutor for the session, and (3) the date and time of each tutoring session. Detailed reports are accessible on daily, weekly, and monthly basis. To encourage first-year students to take advantage of these services, the staff of the Academic Support Center offer in-class presentations and attend student orientations.

Counseling Services

Counselors help students identify personal, academic, and social barriers that may prevent them from succeeding. The Counseling Center represents a safe haven for students and provides a place where confidential information can be shared. The counselors are trained professionals who help students benefit from their experience at the college and prepare themselves for employment in their fields of study or for continuing their education at four-year colleges or universities. Counselors also play a key role in academic advising. They see students by appointment or on a walk-in basis throughout the year and help them clarify their options and discuss such academic issues as academic probation or suspension and graduation requirements.

An annual Transfer Fair is sponsored by the Counseling Center to provide information for students who want to further their education. Approximately 35 colleges send representatives who discuss transfer issues with the students and answer questions for staff and faculty. During the academic semesters several colleges also set up tables in prominent location throughout the campus to provide information to prospective students and interested staff and faculty. Counselors also provide transfer workshops and make presentations in the classroom. Trips are arranged for students to experience colleges to which they might transfer.

The Counseling Center routinely offers workshops on time management, test anxiety, stress management, and other timely subjects as necessary. Besides participating in college-wide committees, counselors actively participate in other campus functions such as orientations for new students and faculty, job fairs, and transfer fairs. Counselors assist students with various assessment instruments as well as other career and transfer information. Referrals to community agencies are made available to students who need extensive assistance. Students are informed about the Counseling Center services in orientation programs and through classroom visits and advertised programs designed to meet student needs. A monthly data report helps determine the greatest areas of need and is useful for making projections for meeting future needs.

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The office of Disabilities Support Services (DSS) is committed to providing equal educational opportunity and access in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Equality of access, accommodations, auxiliary aids, and services are provided as determined appropriate, reasonable, and suited to a post-secondary setting. The major functions of DSS are consulting with students, processing documentation of disability, and determining appropriate accommodations and referrals to support services. The DSS coordinator meets with students every semester to review accommodations and act as a secondary academic advisor. The DSS coordinator also acts as a liaison with staff, faculty and outside agencies. There are approximately 350 students currently registered in the program.

Counselors assist with issues of academic standing at the college. Clear policies regarding good academic standing are published in the *College Catalog and Student Handbook* as well as on the college's website. The academic probation process is treated by the college as a means to uphold academic standards as well as a means to help students develop an effective strategy for improving their academic performance.

Currently, the college employs five full-time counselors and one part-time counselor. The Director of Student Development and Services supplements their efforts. With the growing student population, personal counseling, academic advising, transfer advising, financial advising, and career development counseling are all provided on a limited basis.

Financial Aid

The college makes every effort to assist students in financing their education. In 2010-11, among the Connecticut community colleges, Housatonic Community College awarded the second-largest amount of financial aid, a total of \$15.6 million. The office now annually aids approximately 4,408 (unduplicated) students, a 218% increase since 2002.

Financial aid is made available to students who have been determined to have financial need, according to federal need analysis. Federal financial aid programs include Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, and Direct Loans. State programs include grants from Connecticut Aid for Public College Students and from the Connecticut Community College Grant Program, and from a work-study program provided by the State of Connecticut. The Financial Aid Office is responsible for all decisions on awards of financial aid. All students are individually advised by Financial Aid personnel about their rights and responsibilities when borrowing money to attend the college.

Student Activities

The Student Life Office organizes major functions and activities to engage students and provide them with extra-curricular activities, including student clubs and the Student Senate. These educational and culturally diverse activities complement the academic programs at the college and enhance the overall educational experience of its students.

Some of the events include the New Student Orientation programs throughout the year and the many activities sponsored by approximately 25 academic, cultural, or special-interest student organizations and clubs as well as the Student Senate. These include programs during the day, in the evening, and on the weekend, ranging from concerts, festivals, nationally known speakers, dance and arts presentations, poetry recitals, art exhibitions, and interfaith programs; also bus trips to New York museums and theaters, to the Eastern States Exposition; to Salem, and Philadelphia. Students who are involved in the planning and implementation of such activities have the opportunity to develop skills in human relations, group activity, legislative procedures,

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program planning and evaluation, budgeting, and financial management. Those who participate in college activities and functions often develop lasting friendships with their fellow students and faculty and achieve more academically and socially.

The office evaluates certain activities or functions to keep track of attendance, to determine whether or not to repeat the function in the future, and to determine in what ways the functions can be improved. The office works to increase the number of clubs and their membership as well as to increase participation at student activities and functions. The office also sponsors diverse, cultural, social, and educational events to enhance student life at the college.

The Women's Center

Working mostly with a volunteer committee of staff, students, faculty, and alumni, the Women's Center, active on campus for over 20 years, continues to implement programming on many timely issues that include a Food for Thought series on gun control, Habitat for Humanity projects, self-esteem, eating disorders, breast cancer, AIDS and HIV, pollution, sexual orientation, art therapy, nutrition, financial concerns, home repairs, domestic violence, and others.

Collaboration with clubs, academic departments, and outside agencies such as the Center for Women and Families of Eastern Fairfield County and the American Association of University Women has produced a richer experience. The Women's Center also sponsors annual essay contests on women's health, the environment, and political involvement, and maintains a referral list of community resources. A list of programs offered by the Women's Center is available in the Virtual Workroom.

The Men's Center

The Men's Center opened in the spring of 2010 when 37.4% of the student population was male. The center is a gathering place for men, where they receive information about men's issues through lectures, programs, and discussion groups. Nationally, there is a drive to increase the number of male college students, particularly African-American and Hispanic males. To this end, the Men's Center has partnered with the You Can Do It program (YCDI). The Center has a grant-funded staff member who serves as a mentor to the male students. A planning committee composed of students, faculty and staff plans programs and services.

Early Childhood Laboratory School

The Early Childhood Laboratory School functions as a laboratory for the Early Childhood Education Program as well as a service for students, faculty, staff, and people in the community with young children. It is accredited by the National Association for the Education of Young Children and enrolls approximately 50 children of students, faculty, staff, and the community; the children range from three to five years in age. Seventy-five percent of participating families have a household income below 50% of the state's median income. The school serves children with disabilities and from diverse racial, ethnic, and economic backgrounds.

The Laboratory School's mission is (1) to provide a safe, nurturing, early-care, and education program where each child is recognized and respected as a unique individual and where home-school partnerships are valued and nurtured and (2) to serve as a laboratory setting and resource for the college's early-childhood care and education programs in the community. Its primary goal is to assist each child to realize his or her full potential by providing a developmentally appropriate environment that promotes and encourages active exploration, trust, respect, and

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concern for one another. The curriculum reflects the school's mission and goals and uses the Connecticut Preschool Curriculum Framework as its foundation.

The school receives approximately 1,000 visitors a year including students from the Early Childhood Education program, from the Occupational Therapy Assistant program, and from psychology programs at the college. Other visitors are from the Bridgeport School of Nursing, the Fones School of Dental Hygiene, Bunnell High School, Stratford High School, Bullard Havens Technical School, Bassick High School, and Central High School, as well as staff from community early childhood education programs.

Staff Qualifications

All staff in the Student Affairs Division meet the standards of the System of Connecticut Community Colleges for their job functions and titles. A master's degree in an appropriate area is required for counselors, all of whom are appropriately trained and reviewed for performance in accordance with the collective bargaining contract. Other services such as food and bookstore services, are provided by outside contractors and are available to the entire college community.

Ethical Standards

The college has many policies regarding ethical practices and procedures and the rights of students. These and the grievance procedure are included in the *College Catalog and Student Handbook* as well as on the website (the policy on student discipline, established by the System Board of Trustees, is the section titled "College Policies"). The college's expectations regarding student behavior reflect the belief that (1) students are entitled to an atmosphere on campus that is conducive to learning and that (2) students must be responsible for their own behavior. Violations of student rights are dealt with through the grievance procedure, also detailed in "College Policies." A review of these expectations and procedures is part of student orientation.

Student Records

The college has clear and precise policies to protect student records, including the retention, security, and disposal of student records. The college complies with the Family Education Rights and Privacy Act (FERPA) and all college personnel respect the rights and privacy of each student. Electronic storage of information has become the norm; each student's access to his or her records is now available through the college website with password protection.

Assessment

The systematic collection of data in order to assess and improve student functions is a main concern to the college. An effort to incorporate assessment efforts into one comprehensive document was begun in the spring of 2010. This document, called *The Assessment of Student Affairs Functions*, incorporates descriptions, appraisals, projections, and data from all student affairs departments to facilitate reporting responsibilities and to ease the process of storage and retrieval of pertinent data. A copy of the current version of this document is available in the Virtual Workroom.

Institutional Effectiveness

The college effectively supports students from admission to graduation through a wide range of services and student-success initiatives that appropriately admit, test, advise, and place students in appropriate programs and at levels that enhance their chances of academic completion. The college encourages the ongoing evaluation of its student services through a continual review of data that the

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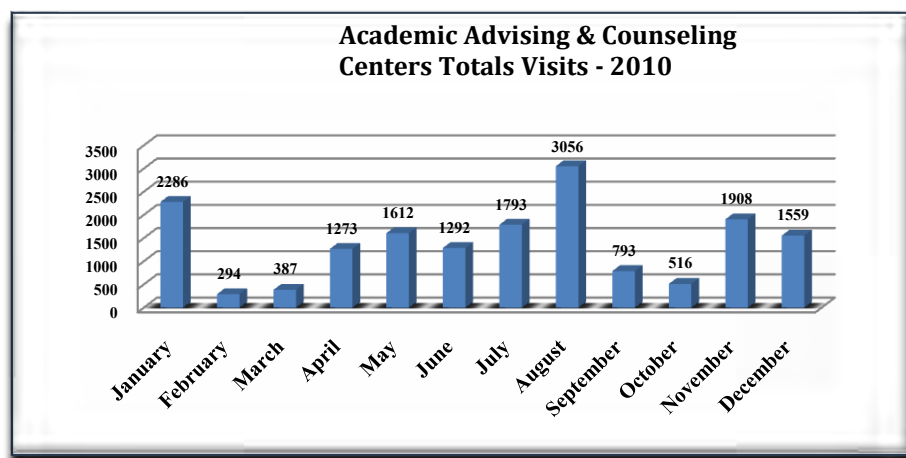
college collects and disseminates on a systematic basis. An advising center, reinvigorated student activities, and a “graduation destination” program are three examples of institutional initiatives made in response to such data-driven assessments.

Appraisal

The college recruits, admits, and enrolls a student body that reflects the population of its service area. It identifies the academic needs of entering students, places them in appropriate courses (including developmental-level courses if needed), and provides a wide range of services.

The successful implementation of all student service programs has continued despite a 38.5% increase in enrollment from 2007 to 2010, one of the largest enrollment increases of any community college in the country during this time period. Meeting the challenges of serving these extra 1,700 students with virtually the same personnel is perhaps one of the Division’s greatest accomplishments since the 2007 Fifth Year report.

Academic advising is a primary concern for the faculty as well as for the staff of the Student Affairs Division. Although the creation of the Academic Advising Center has helped considerably, the growth in student numbers has made it very challenging to keep up with the demand. Currently, joint efforts by the Academics and Student Affairs divisions are being made to increase faculty participation in academic advising. A campaign to exhort students to seek early advising, especially in the months of April and November while faculty are on campus, is underway to alleviate hectic times closer to the beginning of classes. A recent review of data resulted in the Academic Advising Center and the Counseling Center collaborating in sharing a larger room to more efficiently assist with the advising and registration of students during the months of January and August, the busiest times.



Collaboration among different departments has improved services during the last few years. Recruitment from targeted area high schools is an example. The number of applications received from Fairfield and Stratford high schools increased from the fall of 2009 to the fall of 2010 by 16.5% and 9.2% respectively. Partnerships with high schools have strengthened the college’s presence in the area and facilitated high-school students’ transition to post-secondary education.

Realizing the need to ensure that students graduate with computer skills, the college has had a computer-literacy requirement in place since 1999. The requirement can be met either by

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taking a computer course or by taking a computer-literacy test. (More information on the college's computer-literacy requirement is found in Standard Four.)

The college is a test center for the College Level Examination Program (CLEP) tests and Dantes Subject Standardized Tests (DSST) examinations. In 2007, the college was cited as one of the top 100 testing centers in the country. Today, it is Connecticut's third largest testing center. The language tests in particular are popular with the college's large multicultural population.

The college is an Achieving the Dream institution and in 2006 received funding for a high-school outreach program, Bridges, to target high-school juniors and encourage them to take a fourth year of mathematics or a more challenging mathematics course in their senior year. A positive outcome of Bridges is that it has made high-school counselors and administrators more aware of Housatonic Community College and what it offers their students.

The Orientation Committee has grown with the large increase in student enrollment as has its scope and purpose. The goal of the committee is to give new students information about the programs and services at the college. The members of the committee have accomplished this by permitting only accepted students to attend the orientation programs, by conducting campus tours during the program, by allowing students the option of attending orientation online, by using various "ice-breaker" games along with speakers, by expanding the orientation to include morning and evening options, and by increasing the cultural awareness of the students.

A separate portal called "Registration is EASY" (a big green button) was added to the home page of the website to provide ease of access to detailed information about registration. Web registration is now available "24/7/365." With the continuing emphasis on online processing, graduation evaluations have also been made available online to students.

The Registrar's Office uses student e-mail accounts to notify students of registration dates and other pertinent information. A veteran's representative is available in the office and a center for students who are veterans was opened as a resource for these students.

In an effort to help more students graduate, the Registrar's Office for the past four years has been sending over a thousand letters a year to students who have 45 or more credits (assuming that they could graduate at the end of the next semester). In the fall of 2010 a "graduation fair" for the purpose of distributing and collecting graduation applications, called "Destination Graduation," was held in Beacon Hall, resulting in 103 graduation applications being received.

A new Student Self-Help Center was established in the Student Services area of Lafayette Hall (B107) to facilitate online registration activities. Students have open access to registration forms, course schedules, program requirements, graduation applications, change of information forms, and many others. Student workers assist other students during busy registration periods.

The Financial Aid Office has expanded its outreach and student contact since 2002. Each year, there are more than 25,000 visitors to the Financial Aid Office. The Office now offers year-round individual workshops for current and prospective students to help them complete their FAFSA forms. Through one-on-one counseling, all recipients of student loans receive in-depth information about borrowing. The office also makes community presentations at large events such as the College Fair (hosted at the college) and at small information sessions for local organizations.

The Financial Aid Office will continue to be challenged to provide individual service to students as the college population continues to grow. Frequent changes in federal and state financial aid regulations, such as implementation of 200% Pell Grants and the transition to Direct

Standard Six

Lending (which entails a major shift from a bank-driven lending process to a federal lending process for student loans) will present challenges to financial aid services.

Financial assistance to students is also available through the Housatonic Community College Foundation. The Foundation works in partnership with the college to bring a broad range of scholarships and grants to students. In 2009-2010, the Foundation disbursed more than \$159,000 in scholarship awards. Scholarship applications are now available online as well as in the Foundation Office, which was recently relocated into a larger space in Lafayette Hall (B127) in an effort to make the Foundation more visible and accessible to visitors and students.

Despite increases in enrollment the college has maintained relatively consistent rates of retention and graduation as reported in the *Data First Forms S-series*. However, graduation rates remain low and the college is committed to developing and maintaining initiatives such as Destination Graduation to encourage students to complete their programs and graduate. Retention and graduation rates are broadly shared at division and community meetings; and the Registrar's Office and the Office of Institutional Research collaborate on initiatives to encourage graduation.

Projections

To provide effective services to a growing number of students, the college will increase interactive computerized options in admissions, academic advising, registration, and financial aid and also use such technology to guide students to the appropriate service.

Who: Dean of Students, Dean of Administration, Enrollment Committee

When: Ongoing

The college will ensure that the document *Assessment of Student Affairs Functions* is completed and utilized as a critical factor in the assessment of student functions.

Who: Director of Student Development and Services

When: Spring 2012

The college will continue to institutionalize support services for special populations, many of which are currently underwritten by grants. Such services will continue to use assessment data to refine their programs.

Who: Dean of Students, Grant Development Officer, Academic Dean

When: 2012-13 Academic Year

The college will support the Hispanic Outreach Initiative with the intent of applying for federal funding as a Hispanic Serving Institution (HSI).

Who: Dean of Students

When: Ongoing

The college will continue to ensure effective collaboration between the Academic Division and the Student Affairs Division to provide comprehensive support for its students.

Who: Academic Dean, Dean of Students

When: Ongoing

The college is committed to pursuing initiatives that support student success as measured by the rates for student persistence, retention, and graduation.

Who: Enrollment Committee

When: Ongoing

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

? Where does the institution describe the students it seeks to serve?

Bridgeport, CT

Fiscal year ends month & day (/)	2 years prior	Most recently completed year	Current budget	Next year forward (goal or projection)	Two years forward (goal or projection)
	(FY 2009)	(FY 2010)	(FY 2011)	FY 2 012	FY 2013

? **Student Financial Aid**

Total Federal Aid	\$5,877,742	\$9,731,105	\$5,375,146		
Grants	\$4,939,288	\$8,640,668	\$4,798,336		
Loans	\$820,779	\$958,960	\$447,532		
Work Study	\$117,675	\$131,477	\$129,278		
Total State Aid	\$1,362,472	\$1,433,243	\$1,657,190		
Total Institutional Aid	\$1,337,870	\$1,717,234	\$2,193,168		
Grants	\$1,337,870	\$1,717,234	\$2,193,168		
Loans					
Total Private Aid					
Grants					
Loans					

Student Debt

Percent of students graduating with debt*					
Undergraduates	6%	5%			
Graduates					
Average amount of debt for students with debt					
Undergraduates	\$2,773	\$2,606	\$2,053		
Graduates					

Percent of First-year students in Developmental Courses**

English as a Second/Other Language (ESL)	7.3%	9.8%			
English (reading, writing, communication skills) 003, 010, 013, 015, 043,	58.2%	55.9%			
Math 075 & 095	48.0%	47.4%			
Other - Academic Skills Development 099	45.9%	45.2%			

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

Standard 6: Students (Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Current Year (FY 2011)	Next Year Forward (FY 2012)	2 Years Forward (FY 2013)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	1,443	1,700	1,736	1,893	
	Part-Time Headcount	2,149	2,209	2,497	2,830	
	Total Headcount	3,592	3,909	4,233	4,723	-
	Total FTE	?				
Second Year	Full-Time Headcount	434	531	612	349	
	Part-Time Headcount	1,055	1,169	1,352	907	
	Total Headcount	1,489	1,700	1,964	1,256	-
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount	?				
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	1,877	2,231	2,348	2,242	-
	Part-Time Headcount	3,204	3,378	3,849	3,737	-
	Total Headcount	5,081	5,609	6,197	5,979	-
	Total FTE	-	-	-	-	-
	% Change FTE Undergraduate	na	-	-	-	-
GRADUATE		?				
	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount	-	-	-	-	-
	Total FTE	?				
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	5,081	5,609	6,197	5,979	-
	Grand Total FTE	2,885.0	3,266.0	3,602.0	3,478.0	-
	% Change Grand Total FTE	na	13.2%	10.3%	-3.4%	-100.0%

Source: SWRXF05 ClassCode by Degree By FTPT

Standard 6: Students (Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		2 Years <u>Prior</u> (FY 2009)	1 Year <u>Prior</u> (FY 2010)	Current <u>Year</u> (FY 2011)	Next Year <u>Forward</u> (FY 2012)	2 Years <u>Forward</u> (FY 2013)
Freshmen - Undergraduate	?					
Completed Applications	?	2,988	3,099	4,235	4,029	
Applications Accepted	?	2,988	3,099	4,235	4,029	
Applicants Enrolled	?	1,696	1,697	1,773	2,094	
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	-
% Enrolled of Accepted		56.8%	54.8%	41.9%	52.0%	-
 Percent Change Year over Year						
Completed Applications		-	3.7%	36.7%	-4.9%	-100.0%
Applications Accepted		-	3.7%	36.7%	-4.9%	-100.0%
Applicants Enrolled		-	0.1%	4.5%	18.1%	-100.0%
 Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
 Transfers - Undergraduate	?					
Completed Applications		718	814	875	801	
Applications Accepted		718	814	875	801	
Applications Enrolled		484	526	599	455	
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	-
% Enrolled of Accepted		67.4%	64.6%	68.5%	56.8%	-
 Master's Degree	?					
Completed Applications		NA				
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		#VALUE!	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
 First Professional Degree - All Programs	?					
Completed Applications		NA				
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		#VALUE!	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
 Doctoral Degree	?					
Completed Applications		NA				
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		#VALUE!	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Source: SWRXA11 & Fall Student Profile

Library and Other Information Resources

STANDARD 7

Shelley Strohm – Committee Chair
Director of Library Services

Bruce Bomely
*Systems Manager, Information
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Timothea Douglas
Clerk Typist, Information Desk

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Librarian

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Media Assistant, Library

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Faculty, Biology

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Faculty, Art



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Library and Information Resources

Description

The college library prides itself on being a service organization, focused on supporting students and faculty in their educational goals. With expert staff and collaboration with the college community, it supports the curriculum by providing a collection that is continuously evolving to meet the needs of the college in an informational society.

The library offers a welcoming and safe environment for all members of the college community. The atmosphere is conducive to learning and serious study. The library supports the college's mission statement by providing a comprehensive range of resources, services, and programs that help prepare the students for the demands of a complex, information-rich society (7.1 Library Mission Statement, 2009). The library serves over 6,000 students as well as faculty, staff, and members of the community. During the fall and spring semesters, the library was open seven days a week, for a total of 71 hours per week. With the current economic situation, the library is now open 67.5 hours per week. During the winter and summer sessions, the library is open on weekdays. Security was updated in 2010 with new technology, including four additional security cameras, and a member of the security staff does a walk-through of the library every half hour.

The Media Services Department is a unit of the library supervised by a librarian. It provides support to faculty, students, and staff in the use of educational technology for teaching and learning. It builds and maintains the library's collection of audiovisual items such as CDs and DVDs. The department also actively collaborates with faculty and staff in the production of multi-media materials and duplicates classroom related CDs and DVDs for students.

Space

As patrons enter the college library on the first floor of Lafayette Hall, they pass display areas for exhibits and new books and can see most of the major areas of the 16,000-square-foot library. To their left is the long, L-shaped circulation desk with three checkout computers. Beyond that is the viewing-instruction room housing special equipment such as an optical reader, a large screen TV, and individual TV-DVD-computers for students to view reserve items. Continuing on the left are student computer stations, the Media Services Department, and the collection of circulating books, the "stacks." To the right are study rooms, staff areas, and an area of upholstered chairs and tables for the casual reading of current periodicals. Directly in front of entering patrons is the reference desk, the reference collection, and study tables. Beyond the reference area is a large expanse of individual study carrels flooded with natural light from large plate-glass windows overlooking the sidewalks, trees, flowers, and the Stoic columns of the college courtyard (7.2).

For student use there are 20 computer workstations—7 computers for Internet access, 8 computers for database access, and 5 computers for catalog access. All computers were evaluated by IT in 2010 and are currently being replaced. In 2010, 4 laptop computers were added for students who wish to work in a carrel or at a table. These laptops have been restricted to Microsoft Office and do not have access to the Internet. A collaborative computer (C-Pod) was added to a study room in 2011. Posters explaining the Acceptable Use Policy for IT Resources are displayed in the library near the main entrance and near the computer stations. Seating for patrons is available in different forms: 3 group-study rooms (6 seats in each), 10 study tables (4 seats at each), upholstered chairs (14 seats), and 91 carrels, for a total of 163 seats. The viewing room has another six viewing stations and 23 classroom seats, bringing the total seating to 192.

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The Media Services Department includes an office for the supervisor, work areas for media technicians, and a secure storage area. The area has direct access to both the library and a main hallway of the college. The Department maintains and administers the college's 80 fully-integrated media-rich classrooms and is also responsible for the college's television programming, for all media support in the college's media-enhanced conference rooms, for the community room, and for the college's Events Center in Beacon Hall. The Events Center, a state of the art facility, can integrate all types of media into presentations, from computer data to video to music.

Staff

The library has one director and five librarians. Another full-time librarian, who is responsible for the Media Services Department, also works in the library as a reference librarian. In addition, the Media Services Department has two full-time media technicians. The library currently employs 4 adjunct librarians for reference duties on weekends and evenings. Eight student workers are employed for circulation and other duties.

Staff members are supported with materials and opportunities for professional development. Each full-time staff member has his or her own workspace with a computer and a printer. Specific materials needed by staff are requested and purchased by the library. In the fall of 2009, the software program *Asset Manager* was purchased to track equipment and the program *Surpass Serials* was purchased to track periodicals.

Professional development opportunities and funding for library staff are the same as for faculty. In recent years, library staff have attended several workshops and conferences such as the American Library Association Conference, the Association of Colleges and Research Libraries Conference, and the Computers in Libraries Conference. Additional training is available with the community colleges' Council of Libraries groups, the Connecticut Library Consortium training programs, and the in-service training programs of the state of Connecticut. The library staff are ACLs, part of the same collective bargaining group as faculty. All library staff are members of the Council of Libraries and can serve on decision-making committees for the organization and the colleges.

Accessibility

The library is committed to accessibility for all. It has accommodations for the visually impaired: ZoomText and JAWS for computer access, an optical reader for print, and many databases with font enlargement options and text-to-speech features. Headphones are available to patrons. The library is ADA compliant for wheelchairs at four carrels, two computer stations, and one catalog station. There are two bariatric chairs for patrons. Patrons who are off-campus may use the reference service through the telephone or by e-mailing librarians, and they have 24-hour access to electronic resources through the Internet.

The Media Services Department provides closed-captioning units for semester loan to any instructor with audio-impaired students in his or her classroom. In every media-rich classroom the visually impaired are accommodated by the zoom feature on document cameras. Tape recorders are available to patrons.

An explanation of library policies is available at the circulation desk in a notebook binder and on the library webpage. A handout of library circulation policies is given to all new patrons when they receive their library card. Relevant policy information on the use of the library and information resources is clearly printed on signs which are located in several areas. Patrons are encouraged to make suggestions, either directly to a librarian or by using the suggestion box located on the circulation desk.

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Collection

At the end of fiscal year 2008-09, the library holdings consisted of 47,593 monograph titles, 149 periodical titles in hard copy, and 101 periodical titles in microform. During 2009-10, 2,241 items were added to the collection. E-books are a small but growing part of the collection. The Media Services Department maintains the library's audiovisual collection of over 6,141 titles including educational, documentary, classic, contemporary, and foreign films as well as music and book CDs. To supplement its holdings, the library has an active interlibrary loan program and participates in OCLC (Online Computer Library Center), a consortium of over 72,000 libraries, archives, and museums. The library provides a service to biology students by housing relevant models and charts.

In response to the college's 2002 NEASC report, NEASC suggested that an issue facing the library was the currency of its collection. Since then, this issue has been addressed by reviewing the acquisitions policy (Doc 7.3) and allocating more resources to the purchase of materials. By the end of 2010, 36% of the collection's titles were published within the last 10 years. The library actively collaborates with faculty to improve the collection. For example, library staff worked extensively with the Early Childhood Education faculty to serve students by developing the children's books collection and creating the special collection of the Caldecott winners. These collections serve the Early Childhood Education courses, their Laboratory School, and the children of patrons.

The library's collection is kept current by a vigorous de-selection program. Items in the collection are continuously removed for reasons of accuracy, condition, currency, and relevance to curriculum. In fiscal year 2009-10, 882 volumes were withdrawn. The Media Services Department began a VHS de-selection in 2009, removing videotapes for reasons cited above. Items still current and in demand were replaced by DVDs when commercially available. Following copyright laws, those items that cannot be replaced are preserved by being transferred to DVD format.

In the fall of 2004, the library began a program called the Bestseller Shelf for supplying general interest materials. The materials for this print and audio collection are leased from the distributor McNaughton. The library staff began this program to increase circulation while providing titles for patrons who are looking for popular fiction. The collection is placed in a prominent place to encourage browsing, and patrons are notified through e-mails and Facebook.

The largest percentage of the collection budget is used for electronic services. Although the library carries periodicals in microform and hard copy, the majority of articles are accessed through databases. The library carries 120 subscriptions to online databases and services in a variety of subject areas. Databases are reviewed annually by library staff for their relevance.

To improve the experience of library patrons, the library in 2010 shifted the entire collection to ease crowding and increase accessibility of materials. To aid patron browsing, empty copies of educational DVD cases were placed in the book collection in the proper subject areas to direct users to the educational DVD collection. Signs in the library are clear, understandable, and abundant.

Acquisitions

A selection policy guides the building of a library collection. The criteria for the selection of library materials are established by standard library procedures: by consulting professional review journals and popular review publications such as the *New York Times Book Review*, by reviewing requests from faculty and students, and by considering relevance to the curriculum and the expertise of the librarians. A member of the library staff is on the Curriculum Committee, and two staff serve on the College Senate to keep current with curriculum changes that may affect acquisitions. A copy of the collection development policy, revised in 2010, is in the director's office (7.3).

Patrons served

The library serves a variety of patrons including students, faculty, staff, and members of the community. Decisions about services, acquisitions, furniture, and all other library issues are made

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with the needs of patrons in mind. There has been a steady increase in the number of library cards issued, an increase which can be attributed to increased enrollment and library outreach. In the 2009-2010 academic year 2,085 student cards were issued, an increase of 503 student cards from the previous academic year.

Collection awareness

In 2004, the Media Services Department began e-mailing faculty and staff lists of newly acquired DVDs and VHSs. This raised the level of demand for DVDs such that the Media Services Department began labeling these DVDs as "new" and shelving them on a separate cart.

Inspired by this success, the library staff decided to start a similar e-mail campaign to increase awareness of the ongoing acquisitions of new books. The library staff designated space in the library's browsing area to house this "New Books" collection. New labeling and signs were made, and there was a New Books location created in the catalog.

These campaigns played a role in a 96% increase in circulation of DVDs and a 27% increase in book circulation from 2004-05 to 2009-10. Despite these increases, it was apparent to the library staff that students were not always being informed because there were no student e-mail accounts at the college (there are still none). However, the rise in popularity of social media led the staff to another means of publicizing this information. In January 2009 the staff created a fan page for this purpose on Facebook. Staff post three to four notes per month on the fan page to let patrons know what new materials are added to the collection and to announce events such as Writers in the Classroom. Events are photographed and the photos are posted to the fan page. This allows students and staff to comment and "tag" themselves in photos. Naming themselves in photographs allows those photos to show up on their individual Facebook profiles, and the buzz of each event begins to spread virally.

Programs

The library developed the Writers in the Housatonic Classroom program in 2005 in an effort to further promote interaction between faculty, students, and library staff. This program connects writers, poets, and playwrights with the college's literature, composition, and writing classes each semester. By providing students with opportunities to meet established writers who will discuss and exchange views on writing with students, the library staff seeks to enhance students' information literacy and critical thinking skills. The effort is made to bring a variety of diverse authors and viewpoints into the program. Recently, this program has partnered with the college's Diversity Committee and used the Perkins Grant to expand its offerings (7.4).

Reference Services and Library Instruction

The library supports the curriculum and instructs students; reference is therefore a critical function. The reference desk is staffed by a librarian during all hours of library operation. In 2010, the reference librarians answered 9,543 questions. The librarians provide reference service to all patrons and give students individual instruction on library skills and research techniques related to their course work. This individualized instruction contributes to the academic success of students. In 2010, a wiki (a private website with access limited to library staff) was set up for reference librarians to easily communicate with each other concerning reference issues. The reference desk is centrally located, easily visible to patrons, and next to the reference collection.

The library staff and faculty work together to ensure that students obtain the information literacy skills needed for success. Mandatory instruction sessions are held in all Academic Skills Development (DS*099) and Composition (ENG*101) classes. Classes given to DS*099 students introduce basic library skills necessary for college success while classes given to ENG*101 students teach research skills and awareness of library resources and services. Each mandatory session is followed by the completion of a library exercise in the library. Assignments are graded and then

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returned to faculty. In addition to the mandated classes, a subject-specific class can be taught upon the request of a professor. The library delivers between 80 to 100 instructional sessions per semester. In the summer of 2011, the viewing room was outfitted with “smart” technology to aid teaching.

The librarians working with DS*099 and ENG*101 classes have defined goals of instruction in their specific areas and ways to evaluate these programs in terms of the goals. Library instruction for DS*099 began with an effort to clearly define the goals of library instruction given to first year students. Library staff conducted extensive research and discovered Constance A. Mellon’s theory of “library anxiety” (“Attitudes: The forgotten dimension in library instruction” *Library Journal*, 113.14, (1988); 137-139. Print.) It states that “students become so anxious about having to gather information in a library for their research paper that they are unable to approach the problem logically or effectively” (p. 138). Therefore, it was determined that reducing library anxiety would be the primary goal of instruction given to DS*099 students, and pre- and post-tests were developed to measure the level of anxiety of the students in this course. Initial results showed a significant reduction of anxiety surrounding use of the library.

Library instruction for ENG*101 classes teaches research skills; more broadly stated, this instruction aims to facilitate “self-directed learning” (“Information Literacy Competency Standards for Higher Education.” *ACRL*, 1 Sept. 2006. Web. 1 Sept. 2011). The aim is to teach students to be competent in finding verifiable, authoritative information in multiple types of sources and formats. A survey was given to students in ENG*101 at the end of the spring 2010 semester to assess how well these goals were being met; initial results indicate a need to teach students the importance of going beyond the “Google It” stage of information gathering and a need to increase the library profile on campus.

Training in library resources is available to any faculty or staff member who requests such training. Special training sessions for professors in the use of Wilson Art and Cinema Image Gallery were held in 2010 and 2011.

Circulation

The circulation area is staffed by a librarian and student workers, who issue library cards, check materials in and out, collect fines, and give basic directions to patrons. In 2007, total circulation was 18,537; in 2010, total circulation was 27,562. As a service to the college, the circulation staff also aids students with registration issues and with the college payment plan procedure. Interlibrary loans are processed in the circulation area. The library is actively involved with interlibrary loan, lending 255 items and borrowing 119 in 2010. Also located in the circulation area are books and materials placed on reserve: faculty reserves, textbook reserves, institutional reserves, and special collections.

Media Services

In 2003 Media Services Department supported 10 media-rich classrooms; in 2011, it supports 80, as well as media-enhanced meeting and community-use rooms. This support encompasses faculty and staff in-service training, troubleshooting, and maintenance of equipment. Support is also provided for all events sponsored by outside groups from non-profit organizations, local businesses, and governmental agencies. The number of these events has grown considerably since the addition of Beacon Hall and its new Events Center as well as other community-use rooms.

The Media Services Department still lends all types of audio-visual equipment, from digital cameras and laptops to cables and adaptors and other items to enhance classroom learning. The department also offers other new types of equipment to enhance classroom learning, such as flip camcorders for classroom presentation or for use in distance learning.

Key Performance Indicators

In 2005, the library developed and has continuously maintained key performance indicators (KPIs) in response to a mandate from the college Administration. The purpose of this self-study was

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to establish a strategic planning matrix for engaging in continuous cycles of evaluation and assessment of outcomes in key areas identified by the library staff. The initial cycle of the KPI planning matrix identified three key performance indicators: (1) instruction, (2) assessment, and (3) services. Goals, objectives, and strategies were then developed by the staff for the 2005-2007 cycle.

The goals of the instruction section were met by teaching basic library skills to DS*099 and academic research skills instruction to ENG*101 classes and assigning hands-on academic research exercises to these classes. To assess instruction a “mid-career” survey was planned to test the students’ knowledge and uses of the library. However, it proved difficult, as the nature of a community college makes defining a cohort of students who are considered “mid-career” impossible. In order to assess their ability to serve users effectively, the library staff began to compile a service profile using data gathered in a number of areas and to improve utilization of this data.

In working with KPIs 2 and 3 over the course of the initial four years, it became clear to the library staff that the data being gathered to look at the effectiveness of library services in KPI 2 would be better served in Assessment, KPI 3. It was also determined that the efforts of increasing points of access through which to disseminate information to students, faculty, and staff, as written in KPI 2, should be expanded to include a variety of outreach efforts. As a result, KPIs 2 and 3 were essentially switched and expanded. The resulting three Key Performance Indicators have therefore become instruction, outreach, and assessment. (Doc. 7.5)

With regard to outreach, when the college was housed entirely within a single building, the library's physical location 30 yards from the garage entrance kept it prominently in the eye of the college community; but when the college renovated and opened Beacon Hall, the library staff anticipated a loss of patrons as more students could conceivably go through their entire school day without ever coming to Lafayette Hall. Time has shown there was a slight decrease in its door count in the two years since the opening of Beacon Hall, but the library staff had decided to create an outreach campaign to keep itself in the daily life of the students, faculty, and staff. This campaign included putting up posters around the campus and maintaining a bulletin board in the hallway outside the library to inform passersby about what was going on in the library. The staff also increased the library’s presence at the New Student Orientation sessions.

Although reference questions, circulation, and new patron counts have all increased since the opening of Beacon Hall, the rate of increase has not matched rate of increase of enrollment. It was for this reason that the Outreach Task Force was created. The Outreach Task Force met for the first time in fall 2010 and worked to develop an awareness campaign and a timeline.

The staff are still working on this KPI as this report is being written.

Institutional Effectiveness

The library assesses its effective service to students, faculty and academic programs through the ongoing use of key performance indicators and exploration of new assessment tools. Examples of new initiatives, services, and equipment that have emerged include: mandatory instruction for students by library staff in the use of the library; the acquisition of databases to support curriculum; transforming eighty traditional classrooms into media-rich classrooms. The regular evaluation of the Library and its information services has also translated into specific plans for expansion and renovation included in the College’s Master Plan.

Appraisal

The library is successful and functioning well, serving the needs of its patrons and fulfilling its mission. The library is continually involved in assessing and evaluating the changing needs of faculty, classes, students, staff, and the college in general. However, there are areas to be addressed.

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Space

Since more and more students have enrolled in the college, more and more students have been using the library and using it for extended periods. Given the increased enrollment and heavier use of the library, physical space has become an issue. The 2002 Housatonic Community College Master Plan showed that expansion and renovations of the library in Phase II were planned for 2007, but they have not yet been done. There are three specific space areas that need to be addressed.

First, the library needs more group-study rooms. These rooms are in high demand. From 19 October 2010 (locks installed) to 19 December 2010 (the end of the fall semester) the rooms were checked out by 400 groups. Many more groups were turned away due to a lack of available rooms. Although there is a demonstrated need for more study rooms, there is no space to build any without sacrificing other types of seating.

A second pressing need is for a library instruction classroom. From fiscal year 2007-08 to fiscal year 2009-10 there was a 17% increase in instruction sessions. The fall 2010 semester showed a 27% increase from fall 2009 for a total of 114 instruction sessions being taught. Instruction is given in the library so that students are able to immediately put into practice what they have learned. Currently, the viewing room is being used for this purpose, but this room is far from adequate. Holding classes in this room interferes with its primary role as a viewing room, and the space itself is too small for many larger classes. A classroom with computers would allow for “hands on” instruction in research using the library’s databases and electronic resources.

A third space problem facing the library is collection space. Even with active deselection of books and VHS tapes, the library’s collection has increased by over 13,000 items since the last accreditation. Periodic addition of shelving and shifting the collection has kept all materials accessible, but the library has come to the end of its intended growth space. Additional square footage will be needed to prevent collection space from encroaching on study space.

Staff

In 2002, the number of “full-time equivalent” (FTE) students was 1,884; currently the FTE is over 3200. The student headcount in the fall of 2010 was over 6,000. This increase in enrollment without an increase in full-time staff has led to a heavy reliance on part-time librarians and student workers to help handle the increase in circulation, instruction sessions, and reference help.

In 2004 a librarian was promoted to fill a director’s position and the librarian position was not replaced. Of the current full-time staff in the library, the librarian who heads the Media Services Department spends most of her time on media issues and less time on library activities. The two media technicians work only on media obligations throughout the college.

Library instruction is another area affected by the number of staff. The library has a successful program of instruction with the quality of instruction given is the program’s greatest strength, but the number of classes is increasing. The issue has been handled by flexibility on the part of the two primary instruction librarians and a heavy reliance on alternate library staff. But with increases in enrollment leading to more sections being offered and more professors requesting specialized instruction, there are problems handling all requests without additional library staff being added.

A second staffing problem is reference. The reference desk is part of the “face” of the library and ideally should be staffed by more full-time librarians. In the past two years there has been a 32% increase in reference questions. The increased need for reference help has been handled by several part-time librarians, by a library associate working outside of his job classification to cover the reference desk, and by the willingness of all librarians to be called upon to help out when they are not officially on reference duty. If current trends continue, it will become necessary to schedule more than one librarian to staff the reference desk during peak hours, which will certainly interfere with

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the librarians' off-desk duties. As already noted, an internal wiki was set up in fall 2010 to help with communication. (In November 2011, as a result of the Self-Study, reference issues were partially resolved by promoting two associate librarians to librarians.)

Media

The Media Services Department was originally designed to store and provide audiovisual equipment to users. Fourteen years later, in response to a revolution in technology and services offered by the department, the "AV Workroom" has been transformed into a Media Services Department. The space no longer fits its original purpose. There is now a need for redesigned work areas and office space. The department now has two full-time employees and a manager who still divides her time between this department and the library. The department needs a fully engaged manager, no longer engaged in reference and bibliographic instruction duties.

Collection

The library strives to have its collection serve its patron's needs. Having library staff members on the Curriculum Committee and the College Senate enables the library to keep abreast of upcoming changes to courses and programs and to closely align its collection with the current college curriculum. Since the last NEASC visit, the library has made great strides in its promotion of the collection by increasing and clarifying signs, creating specialized collections to house new books, best sellers, and career-exploration materials, and informing patrons of new materials through e-mail, Facebook, and displays. These efforts have helped increase circulation 28% in the two years from fiscal year 2007-08 to fiscal year 2009-10. Since the circulation of materials in many academic libraries, including community colleges, is dropping, the increased circulation at this library shows that students' research needs and the purchase of materials to satisfy those needs are being matched. Database usage has also increased, going from 46,217 searches (fall 2005) to 81,584 searches (fall 2010). E-books are a small part of the collection, but the library plans to expand this area. With 7% of the students taking online courses it is becoming increasingly important to serve their needs.

Given that the largest budget items for the library (periodical subscriptions, print, and audiovisual materials) involve building the collection, another area of concern is the shrinking percentage of college funds going to the library. In 2001, total library expenditures as a percentage of the colleges' total budget was 3.5% or \$579,592. The 2002 five-year NEASC report stated that the amount was 3.36%. In 2010, the amount had increased to \$670,005, but the percentage of the college funds had dropped to 2.37%. This is a disturbing trend.

Programs

Since its inception, Writers in the Housatonic Classroom has become an increasingly popular program not only with the students but with the general population. In the fall of 2010, the library gathered feedback from attendees through surveys handed out at the event. Of the 53 surveys returned, 52 rated the program as "excellent" or "good." The program has received positive verbal feedback, for example, a faculty member reported that after attending a Writers in the Housatonic Classroom program, one of her students purchased and read a book by the featured author—the first non-required book he had *ever* purchased and read of his own accord. The library is looking for ways to expand this program by forming partnerships with other groups. (Doc. 7.4).

Assessment

In appraising library assessment there are both direct and indirect measures. Important for library assessment are the indirect measures that can be inferred from areas such as circulation numbers. Increased circulation indicates that improvements to the collection are having the desired effect.

Direct measures used are found in the key performance indicators. The work being done on the key performance indicators has given the library staff valuable input on the effectiveness of their

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library skills instruction and consequently the ability to make changes in order more effectively to meet their goals. This work has also helped the library staff develop new ways of looking at the statistics they gather, as well as what statistics are gathered and why. Currently, new surveys and other evaluative techniques are being discussed and tested.

As this evaluation has shown, most of the limitations on programs and services of the library are due to constraints of space, staff, and money. Despite increasing demands and limited resources the library has maintained an excellent collection, expanded the relevance and span of its reach through technology, and increased its integral role in the fundamental college instruction processes. It has also maintained its commitment to the development of services and resources. Demands on library programs and services continue to increase each semester. It will be difficult to provide the level of programs and services that the library currently gives without increases in these areas.

Projections

To ensure the library keeps pace with relevant information and that it provides appropriate spaces and services for a growing number of students:

As financially feasible, the college will hire an additional librarian.

Who: Administrative Team, Academic Dean, Director of Library

When: Review feasibility annually

The college will renovate and increase the physical size of the library as part of its next stage of physical expansion.

Who: President, Dean of Administration

When: Included in Phase II planning

**Standard 7: Library and Other Information Resources
(Information Technology)**

?

3 years prior (FY 2008)	2 years prior (FY 2009)	Last year (FY 2010)	Current year (goal or projection) (FY 2 011)	Next year goal (FY 2 012)
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Number (percent) of students with own computers	NA	NA	NA	NA	NA
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Course management system Blackboard Vista

Number of classes using the system	100%/NA	100%/17%	100%/25%	100%/31%	100%/35%
Classes on the main campus	NA	NA	NA	NA	NA
Classes offered off-campus					
Distance education courses	88	113	147	186 projection	

Bandwidth

On-campus network	100Mb	1Gb	1Gb	1Gb	10Gb
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Off-campus access

commodity internet (Mbps)	155Mb	155Mb	155Mb	155Mb	155Mb
high-performance networks (Mbps)	100Mb	100Mb	100Mb	100Mb	100Mb
Wireless protocol(s)	B and G	B and G	B and G	B and G	B and G

Network

Percent of residence halls connected to network					
wired	NA	NA	NA	NA	NA
wireless	NA	NA	NA	NA	NA
Percent of classrooms connected to network					
wired	10%	25%	25%	25%	30%
wireless	100%	100%	100%	100%	100%
Public wireless ports	0	0	0	0	0

Multimedia classrooms (percent)

Main campus	60%	60%	73%	94%	no increase
Branches and locations	NA	NA	NA	NA	NA

IT Personnel (FTE)

Main campus	6.0	9.0	9.0	9.0	9.0
Branch campuses	NA	NA	NA	NA	NA
Dedicated to distance learning	2.0	2.0	2.0	2.0	2.0

Software systems and versions

Students	Windows XP, MS Office 2007, CS5 Suite, QuickBooks, Mac OS 10.6
Finances	Banner, MS Office 2007/2010
Human Resources	CORE and Banner
Advancement	Banner, Ms Office 2007, QuickBooks 05, Talisma (donor software - off site)
Library	Voyager and Surpass Serials
website management	Provided by our System Office
portfolio management	N/A
interactive video conferencing	Polycom Telepresence
digital object management	N/A

**Standard 7: Library and Other Information Resources
(Library)**

	3 years prior	2 years prior	Most recently completed	Current year (actual or projection)	Next year (goal)
	(FY 2008)	(FY 2009)	year (FY 2 010)	(FY 2011)	(FY 2012)
Expenditures/FTE student					
Materials	\$38	\$35	\$35	\$35	\$28
Salaries & Wages	\$110	\$95	\$89	\$96	\$99
Other operating	\$12	\$11	\$8	\$9	\$9
Collections					
Total print volumes	44,381	45,415	47,593	49,862	51,562
Electronic books	NA	74	112	156	200
Print/microform serial subscriptions	120	117	121	128	108
Full text electronic journals	12,381	22,276	23,037	27,388	32,000
Microforms	20,484	20,484	20,484	20,484	20,484
Total media materials	6,871	6,606	5,981	5,395	5,100
Personnel (FTE)					
Librarians -- main campus	6.1	6.2	6.5	8.1	8.1
Librarians -- branch campuses	NA	NA	NA	NA	NA
Other library personnel -- main campus	3.0	3.6	4.0	2.0	2.0
Other library personnel -- branch campus	NA	NA	NA	NA	NA
Library Instruction					
? Total sessions -- main campus	138	127	163	172	174
Total attendance - main campus	2537	2506	3072	3019	3100
Total sessions -- branch campuses	NA	NA	NA	NA	NA
Total attendance -- branch campuses	NA	NA	NA	NA	NA
Reference and Reserves					
? In-person reference questions	6186	7691	9491	8682	9000
? Virtual reference questions	0	0	0	0	0
Traditional Reserves:	NA	NA	NA	NA	NA
courses supported	NA	NA	187	184	188
items on reserve	NA	NA	NA	453	460
E-Reserves:					
? courses supported	0	0	0	0	0
? items on e-reserve	0	0	0	0	0
Circulation (do not include reserves)					
? Total FTE student	6	6	6	6	6
? Total full-text article requests	51162	43763	46874	61088	63000
Number of hits to library website	NA	NA	34563	28825	30000
Student borrowing through consortia or co	0	0	0	0	0
Availability/attendance					
? Hours of operation/week main campus	73	71	71	71	67.5
Hours of operation/week branch campuses	NA	NA	NA	NA	NA
Gate counts/year -- main campus	178,542	178,273	158,010	158,420	159,000
? Gate counts/year -- average branch campus	NA	NA	NA	NA	NA
URL of most recent library annual report:	NA				
URL of Information Literacy Reports:	NA				

Physical and Technological Resources

STANDARD

8

Richard Hennessey – Committee Co-chair
Director of Facilities

Anthony Vitola – Committee Co-chair
Director of Institutional Technology

Linda Bayusik
Director of Student Activities

Kevin Boylan
Faculty, History

Samuel Hynds
Technician, Information Technology

Cynthia Lidman
*Administrative Assistant,
Dean of Academic Affairs Office*

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Librarian, Media Services

Ralph Tyler
Dean of Administration



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Physical and Technical Resources

Description

The campus is located at the junction of three major highways which provide superb access for commuters: Interstate 95 and Connecticut Routes 8 and 25. Bus and train lines also converge in downtown Bridgeport near the college. The campus includes two primary structures, Lafayette Hall and Beacon Hall, both of which contain administrative and academic offices as well as instructional spaces.

The college also has the care, custody, and control (which in the Connecticut state system constitutes ownership) of the 1,287-car parking garage located on the campus. The operation and security of the garage is provided by the college. A contracted firm provides administrative services in the garage as well as the basic cleaning and maintenance.

Technology Infrastructure

The college has two Information Technology (IT) baselines: one in recently-constructed Beacon Hall and the other, a legacy baseline, installed in older Lafayette Hall. The integration of these two separate entities into a single, seamless IT system is nearing completion (see Appraisal section for details). A Voice-over-Internet Protocol (VoIP) telephone system is functioning and controlled by Cisco 7.0, the latest in VoIP systems. In addition to providing normal telephone service, this system also incorporates Cisco Emergency Response Systems and emergency paging and notification systems (Berbee).

A secure wireless network is available throughout the campus, facilitating greater use of technology in the classroom. The Wi-Fi signal saturates the entire campus, including the central courtyard, allowing students to use laptops and other personal devices in all areas of the campus.

All computer workstations are outfitted with flat screen monitors for ergonomic and energy conservation reasons. All student lab and classroom workstations are similarly equipped.

Laboratories and Instructional Spaces

The college has 80 classrooms and labs with fully-integrated, media-rich presentation technology. All media-rich classrooms have an instructor's desk with a computer, document camera, DVD/VHS player, hookups for laptops, and interactive whiteboard panels. The touch panel is similar in every classroom to create an effortless transition for instructors as they move from one classroom to another. Each classroom projector and its touch panel are connected to the network to allow the staff of the Media Services Department to control many of their functions remotely (which facilitates troubleshooting) and to track projector bulb usage.

The Events Center in Beacon Hall is a state-of-the-art facility used for a wide variety of events, including college faculty and community meetings, scholarly presentations, hosting dignitaries, student activities, movie screenings, and art performances. A diverse and growing number of community organizations use this space each year. The facility can accommodate 25 to 450 persons, depending upon the nature of the event and the user's needs. It can integrate all types of media (audio, video, etc.) into presentations, and has three ceiling-mounted projectors that can be operated individually when the space is partitioned or in unison when it is not.

There is a video conferencing room in Beacon Hall which can seat 22 to 30 people. It too can integrate all types of media into presentations. Lafayette Hall also has video conferencing capability.

Television programming can be accessed throughout both buildings via a network of coax cable that links every classroom and public meeting room, and some offices.

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Support Areas

Counselors are provided with private offices, a career resources workroom, a common reception area, and storage. Faculty offices are built to a unified standard. Department chairs and program coordinators have private offices and each faculty member has a desktop computer. College administrators have offices that include spaces for support staff, storage, and holding small meetings.

In addition to the Student Life Office, student spaces in Beacon Hall include a television lounge, a game room which hosts Music Club practice sessions and Table Tennis Club games and tournaments, a club meeting/workroom, a conference room, and several lounge areas. There is also a Wellness Center with 29 pieces of fitness equipment, a prayer and meditation room, and a studio room for dance and exercise classes.

General maintenance operations are performed by college staff, while custodial functions are conducted by contract service personnel.

Security

The Department of Public Safety (DPS) continues to adhere to the philosophy of using technology as a tool while relying primarily on personal contact with students, faculty, and staff by means of foot patrol. The main security office is located in Lafayette Hall and has large windows opening onto the atrium to provide a constant, public security presence. This design was duplicated in the Beacon Hall security office. Satellite offices are located throughout the campus.

There is a campus-wide surveillance system incorporating 52 cameras in the Parking Garage, 88 in Lafayette Hall, and 70 in Beacon Hall. All cameras are digitally recorded 24 hours a day, seven days a week.

The Blue Light intercom system and Spider personal-duress system are installed throughout the campus. The former is a “hands-off” emergency intercom that provides direct, two-way communication with the DPS. The latter allows faculty and staff to be equipped with a UHF transmitter pendant that, at the press of a button, activates an alarm in the Security Office indicating the name, physical description, and location of the wearer.

All on-duty DPS personnel carry two-way radios that are programmed to a frequency licensed by the college. Due to the increase in radio traffic, a continuous duty repeater was added in 2011 to ensure radio coverage throughout the campus.

Safety

Due to events such as 9/11 and recent incidents of violence on college campuses, the college formed a Critical Incident Response Team (CIRT) in 2006. Working with a professional security consultant who conducts periodic tabletop drills with the CIRT, the college has an Emergency Response Plan in place.

Off-campus Facilities

The college offers courses at two off-campus locations. One site, at Platt Technical High School (Milford, CT), provides a manufacturing classroom for a single course. The other site, at Jonathan Law High School (Milford, CT), hosts between 6 and 9 courses each fall and spring semester. There are no plans to add to the college’s current off-campus facilities.

Appraisal

The college’s physical appearance is modern and aesthetically pleasing, creating an atmosphere that is conducive both to instruction and learning. Aesthetic enhancements since the last NEASC review include the recent replacement of Lafayette Hall’s corridor carpets and the repainting of its halls, stairwells, and restrooms. These projects employed materials that were superior to those

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formerly used in the building, and which approach the level of fit and finish of those found in Beacon Hall.

The college has also unified and beautified its campus by expanding upon the landscaping work associated with the conversion of Beacon Hall. The result is a modified central courtyard that has become the focus of the campus, transforming the college's urban setting with tree-lined sidewalks like those found running across the 'quads' of typical New England college campuses. It has proven popular with students and staff alike, and given new life to the campus.

The college has also greatly expanded and enhanced both its physical and technological infrastructures in the years since the last NEASC review. The overall success of these efforts is demonstrated by the fact that the college has been able to accommodate great enrollment growth over the past three years with minimal disruption to its academic, administrative, and support functions. Indeed, despite the scope of the college's expansion, the process has generally been smooth and seamless. No initiative pertaining to security, safety, environmental control, education, or administration has had to be rejected for fear of an inadequate infrastructure.

The college's expansion is, however, stretching the limits of its existing facilities. The total area of Lafayette and Beacon Halls is approximately 247,000 assignable square feet. Given a full-time equivalent (FTE) student population of 3,100, there are about 80 square feet of space per FTE, a ratio which is below the Connecticut community college standard of 95 square feet per FTE. Thus, the campus is already overcrowded.

Technology Infrastructure

The college has steadily upgraded its core IT infrastructure since the last NEASC review, and particularly over the last three years. These improvements embrace technology for faculty, staff, and students. Core and backplane upgrades have been implemented to provide long-term flexibility and scalability. All anticipated and planned technology enhancement objectives have been accomplished, and generally exceeded.

In particular, a technology infrastructure baseline with Cat-6a wiring and data closets interconnected with fiber optic cable was established in Beacon Hall. A high-capacity fiber optic backbone was established between it and Lafayette Hall to make the two buildings equal in the areas of computing power, communications, security and fire alarm systems and environmental systems. The technological disparity between Beacon Hall and Lafayette Hall has thus been all but eliminated.

Improvements in IT accessibility have also been made in other student-related areas, as computer facilities in the Library, Academic Support Center, Counseling Center, and Testing Center have all been enhanced. The college has completed a second iteration of IT infrastructure core upgrades since the last NEASC appraisal. There is no information that cannot be effectively communicated to the desktop. The currently-installed core is CISCO NEXUS, a state-of-the-art switching network. This system is superior to those installed in most commercial and academic settings.

The college has finished installing a campus-wide wireless (Wi-Fi) system, and the VoIP telephone system that was postulated in its last NEASC projection is now fully functional and internally maintained. System integration is almost complete. The security and alarm systems (live and personal security), and the environmental systems are fully integrated and controllable from a single location.

The college has approximately 1,600 personal computers in faculty, staff, and student spaces. They have all been replaced since the last NEASC assessment and all workstations currently meet or exceed Connecticut community college standards. Lafayette Hall's physical infrastructure was recently evaluated by outside consultants from Elert Associates, and all of their recommendations have been implemented.

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Laboratories and Instructional Spaces

Beacon Hall's opening in September 2008 added 30 new classrooms, 10 new computer classrooms, and specialized spaces for foreign and English language instruction and distance learning. The Beacon Hall project also encompassed a complete remodeling of the existing Performing Arts Center in Lafayette Hall. The space was rebuilt as a fully-equipped 'black box' theater with a sectional floor providing great flexibility for presentation.

New computer classroom furniture has been purchased, and classrooms have been redesigned to improve both the available student work area and the crucial student-to-instructor line of sight.

In the summer of 2010, twelve additional classrooms in Lafayette Hall were upgraded with media-rich presentation technology, and another eighteen classrooms will be upgraded by the end of 2011, including all the science labs in Lafayette Hall's C-wing. At that point, all classrooms will have fully-integrated presentation technology, with the exception of five computer classrooms in Lafayette Hall which are equipped only with ceiling projectors, and two seminar rooms in Beacon Hall that have no media.

The college also has many specialized classrooms such as the Early Childhood Lab classroom and the Lab School, and the two Sony Virtuoso Language Labs with American Sign Language capacity. There are also 6 to 8 dedicated Lifelong Learning/Business & Industry classrooms including computer classrooms and a dedicated Certified Nurse's Assistant laboratory. The college is committed to growth in this area. A mathematics lab has been established in Lafayette Hall as the keystone of a new program that allows students to attend self-paced mathematics courses in a computer lab with both instructors and tutors in constant attendance. This program allows students to progress as quickly or slowly as needed to ensure that they master the math concepts in each unit before moving on to the next. This combined use of technology, individualized instruction, and instructor support will significantly contribute to student success in both developmental and college-level mathematics classes.

Support Areas

The opening of Beacon Hall also expanded the spaces available for various support functions, including the creation of offices for several new student-success grant programs, and a new computer-based testing room for college placement testing and CLEP (College-Level Examination Program) adult life experience credit exams. Dedicated spaces were also created for a Wellness Center and quiet study rooms, along with the Bookstore, the Student Life, Evening Division, and Outreach Services office. In addition, three academic departments – Behavioral and Social Sciences, Business, and Humanities – were relocated to Beacon Hall. Thanks to these adjustments, each academic department now has designated office spaces on campus for its part-time lecturers.

These relocations to Beacon Hall freed up space for the realignment and expansion of the college's Financial Aid, Academic Advising, and Placement Testing offices within Lafayette Hall. The office of the Housatonic Community College Foundation, Inc. was also moved into a larger, remodeled space that is much better suited to support its mission. All student spaces are used daily throughout the academic year. Students who use these areas tend to remain on campus rather than leaving it between classes, thus helping them to focus on their studies. The Wellness Center is not open on weekends in the fall and spring semesters or during the summer months due to a lack of staffing.

The college continues to operate and maintain its facilities in accordance with all relevant local, state, and federal environmental regulations. These efforts are supported by the faculty-led Safety Committee which oversees training and preparation for work in the biology and chemistry labs. Contracts are in place for hazardous material and medical waste disposal, and obsolete electronics are recycled by a state-provided contractor. The college regularly files the required Tier-1 reports to certify its small-quantity generator status.

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Security

A number of significant security enhancements have been made to the campus. These include the upgrading of Lafayette Hall's burglar alarm system from a DOS-based to a Windows-based platform; the addition of Glass Break sensors to Beacon Hall's burglar alarm system, and the extension of the Blue Light intercom and Spider personal-duress systems, already installed in Lafayette Hall, to Beacon Hall. In addition, the entire campus surveillance camera system was upgraded. The Parking Garage and Lafayette Hall now both have a Video-over-Internet Protocol (VoIP) camera system. Cameras were added in the stairwells at each level in the garage; and 8 more were installed in Lafayette Hall and a further 17 in Beacon Hall. These security systems are a part of the complete integration of the IT infrastructure.

Finally, the Department of Public Safety's personnel have doubled since the opening of Beacon Hall. Three more Building and Grounds Patrol Officers were added, and the contract security force was doubled. These were newly-funded positions added when Beacon Hall opened in fall of 2008.

(College Department of Public Safety <http://www.hcc.commnet.edu/gen/safety/index.asp>)

Safety

The college is in full compliance with the federally-mandated Jeanne Clery Act and publishes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics yearly in September. It is available at <http://www.hcc.commnet.edu/gen/safety/cleryReport.html>.

The college has a good working relationship with state and local first responders (police, fire, and medical). This facilitates a quick response when emergencies arise on the campus. The college is a member of the City of Bridgeport's Emergency Operations Center.

Accessibility

The campus is fully compliant with the regulations for physical facilities in the Americans with Disabilities Act. All campus buildings and facilities are wheelchair-accessible by means of ramps, elevators, and button-activated, powered exterior doors. Beacon Hall was designed with arena-style restrooms that have neither doorways nor thresholds, and contain wheelchair-accessible stalls and sinks. The Parking Garage has 23 designated handicapped spaces and incorporates an elevated walkway that links it directly to Beacon Hall's third floor patio entrance. Further details are discussed in Standards 6 and 7.

Housatonic Museum of Art

Description

The Housatonic Museum of Art, founded in 1967 by Burt Chernow, a noted art historian, writer, and professor at the college, houses one of the largest art collections of any two-year college in the United States. The permanent collection includes works by such artists as Rodin, Picasso, Matisse, DeKooning and Warhol. The collection, galleries, and exhibitions throughout the College offer students, faculty, administrators, and visitors a unique opportunity to experience art as an integral part of the educational environment.

The Housatonic Museum of Art is an expression of the commitment which the college has made to the cultural enrichment of students, faculty, and staff through an introduction to original paintings, drawings, prints, photographs, and sculpture that are displayed in its galleries and throughout Beacon and Lafayette Halls. The Museum also strives to expose the broader community to the pleasures and challenges of experiencing original works of art. The Museum also offers cultural enrichment programs to augment exhibitions in an effort to provide deeper understanding of art by both the campus community and the inhabitants of Bridgeport and the surrounding region.

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The presence of the Museum's collection has a considerable impact on the college's facilities. In both Lafayette and Beacon Halls both fire retardant plywood was installed behind all walls of their main corridors and stairwells so that art could be easily installed in those locations. Their internal color schemes were also designed to facilitate the display of works of art.

Appraisal

One of the Museum's most successful programs is the Werth Family Foundation Peer Docent Program, a popular after-school program that introduces middle- and high-school students to art and art history. It teaches them how to look at art critically and to develop visual and analytical skills that will assist them in all areas of learning throughout their lives.

This past year Museum staff undertook a comprehensive reinstallation of its permanent collection. Placing works on view in designated areas demarcated by colored walls, Museum staff succeeded in "framing out" the objects on display, creating a more formal environment for their presentation. This project, titled Refresh, has rejuvenated the collection by creating new, thematic mini-exhibitions in both Lafayette and Beacon Halls.

Recently, the two major storage facilities that house the collection were upgraded to museum quality with moisture-proof room envelopes and year-round air-conditioning and humidity control. The improvements include new portrait racks and a compact storage system to better accommodate objects.

The museum's collection continues to grow through the efforts of the director working with Museum benefactors and with artists who have exhibited at the Museum and choose to donate work. The director has also been successful in receiving conservation grants to restore various pieces in the collection. The collection continues to be an important part of the college and its educational programming. Faculty in various disciplines are encouraged to draw on its significant cultural and ethnic diversity for discussion and context. The philosophy of total presence in the institution allows everyone to experience art as part of everyday life. (*Museum Collection Policy* <http://www.hcc.commnet.edu/artmuseum/policy.html>)

The Museum has organized over 80 exhibitions and a variety of special events that have greatly increased the Museum's visibility and introduced the community to established and emerging artists. Consequently, the Museum has come to be recognized as a major cultural resource for Bridgeport and the surrounding region.

The Housatonic Community College Museum of Art Collections Management Policy can be found in the following link: <http://www.the.college.commnet.edu/artmuseum/policy.html>

Institutional Effectiveness

College facilities reflect a comprehensive and systematic attention to the physical environment in which students learn. The quality of technology installed throughout the campus—instructional buildings, the parking garage, and the courtyard—reflects the college's ongoing assessment of and compliance with state and national standards for safety, security, and communication. The Museum of Art's improved facilities protects the college's extensive art collection for viewing by future generations of students.

Through purposeful design and active maintenance the college has created spaces that offer a welcoming presence and encourage collegial interaction. New physical and technological resources have generally kept pace with the rapid increase in student enrollment and effectively support enhanced teaching methods and student services. Enrollment has, however, exceeded projections; the college has developed Phase II of the Master Plan to identify renovations, additions, and equipment needed to respond to the needs of its growing credit and non-credit population.

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Projections

College facilities support the curriculum effectively and provide a functional and attractive environment for employees, students, and the external community. To keep pace with enrollment, new technologies, and programs; to improve services, and to upgrade some existing classroom spaces,

The college will remodel and expand Lafayette Hall.

Who: President, Administrative Team, Director of Facilities

When: Included in Phase II planning.

The college will review the implications for physical and human resources to address ongoing and emerging technology-enhanced learning and administration.

Who: Administrative Team, Academic Dean, Director of IT, Director of Library.

When: Ongoing

The college will review solutions to its growing storage needs.

Who: Director of Facilities, Administrative Team

What: 2012-13 Academic Year

The college will review policies and procedures to ensure ongoing and effective management of college facilities to meet curricular requirements and community requests.

Who: Administrative Team

When: 2012-13 Academic Year

The college will complete the review of its security surveillance and alarm systems to ensure all buildings are equally well served.

Who: Director of Facilities

When: Fall 2012

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	2	225,000
Other U.S. locations		
International locations		

	3 Years Prior (FY 2)	2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
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Revenue (\$000)

Capital appropriations (public institutions)		\$12,675	\$12,094	\$11,983	
Operating budget		\$12,647	\$15,200	\$17,484	
Gifts and grants		\$611	\$888		
Debt					
TOTAL	\$0	\$25,933	\$28,182	\$29,467	\$0

Expenditures (\$000)

New Construction					
Renovations, maintenance and equipment		\$1,337	\$671		
Technology		\$489	\$409		
TOTAL	\$0	\$1,826	\$1,080	\$0	\$0

Assignable square feet (000)

	Main campus	Off-campus	Total
Classroom	51	0	51
Laboratory	18	0	18
Office	40	0	40
Study	17	0	17
Special	27	0	27
General	0	0	0
Support	29	0	29
Residential	0	0	0
Other	0	0	0

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Beacon Hall	Classrooms	100	39,000	2008
	Student Spaces			

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Lafayette Hall	Expanded classrooms/studio spaces	35	\$24,000	2014

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Lafayette Hall	Renovate science and art areas	150	\$16,000	2014-2015

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Financial *Resources*

STANDARD

9

Teresa Oravetz – Committee Chair
*Director of Financial
& Administrative Services*

Maureen Dowdle
*Director of Institutional
Advancement (Retired)*

William Grossman
Faculty, Computer Science

Frank Shea
Business Office Manager

Elizabeth Steeves
Faculty, Chemistry

Barbara Surowiec
Director of Financial Aid



Standard Nine Financial Resources

Description

The college continues to be a well managed, financially stable institution. Its financial resources are sufficient to fund current expenditures with a reserve for contingencies and future expansion plans. This is especially significant in view of the current economic crisis that is facing the state of Connecticut. State funding decreased in fiscal year 2011-12 and is projected to decrease again in fiscal year 2012-13. In addition, the college cannot continue to increase enrollment due to space limitations. The Administrative Team is exploring future expansion possibilities.

The primary sources of funding for the college are as follows:

1. The General Fund, a block grant given to higher education by the State of Connecticut to be used to offset salary costs.
2. The Operating Fund, revenue generated by the college from tuition, fees, and miscellaneous revenue. It is used to fund salaries and other operating and capital expenditures.
3. Federal, state, and private grants earmarked for specific programs.
4. State capital bond funds, bonds issued by the state to fund equipment purchases, deferred maintenance, and technological improvement.

Although the college has made important changes in management, the administrative structure has remained the same. In October 2007, Anita Gliniecki was inaugurated as the college's fourth President after serving as Academic Dean for four years. The Dean of Administration retired in 2009 after 40 years at the college. He was succeeded by the Director of Finance who has 31 years of service with the state. Because the college has a highly trained staff of long term employees, the changes in personnel have been seamless to the college's overall operation. All financial areas report to the Director of Finance and Administration. This position reports to the Dean of Administration who reports directly to the President.

The budget process is designed to promote clarity and accountability for all the constituents of the college. The annual budget process emphasizes participation at all levels. The first step in the process is the review of current year expenditures and projections at the departmental level. Each department submits budget requests which are reviewed by the divisional deans who then forward the budget requests to the Business Office where the budgets are analyzed and summarized. Once the total budget is compiled, it is reviewed again by the deans and the President to ensure equitable and adequate allocation of resources for all areas of the college, student services, academic programs, the physical plant, and capital projects, in a way that reflects the college's mission statement. Budget reports are sent to the deans at the beginning of each month for their division. They, in turn, distribute the reports to the departments under their supervision. In accordance with generally accepted governmental accounting standards, the Banner accounting system does not allow expenditures to be coded to an account with insufficient budget. A budget transfer form needs to be completed and approved by the appropriate dean.

The college is audited on an annual basis by both internal and external auditors. The internal audit is conducted by the State of Connecticut Auditors of Public Accounts. The audit team usually consists of a lead auditor and an auditor. They are assigned work space and computer access on campus. They usually spend approximately three months on campus during the audit. The Auditors of Public Accounts report directly to the Legislature to assure impartiality. Each team specializes in a specific type of institution. The audit team assigned to the college specializes in auditing colleges and universities. The college has had the same lead auditor for several years. The auditing team has an in-depth knowledge of the college and its financial policies and procedures.

Standard Nine

The external audit is conducted by PricewaterhouseCoopers. It is a System-wide audit which is conducted at our System Office with each college having an on-site audit on a rotating basis. It is broader in scope than the internal audit. The internal and external auditors review the internal control mechanism at the college to ensure adequate segregation of duties in all areas. The system of internal control also provides for appropriate authorization for all financial transactions including payroll, purchasing, accounts receivable, and accounts payable. The financial statements are prepared by the System Office prior to the arrival of the PricewaterhouseCoopers auditors for their review. The audit findings for both audits have consistently been minor and easily rectified. The audit and management letters are appropriately reviewed and immediate corrective action is taken if necessary.

The fiscal policies governing the college are determined by State of Connecticut Statutes, System Board of Trustees Policy, and the college's financial policies. The Auditors of Public Accounts and PricewaterhouseCoopers ensure that the college is in compliance with all policies and generally accepted accounting practices. In addition, the college's Administrative Team, consisting of the college's President, the deans, and the Director of Human Resources, meets weekly to monitor the college's policies and procedures for compliance. The Administrative Team also reviews policies and procedures to make certain that the college's mission statement is reflected in the way the college conducts business. Financial transactions are reviewed by the System Office on a regular basis.

Financial Aid

The college strives to be affordable and accessible. The Financial Aid and Foundation Offices are a vital part of this process, and the college continues to experience unprecedented growth in the number of financial aid applicants, the number of financial aid recipients, and the total amount of financial aid disbursed.

Among the twelve colleges in the System, the college ranks second in the number of students (unduplicated) receiving financial aid and in the total amount of aid disbursed. The number of financial aid applicants rose by 52% from 3,511 in 2002 to 7,403 in 2009. In 2009, 3,040 students received financial aid (an increase of 48%) compared with 2,014 students in 2002. The total aid disbursed rose by 64% from \$4,556,601 in 2002 to \$12,876,334 in 2009.

To ensure the college continues to provide high quality service to its students, the Financial Aid Office measures student satisfaction through a survey in key areas: student experience, quality of service, and degree of satisfaction. According to the 2009 survey (conducted during the busiest times), 82% responders were very satisfied with Financial Aid services, 98% of responders were treated courteously, and 93% of participants felt that the financial aid staff answered their questions satisfactorily.

In accordance with the college's mission and in compliance with Board of Trustees' policy, the college will continue to award need-based financial aid to all eligible students thus removing economic obstacles that would otherwise prevent them from achieving their academic and professional goals.

The Housatonic Community College Foundation, Inc.

As a state entity, the college does not actively conduct fundraising efforts. The task of fundraising for the college has been assumed by the Housatonic Community College Foundation, Inc. This fact was reported in the college's NEASC 2002 Self Study, and has remained as such up to the present time. In response to its increasing fundraising responsibilities and to ensure its ability to support the college through a variety of fundraising efforts, the Foundation requested and received a modification to its charitable status. As of 18 December 2009, the Foundation has been classified as a public charity under section 509(a) (3) of the Internal Revenue Code.

The Foundation continues to support the college through independent fundraising efforts while adhering to the audit requirements. The Foundation accurately represents the college to all

Standard Nine

prospective donors, reports to donors on a regular basis the impacts of their gifts in support of the college and adheres to all gift restrictions placed upon donations. A copy of the Foundation's mission statement, current annual report, accompanied by an independent auditor's report and financial statements are attached to this report.

It should be noted that during this time period the Foundation conducted its first major gift campaign and successfully raised \$1,150,000 in a period of 18 months. (Proceeds from this campaign supported student access and success programs, the Middle College Program, student scholarships, and the Housatonic Museum of Art.)

The Foundation funds a full-time scholarship administrator who processes scholarship applications and disburses Foundation scholarship awards to the college's students.

Due to the extensive fundraising conducted by the Foundation, students received \$120,000 in scholarships for the year ending 30 June 2010. The awards are primarily based on need but some awards were also given to recognize academic achievement and to assist students who, upon graduation, transferred to a four-year institution.

The Foundation has undertaken the responsibility for alumni relations to increase support for the college. The Foundation is responsible for administering and promoting the Alumni Association. In November 2009, the Foundation held the first Alumni Hall of Fame Gala, honoring three graduates of HCC who have achieved extraordinary prominence in their professions while making significant contributions to the community. The event was a very successful, well-attended event and has been repeated.

The Housatonic Museum of Art

The Housatonic Museum of Art has one of the most significant collections of any two-year college in the country and includes works by artists such as Rodin, Picasso, Matisse, Miro, and Chagall. The collection, valued at \$14 million dollars as of 30 June 2010, includes 4,500 paintings and sculptures. These works of art are displayed in the hallways and offices of Beacon Hall and Lafayette Hall. The art collection is part of each student's daily experience at the college. The Museum conducts tours of the collection on a regular basis; these tours are open to the public. The Museum has a gallery in the atrium of Lafayette Hall. This gallery is used for special short-term exhibits. Some of the most popular exhibits were Rembrandt and Other 17th Century Printmakers (2007), Illustrating Connecticut (2008), Post Secrets (2009), and Andy Warhol Photos (2010). The gallery is also used for faculty and student art shows, as well as juried competitions that are open to the public. (*Museum Collection Policy* <http://www.hcc.comnet.edu/artmuseum/policy.html>)

The Museum operates under the supervision of a director who reports directly to the Director of Institutional Advancement, who in turn reports to the President. The Museum is funded by the Foundation and the college's operating fund. These funding sources are supplemented by grants. One of these grants is used to run the Peer Docent Program. This is an after-school program for students from local high schools. The high school students attend training sessions with an art educator to learn about the Museum collection. The Peer Docents are trained to guide their fellow high school students through the collection. In addition to learning about art, the students gain confidence and leadership skills. The Museum collection is used by the college faculty as a resource in literature courses, in teaching writing skills, and in helping students to develop creative and critical thinking skills.

Student use of collection:

- *Writing About Art* by Amy Stein and Stephanie Hart (college faculty) <http://www.hcc.comnet.edu/gen/PDF/publications/WritinArt.pdf>;
- *The Sixth Century Greek Chalcidian Column Krater in the Housatonic Museum of Art* by Irene Domogala (college student) available in the college library.

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Business Office

The Business Office performs vital functions in the financial operation of the college. It is managed by a Director of Finance who oversees the areas of accounts receivable, accounts payable, purchasing, and payroll. Budget and grant administrations are also performed by the Business Office.

The Business Office uses SCT Banner, an integrated database system, for all accounting and finance functions. The Banner Finance module is integrated with the Financial Aid and Student modules. The payroll function uses CORE-CT, a People Soft product used by the State of Connecticut. The payroll data for each pay period is transmitted over Banner. The bursar's area processes a student's payment regardless of the source (personal funds, financial aid, scholarships, or grants). The Business Office strives to make students aware of their financial obligations by posting policy and deadlines online and in brochures. The Business Office, the Financial Aid Office, the Registrar's Office, and the Counseling Center are available to assist students in determining the ramifications of changes to their schedule. The employees of the Business Office strive to educate students about their financial responsibilities and payment options that make it possible for students to attend the college.

The System has a strong training and professional development program. The System Office maintains a team of experts in four areas: general accounting, financial aid, purchasing, and accounts receivable. Training is provided on a regular basis. The System Office financial support services are available via phone and e-mail. Training and support are provided to current employees, and training is required of new employees before computer access is granted. State of Connecticut professional development courses are available to all employees, and employees are encouraged to take advantage of these opportunities. This well-trained, talented financial staff constitutes a considerable asset to the college.

Sound fiscal planning and management have enabled the college to maintain, improve, and expand its facilities. In 1997, the college moved from an aging rental property to its current downtown location. In September 2008 the college opened its second building, Beacon Hall. This state-of-the-art renovated building, which was the old Sears building is located on the southern perimeter of the college campus. The college is now a two-building campus, which is a great pride to students, faculty and staff. The college has accomplished this without compromising educational quality. The renovation of Beacon Hall was funded by a combination of State of Connecticut bonding and college reserves; the building includes 30 classrooms, 10 computer labs, and many student activity areas such as a Wellness Center and an Events Center.

In 2004, the college hired its first full-time Grants Development Specialist. During her seven-year tenure, over \$2.6 million in grants from private foundations and government funding have been secured and benefited the following areas: the Housatonic Museum of Art, the Early Childhood Laboratory School, Industrial Technology, the Middle College Program, Summer GEAR UP, ConnCAS, Connections, the Academic Support Center, the You Can Do It Program, self-paced mathematics and English courses, and Bridges Program. The college was selected for several nationally recognized grants focused on increasing student achievement of community college students including Achieving the Dream, Developmental Education Initiative, and Statway. In 2009, the college was a recipient of a Congressionally Directed Grant from the U.S. Department of Education for the college's Middle College Program.

In June 2005, the college acquired the adjacent 1,287-square-foot parking garage from the Department of Public Works. The college has improved the garage and the garage security by weatherproofing, re-striping the parking areas, and upgrading the security cameras. The garage is managed by an outside vendor, Laz Parking. Parking is scarce in downtown Bridgeport, so the garage is a very much appreciated convenience for students, faculty, and staff.

Standard Nine

Institutional Effectiveness

College finances are scrutinized annually by two audits that evaluate the internal mechanisms for financial management, assess compliance with appropriate financial policies and procedures, and determine the college's overall financial health. Such audits have established that the college has managed its resources wisely, enabling it to effectively expand its physical and human services to accommodate a significant increase in students since 2002. The process for budget development is broadly inclusive as well as responsive to evolving plans for improvements and shows an awareness of the current financial landscape. The college's strong record of receiving grants and its support of an increasingly successful Foundation are further evidence of the institution's commitment to effective financial stewardship.

Appraisal

Since the college's 2007 interim report, unrestricted fund balance has increased from 7.0 to 8.3 million dollars. The ratio of current assets to current liabilities as of 30 June 2010 was a very healthy 3.6.

The college has committed a large portion of the fund balance to special projects such as a design lab, a manufacturing lab, additional multimedia classrooms, facilities renovations, and upgrades to the security and computer systems.

Projections

The college has managed its resources well. Recognizing that future funding cuts will have a major impact:

The college will continue to be diligent in the stewardship of its human, financial, and physical resources.

Who: Administrative Team, College departments

When: Ongoing

The college will seek grant funding to supplement its programs.

Who: President, Grant Development Specialist, Director of Institutional Advancement

When: Ongoing

The college will pursue growth in its workforce development and non-credit programs.

Who: Dean of Outreach

When: Ongoing

The college will continue to support the growth and development of its Foundation.

Who: President, Director of Institutional Advancement, Foundation Board

When: Ongoing

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (06 /30)		2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Most Recent Year (FY2011)	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS						
	☐ CASH AND SHORT TERM INVESTMENTS	\$13,886	\$14,620	\$15,068	5.3%	3.1%
	☐ CASH HELD BY STATE TREASURER				-	-
	☐ DEPOSITS HELD BY STATE TREASURER				-	-
	☐ ACCOUNTS RECEIVABLE, NET	\$3,225	\$2,467	\$2,875	-23.5%	16.5%
	☐ CONTRIBUTIONS RECEIVABLE, NET				-	-
	☐ INVENTORY AND PREPAID EXPENSES	\$15	\$26	\$49	73.3%	88.5%
	☐ LONG-TERM INVESTMENTS				-	-
	☐ LOANS TO STUDENTS	(\$19)	(\$19)	\$31	0.0%	-263.2%
	☐ FUNDS HELD UNDER BOND AGREEMENT				-	-
	☐ PROPERTY, PLANT AND EQUIPMENT, NET	\$88,250	\$85,064	\$83,289	-3.6%	-2.1%
	☐ OTHER ASSETS				-	-
	TOTAL ASSETS	\$105,357	\$102,158	\$101,312	-3.0%	-0.8%
LIABILITIES						
	☐ ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$4,469	\$3,701	\$4,324	-17.2%	16.8%
	☐ DEFERRED REVENUE & REFUNDABLE ADVANCES	\$1,092	\$1,022	\$954	-6.4%	-6.7%
	☐ DUE TO STATE				-	-
	☐ DUE TO AFFILIATES				-	-
	☐ ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
	☐ AMOUNTS HELD ON BEHALF OF OTHERS	\$22	\$39	\$55	77.3%	41.0%
	☐ LONG TERM DEBT				-	-
	☐ REFUNDABLE GOVERNMENT ADVANCES				-	-
	☐ OTHER LONG-TERM LIABILITIES	\$2,579	\$2,779	\$2,897	7.8%	4.2%
	TOTAL LIABILITIES	\$8,162	\$7,541	\$8,230	-7.6%	9.1%
NET ASSETS						
UNRESTRICTED NET ASSETS						
	INSTITUTIONAL	\$6,976	\$8,266	\$7,748	18.5%	-6.3%
	☐ FOUNDATION				-	-
	TOTAL	\$6,976	\$8,266	\$7,748	18.5%	-6.3%
TEMPORARILY RESTRICTED NET ASSETS						
	INSTITUTIONAL				-	-
	☐ FOUNDATION				-	-
	TOTAL	\$0	\$0	\$0	-	-
PERMANENTLY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$90,219	\$86,351	\$85,334	-4.3%	-1.2%
	☐ FOUNDATION				-	-
	TOTAL	\$90,219	\$86,351	\$85,334	-4.3%	-1.2%
	TOTAL NET ASSETS	\$97,195	\$94,617	\$93,082	-2.7%	-1.6%
	TOTAL LIABILITIES AND NET ASSETS	\$105,357	\$102,158	\$101,312	-3.0%	-0.8%

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY 2)	Current Budget* (FY 2)	Next Year Forward (FY 2)
	DEBT					
	BEGINNING BALANCE					
	ADDITIONS					
	REDUCTIONS					
	ENDING BALANCE	\$0	\$0	\$0	\$0	\$0
	INTEREST PAID DURING FISCAL YEAR					
	CURRENT PORTION					
	BOND RATING					
	DEBT COVENANTS (PLEASE DESCRIBE):					
	Housatonic Community College does not carry any debt					

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources
(Statement of Revenues and Expenses)**

FISCAL YEAR ENDS month & day: (06 /30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
OPERATING REVENUES						
	TUITION & FEES	\$12,135	\$15,197	\$17,116	\$17,558	\$17,558
	ROOM AND BOARD					
	LESS: FINANCIAL AID	(\$4,867)	(\$6,887)	(\$8,882)	(\$8,900)	(\$8,900)
	NET STUDENT FEES	\$7,268	\$8,310	\$8,234	\$8,658	\$8,658
	GOVERNMENT GRANTS & CONTRACTS	\$7,339	\$10,948	\$13,643	\$11,046	\$11,046
	PRIVATE GIFTS, GRANTS & CONTRACTS	\$232	\$334	\$476	\$500	\$500
	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
	OTHER REVENUE (specify):	\$346	\$419	\$555	\$545	\$545
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$15,185	\$20,011	\$22,908	\$20,749	\$20,749
OPERATING EXPENSES						
	INSTRUCTION	\$13,372	\$12,822	\$14,989	\$12,922	\$12,922
	RESEARCH					
	PUBLIC SERVICE					
	ACADEMIC SUPPORT	\$8,909	\$6,579	\$7,479	\$5,584	\$5,584
	STUDENT SERVICES	\$3,125	\$2,983	\$3,211	\$2,436	\$2,436
	INSTITUTIONAL SUPPORT	\$3,669	\$3,606	\$3,519	\$3,603	\$3,603
	FUNDRAISING AND ALUMNI RELATIONS					
	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$4,390	\$4,693	\$5,847	\$5,799	\$5,799
	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$3,115	\$4,824	\$6,061	\$2,669	\$2,669
	AUXILIARY ENTERPRISES					
	DEPRECIATION (if not allocated)	\$1,419	\$4,100	\$2,876	\$2,900	\$2,900
	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$37,999	\$39,607	\$43,982	\$35,913	\$35,913
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$22,814)	(\$19,596)	(\$21,074)	(\$15,164)	(\$15,164)
NON OPERATING REVENUES						
	STATE APPROPRIATIONS (NET)	\$19,599	\$17,592	\$20,198	\$16,147	\$16,147
	INVESTMENT RETURN	\$176	\$40	\$33	\$32	\$32
	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS		\$3	\$2	\$2	\$2
	OTHER (specify):	\$3	\$3	\$3	\$3	\$3
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$19,778	\$17,638	\$20,236	\$16,184	\$16,184
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	(\$3,036)	(\$1,958)	(\$838)	\$1,020	\$1,020
	CAPITAL APPROPRIATIONS (public institutions)					
	OTHER	(\$127)	(\$623)	(\$696)	(\$399)	(\$399)
	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$3,163)	(\$2,581)	(\$1,534)	\$621	\$621

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2 011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$100,360	\$97,197	\$94,616	\$93,082	\$93,703
	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$3,163)	(\$2,581)	(\$1,534)	\$621	\$621
	NET ASSETS END OF YEAR	\$97,197	\$94,616	\$93,082	\$93,703	\$94,324
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL	\$1,701	\$2,057	\$2,577	\$2,632	\$2,632
	FEDERAL, STATE & PRIVATE GRANTS	\$6,281	\$9,655	\$12,366	\$13,208	\$13,208
	RESTRICTED FUNDS					
	TOTAL	\$7,982	\$11,712	\$14,943	\$15,840	\$15,840
	% DISCOUNT OF TUITION & FEES	41.0%	45.3%	51.9%		
?	% UNRESTRICTED DISCOUNT	14.0%	13.5%	15.1%		
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Public *Disclosure*

STANDARD

10

Heidi Szobota – Committee Chair
*Director of Early Childhood
Lab School*

Michele Cohen
Faculty, Early Childhood Education

Gary Kecskes
Dean of Community Outreach

Carmen Medina
Office Assistant, Registrar's Office

Susan Ratanavong
Assistant Director, Admissions

Anson Smith
*Public Relations Associate,
Community Outreach Division*



Standard Ten Public Disclosure

Description

The campus, organizational structure, personnel, and programs have evolved over the past decade. Since the last report was completed, the Outreach Division of the college has been renamed from Outreach Services to the Division of Community Outreach, a new dean has been appointed, and several new staff members have been added as others have left employment with the college.

Several collegiate functions that had been previously housed under Outreach Services have been moved. These include the following: the Director of Institutional Research now reports directly to the college President, placing a greater emphasis on a data-driven academy; and the Director of the Housatonic Museum of Art now reports to the Director of Institutional Advancement (the liaison to the Housatonic Community College Foundation, Inc.).

The Division of Community Outreach has been consolidated into one area to better integrate its various staff members and support functions. The division currently oversees many areas of public disclosure including the marketing, advertising, news bureau, media relations, website administration and management, and legislative affairs functions for the college; and the majority of non-credit programs of the college are produced under the auspices of the Strategic Solutions Group Office (formerly Workforce Development Office) and the Lifelong Learning Center (formerly Continuing Education Office).

Currently, the division is staffed by two public relations associates, one overseeing the news bureau and the media and public relations area and the other overseeing marketing, advertising, publications, and graphic design. The division also employs one webmaster on a part-time basis. The HCC Center for Lifelong Learning and the Strategic Solutions Group are overseen by a director, supplemented by several program coordinators and assisted by two secretarial support staff members. The Dean of Community Outreach is supported by a full-time administrative assistant. Throughout the academic year, work-study students (up to four) are also used in each of these offices.

The college considers its website to be a critical publishing asset. In addition to making electronic copies available of many print publications and forms, the website provides readily available information on admissions, academic programs, courses offered, tuition and fees, financial aid, registration information, directions to the campus, an online calendar for events and critical dates, and announcements of available positions, as well as links to the many System-wide resources available to students. In 2010, the website experienced 433,618 absolute unique visitors (~~absolute~~ unique visitors” refers to the number of unduplicated – counted only once – visitors to the website).

The college develops and produces a wide variety of publications that acquaint readers with the nature of the campus, student life, and institutional resources. The college catalog— including the print, online, and CD versions—offers this information as well:
<http://www.hcc.commnet.edu/current.asp>.

In addition, the college produces academic program brochures as well as specialized brochures on such resources as the Academic Support Center, the Counseling Center, the Career Services Office, and the High School Partnership Program. Information on the size and characteristics of the student body is published on the website each semester, as well as in an annual news sheet titled *Vital Statistics*, <http://www.hcc.commnet.edu/IR/vitals/index.asp>. The Public Relations Office draws on these sources for up-to-date information to include in news releases. All information is consistent with the college catalog and accurately depicts the conditions and opportunities available at the college.

Accurate information for contacting offices, departments, and individuals is clearly stated

Standard Ten

throughout college publications as well as on the website. Financial information about the college can be found through the college's business office or on the System website titled "Finance and Administration": <http://www.commnet.edu/finance>.

All current versions of the college catalog open with a concise description of the role and scope of the college, followed by the college's mission and academic goals. A description of the Strategic Solutions Group, the Lifelong Learning Center, the organization of the System, the administrative officers, the Foundation, the Museum, the System's mission, and a disclosure regarding accreditation are also found in the catalog.

Admissions policies are fully articulated in the college catalog, including the general philosophy, the admission requirements and dates, residency requirements, student immunization requirements, placement testing, and credit-by-examination. This information is complemented by comments on students with disabilities, medical problems, non-degree students, non-matriculated students, and descriptions of six specialized programs for high school students. Sections detailing information on admissions for senior citizens, veterans, international students, second-degree seekers, and transfer students are also included.

The catalog provides information regarding the transfer of credits, student fees, financial aid, refund policies, student conduct, procedures for withdrawing, academic programs and courses currently offered, academic policies and procedures and requirements for attaining degrees or other forms of academic recognition, expected educational outcome, the total cost of education, and the typical length of study, <http://www.hcc.commnet.edu/index.asp>. This information is also posted in most of the academic and student services offices. The college's attendance policy is clearly documented in the Academic Procedures section of the catalog.

Each year the catalog lists the current faculty, organized according to full-time faculty, part-time lecturers, and emeriti status. Each list includes the faculty members' names, degrees earned, and the degree-granting institution. The names and department affiliation of support staff, educational assistants, and part-time professional staff are also listed.

Administrative officers, the Board of Governors for Higher Education, the Board of Trustees of the System of Connecticut Community–Technical Colleges, and the Regional Advisory Council for the college are listed as well. The Foundation officers and directors are listed. Program Advisory Committees are fully disclosed by discipline.

Courses that have been inactive for two consecutive years and will not be taught during the third year are removed from the catalog. Some courses are identified in the catalog as being available only during certain semesters.

Reference copies of the printed catalog can be accessed at the Community Outreach Division Office, the college library, the Registrar's Office, and the Presidents Archive which holds copies from 1966. Copies of the college catalog in PDF format dating from 1999-2000 are available on the college website at http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/index.asp.

The college does not have branch campuses but does offer courses at satellite locations. Information about classes offered off-site is provided in the online course schedule.

The college's mission statement defines the role of the college in helping students to achieve their various goals. Each degree program uses defined "outcomes" to describe the measurable success of each student completing the program. Institutional Research compiles reports on student success, rates of retention, graduation rates, and other measures of student success appropriate to the college's mission. Passage rates for licensure are made available by the individual program(s) that require licensure. <http://www.hcc.commnet.edu/IR/facts.asp>.

Achievements of graduates can be obtained through the Office of Institutional Advancement. Articles pertaining to the achievements of alumni as well as of faculty can be obtained from the college website, from the Public Relations office, and the Presidents Archives.

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The Division of Community Outreach has an effective system in place to ensure that all institutional publications, print and electronic, are consistent with catalog content and accurately portray college conditions and available opportunities. The webmaster maintains a database with an “identified owner” for all catalog content. Content originates with and is updated by the “identified owner” for the particular program, initiative, or subject matter under discussion. This content is maintained by the college’s webmaster where all edits and updates are maintained in a database. Each year the content is returned to the “identified owner” for review. Once reviewed, the content is approved or edited. If editing is required, the material is returned once again to the “identified owner” for approval. Once all material in the database is approved, it is supplied to the marketing associate for the creation of printed copies of the catalog. This updated database replaces the online database when the catalog is printed, thus ensuring that the online material is an exact replica of the catalog material. This process ensures accuracy and currency of published information. The public relations, advertising, and marketing units draw upon this information when preparing news releases, advertisements, and marketing collateral. Any statements made regarding the college are drawn from valid documentation on file at the college or from substantiated sources.

Institutional Effectiveness

Disclosure of published information is overseen by the Division of Community Outreach to ensure accuracy and completeness of information, the integration of information across various publications, and that appropriate updates are made to the college website throughout the year. The content of the college catalog is reviewed annually by all “identified owners” and any approved modifications to courses, programs, academic policies, and student information are made for the next publication. Students, both on and off campus, have electronic access to the catalogue as well as to relevant scheduling, registration and financial information. Annually, the college reviews its range of publications and also determines the appropriate balance between printed and electronic information.

Appraisal

The Strategic Plan calls for greater emphasis on the use of electronic communications. The college’s website has become a crucial asset in providing accurate, up-to-date information about all facets of the college and its resources. A major project to redesign the college’s entire website began in spring 2011 to improve navigation and to increase site retention. Through this process, the college seeks to improve the means by which users access information. Four major portals will be added to the existing site, including the HCC Strategic Solutions Group, the HCC Center for Lifelong Learning, the HCC Foundation, and the Housatonic Museum of Art.

The print, online, and CD versions of the content of the college catalog and website provide in-depth information on the college’s policies, procedures, student services, and degree and certificate programs including courses offered. Information provided within the listings of the administrative officers, faculty, and staff is current at the time of publication. The listings for the Board of Governors for Higher Education and the Board of Trustees of Community-Technical Colleges include the name and city or town of residence of each member. The listing for the Regional Advisory Council for the college includes each member’s name and affiliation. The officers and directors of the Foundation are listed by name and affiliation as well. Program Advisory Committees are fully disclosed by discipline, with member names and affiliations. These too are current at the time of publication.

Hard copies of the catalog are available in the Division of Community Outreach, in the college library, and in the Registrar’s Office. The holdings in the Division of Community Outreach date from 1967-1968 to the present. Library reserve holdings of the catalog date from the 1994-1995 to the

Standard Ten

present, and the Registrar's Office holdings date from 1966 to the present. (Archival copies, also part of the library's holdings, date from 1971.) Back copies of the college catalog in PDF format which run from 1999-2000 to the present are available on the college website.

Increased visibility of the college's goals for students' education and their success in achieving these goals is an objective of the college's Strategic Plan. Reports detailing student success rates, rates of retention, graduation rates, and other measures of student success related to the college's mission are compiled by the Office of Institutional Research, publicized via e-mail, and archived to the college website. Information about the total cost of education for a student and the typical length of study is published in all versions of the catalog and found in academic and student services offices. The length of study is individualized based on a student's life responsibilities and needs.

Contact information for addressing inquiries to various offices, departments, and individuals is clearly stated throughout all catalog material, college publications, and the website. The college's most recent financial statement is available upon request through the college Business Office. College financial information can be accessed on the System's website under "Finance and Administration." Notice as to the availability of the college's most recently audited financial statement or a fair summary thereof is not widely published. In its publications, the college is listed as a State of Connecticut community college, which implies that the institution is public and non-profit. Wording that identifies the college as a public institution will be added to the catalog upon approval by the President.

The review system designed by the Division of Community Outreach ensures the accuracy of the catalog and website. The review process is managed by the college's webmaster and includes approval of the content by each department. Other publications are authored and reviewed for accuracy by the originating department. Published data is derived from the System Office resources and managed by Institutional Research.

Every effort is made to have "identified owners" of catalog content, which includes curriculum-approved changes, review their information within a structured time frame prior to publication. It is important that "identified owners" meet the designated deadlines for the review of content, and this review is critical to the success of the process.

Projections

Initiatives will be undertaken to improve the use of electronic communications to provide accurate and comprehensive information for public disclosure:

The college will continue to archive the catalog document for reference as a printable PDF and ensure an accurate duplication of the catalog content in paper and web formats.

Who: Community Outreach Division

When: Ongoing

Future catalogs will include a notice that the college's most recent audited financial statement, or a fair summary thereof, is available from the Business Office.

Who: Director of Finance and Administrative Services, Community Outreach Division

When: Spring 2012

New technologies will be evaluated by appropriate stakeholders to determine their ability to facilitate the college's efforts in providing the most current, relevant, and accurate information and resources regarding all facets of the college.

Who: Administrative Team, Community Outreach Division

When: Ongoing

Standard 10: Public Disclosure

Information	Web addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.hcc.commnet.edu/admissions/request.asp	College Catalog
Notice of availability of publications and of audited financial statement or fair summary	http://www.commnet.edu/finance/statements.asp	
Institutional catalog	http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/	College Catalog
Obligations and responsibilities of students and the institution	http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/09-10Catalog/7HCCPolicies09-10.pdf	College Catalog
Information on admission and attendance	http://www.hcc.commnet.edu/admissions/index.asp	College Catalog
Institutional mission and objectives	http://www.hcc.commnet.edu/about/index.asp	College Catalog
Expected educational outcomes	http://www.hcc.commnet.edu/academics/programs/index.asp (available for each program)	College Catalog
Requirements, procedures and policies re: admissions	http://www.hcc.commnet.edu/admissions/how.asp	College Catalog
Requirements, procedures and policies re: transfer credit	http://www.hcc.commnet.edu/admissions/transfer.asp	College Catalog
Student fees, charges and refund policies	http://www.hcc.commnet.edu/fees/index.asp	College Catalog
Rules and regulations for student conduct	http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/09-10Catalog/7HCCPolicies09-10.pdf	College Catalog
Other information re: attending or withdrawing from the institution	http://www.hcc.commnet.edu/register/index.asp	College Catalog
Academic programs	http://www.hcc.commnet.edu/academics/programs/index.asp	College Catalog
Courses currently offered	http://www.hcc.commnet.edu/academics/courses/CourseSearch.asp	College Catalog
Other available educational opportunities	http://www.hcc.commnet.edu/academics/articulation.asp	College Catalog
Other academic policies and procedures	http://www.hcc.commnet.edu/academics/acProc.asp	College Catalog
Requirements for degrees and other forms of academic recognition	http://www.hcc.commnet.edu/academics/programs/deg_info.asp	College Catalog
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.hcc.commnet.edu/dir/faculty/index.asp	College Catalog
Names and positions of administrative officers	http://www.hcc.commnet.edu/about/organization.asp	College Catalog
Names and principal affiliations of members of the governing board	www.ctregents.org/regents/members	College Catalog
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	NA	NA
Programs, courses, services, and personnel not available in any given academic year. <i>Posted as necessary in Faculty Listing of office hours and Staff directory.</i>	http://www.hcc.commnet.edu/dir/faculty/index.asp	
Size and characteristics of the student body	http://www.hcc.commnet.edu/IR/data/vitals/index.asp	Vital Statistics Report
Description of the campus setting	http://www.hcc.commnet.edu/beaconHall/index.asp	College Catalog

Availability of academic and other support services	http://www.hcc.commnet.edu/ASC/index.asp	College Catalog
Range of co-curricular and non-academic opportunities available to students	http://www.hcc.commnet.edu/student/index.asp	College Catalog
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/11-12catalog/index.asp	College Catalog
Institutional goals for students' education	http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/11-12catalog/index.asp	College Catalog
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.hcc.commnet.edu/IR/facts.asp	
Total cost of education, including availability of financial aid and typical length of study	http://www.hcc.commnet.edu/financaid/index.asp	College Catalog
Expected amount of student debt upon graduation		
Statement about accreditation	http://www.hcc.commnet.edu/about/accreditation.asp	College Catalog

Source: Susan Greene, Webmaster, 11/14/11

Integrity

STANDARD

11

James Connolly – Committee Chair
Registrar

Brenda Alexander
Director, Human Resources (Retired)

Edward Brickett
Associate Accountant, Business Office

Ada Carbone
*Administrative Assistant,
Dean of Administration Office*

Samantha Mannion
*Criminal Justice, Faculty
Program Coordinator, Criminal Justice*

Rebecca Samberg
*Faculty, Developmental English
Chair, Department of
Developmental Studies*



Standard Eleven

Standard Eleven Integrity

Description

The college's foremost operational value is integrity, and the college has integrated this core value into the management of all affairs and into its dealings with students, faculty, staff, alumni, the governing board, external organizations and agencies, and community. The college has many student clubs, bulletin boards, and programs such as College Career Pathways, You Can Do It (YCDI), and Middle College which foster an atmosphere of respect, diversity, and integrity.

The college abides by the policies of the Board of Governors for Higher Education, the Department of Higher Education, and the Board of Trustees of the Community-Technical Colleges. The college receives its legal directive and authority from its state charter and the Office of the Community College Counsel. The college operates within the appropriate legal authority for its jurisdiction and abides by the spirit and letter of all federal and state laws. The college also implements directives from its System Chancellor and receives recommendations and guidance from its Regional Advisory Counsel and program advisory committees.

The college holds events on campus designed for professional development such as webinars, language lab training, CFT workshops as well as training sponsored by the human resource department. The System Office sponsors a professional day for all professional employees in the fall and for faculty in the spring of each year.

The college also ensures that policies governing institutional integrity are strictly adhered to regarding academic honesty, intellectual property, conflict of interest, privacy rights, academic freedom, non-discriminatory policies and practices, and fair grievance procedures. The college establishes integrity in the policies and procedures which govern all eleven NEASC standards.

Student Policies

All of the policies and standards that affect college's relationship with its students are identified in the *College Catalog and Student Handbook* (Doc.11.1); some policies are mentioned, with references to the full policies in other documents. All policies are available in full text in the college library and online through a link on the college website. Student privacy rights are primarily protected under the United States Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) and are clearly published in the aforementioned literature.

Other means of communication with students include the college newspaper, the *College Catalog and Student Handbook*, and informational mailings. The *College Catalog and Student Handbook* is distributed at the new student orientation and in all DS*099 Academic Skills Development classes and are available at the information desk, the Self-Help Center, and the library. It is also mailed by request from the Admissions Office in hardcopy or CD format.

The *College Catalog and Student Handbook* contains statements pertaining to senior citizens, international students, and veterans, and lists the advising, disability, academic support and counseling services available to all students which enable student success. Students have access to a *College Catalog and Student Handbook*, either in print or online, which outlines their rights and policies regarding communicable diseases, sexual harassment, people with disabilities, racism, acts of intolerance, and policies on non-discrimination. The Student Senate represents the entire student body and supports many student clubs which offer activities that are social, cultural, and recreational.

The faculty syllabus is a legal contract between faculty and students. Faculty members have the freedom to determine their own policies regarding attendance, plagiarism, other forms of cheating, cell phones, how grades are determined, class participation, what to expect in class discussions, and other pertinent classroom activities as long as they do not contradict the policies in the *College*

Catalog and Student Handbook. Students have the opportunity to give input and express their opinions through open forums with the college Administration and through their representative body, the Student Senate. The college's academic honesty policy pertaining to students is also clearly set forth in the *College Catalog and Student Handbook*.

Faculty Policies

Policies and standards for faculty and staff are set forth in the *Employee Handbook* (Doc.11.2), the code of ethics for State employees, and various System communications regarding affirmative action, sexual harassment, diversity awareness, and academic freedom. Collective bargaining agreements also provide policies and standards for fair and equitable treatment of faculty and staff.

The college continues to adhere to non-discriminatory policies in the areas of recruitment, admissions, employment, evaluation, and advancement.

The *Employee Handbook* advises faculty and staff of all Board of Trustees and College standards and policies pertaining to affirmative action, equal opportunity, sexual harassment, and non-discrimination. The Diversity Awareness Committee sponsors a Contemporary Issues Speakers Program which raises awareness and appreciation for diversity at the College. In accordance with Public Act 99-180, all employees are provided with diversity education and training.

The President's policy statement regarding Affirmative Action and Equal Employment Opportunity (Doc. 11.3) states that the college adheres to the affirmative action/equal opportunity policy of the Board of Trustees of Community-Technical Colleges. The college reaches out to students and employees from diverse backgrounds and provides special support services for women students, students with disabilities, disadvantaged students, and ESL students. The college has an open admissions policy. The college reaches out to the community through the You Can Do It program, Middle College, College Career Pathways. There are many opportunities for student engagement such as the Men's Center, the Women's Center, the Veterans Oasis Center, and many student clubs.

Employment Practices

The college has established a detailed *Search Process Document* (Doc. 11.4) for faculty and ACL employment process. It has also followed this process for management-level appointments, except for the presidential level. The System Office conducts the employment process for the presidential level. The *Search Process Document* has incorporated policies by the college and the Board of Trustees, including non-discrimination policies. This document covers the entire employment process from assessing staffing needs through to the actual hiring of a new employee. Search Committees are reminded to follow the Search Process Document with each new search process and the document is distributed to Search Committee members for each new search. The Human Resources Director/Affirmative Action Officer meets with each committee and reviews the search process prior to committee review of application materials. Hiring decisions are ultimately made in accordance with the Board of Trustees' policies and guidelines, which incorporate the non-discrimination procedures. The evaluation and promotion process also operates within established guidelines provided by the collective bargaining agreements signed by each union.

Grievance Procedures

The purpose of the affirmative-action grievance procedure is to provide an informal structure for expeditious resolution of allegations of unlawful discrimination while assuring that legal options for filing complaints with enforcement agencies are not foreclosed. Employees who utilize the grievance procedure will not be subject to retaliation. The Connecticut Commission on Human Rights and Opportunities can provide assistance in filing and determining the legal options which may be available. In general, complaints must be filed within 180 days of the alleged discrimination.

Self-Study January 6, 2012

The college follows the affirmative action grievance procedure of the Board of Trustees (Board Policy 2.1.3) (11.5) and it is distributed annually to the college community via e-mail. In addition, this policy can be found in the annual Affirmative Action Plan, which is located in the Human Resources Department, in the President's office, in the library, and on campus public boards. It can also be found in the *Draft Employees Policies and Procedures Manual* and on the System website. Further, the college follows various grievance procedures as listed in the 5 bargaining unit contracts for labor related issues. These procedures may be found in each BU Agreement. The Classified Bargaining Unit (BU) Agreement (11.6) may be found on the Department of Administrative Services website, and the Congress Agreement (Faculty and ACLs) (11.7) may be found on the System website. Employees have access to the System website via a link on the college website.

Student Disciplinary Process

Policies regarding student conduct and student rights are published in the *College Catalog and Student Handbook* (Doc. 11.1- 5.2.1) in their entirety. Preliminary investigations and hearings into possible student misconduct are conducted informally by the Dean of Students or his/her designee. Students may request a formal hearing before a panel and may request student representation on such a panel. All decisions regarding student discipline must be made in writing, and a student has the right to appeal any disciplinary proposals or findings to the President.

Students are expected to demonstrate academic integrity. Academic dishonesty or plagiarism can result in an F for the paper, exam, or course. It can also result in a suspension or expulsion from the college. These decisions are made on a case-by-case basis.

Impartial panels for hearings are composed of student, faculty, and staff representatives; there is currently no independent student judicial system in existence at the college. Students, faculty, and staff members appointed to these panels are responsible for making sure that the disciplinary process is carried out in a fair and impartial manner. Written decisions resulting from these proceedings exist as evidence that the disciplinary panel's process is being conducted in accordance with policy.

Academic Freedom

The college continues to maintain respect for the principles of academic freedom. The college is fully in compliance with the rules pertaining to academic freedom as set forth in the *Collective Bargaining Agreement* (2007-2010), Article VI, §1-3., and the *Board of Trustees Policy Manual*.

On 6 October 2010, 77 questionnaires were forwarded to all full-time college faculty. The questionnaire provided a working definition of academic freedom and asked faculty if they believed that they had academic freedom for themselves and their students in the classroom. Forty-nine of the questionnaires were returned. Of these, 39 responded "yes", 5 responded "no," 4 were unsure, and 1 responded both "yes" and "no." Overall results would seem to indicate that a majority of faculty members perceive that academic freedom exists at Housatonic Community College, both for teachers and for students.

With respect to students, the *Board of Trustees Policy Manual* specifically states that: "Community College students are both citizens and members of the academic community. As citizens they enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy..." (§5.2.2(1)). This same policy manual also protects academic freedom and selection with respect to college library materials, and states specifically that "a selection policy should ensure that all materials selected will represent a balanced spectrum of opposing sides of an issue without regard to an author's race, color, age, sex, creed, nationality, or political beliefs" (3.11).

Administrative Operations

The college effectively manages all administrative operations with honesty and integrity, and is in compliance with the guidelines set by the *Board of Trustees' Policy and Procedure Manual*

regarding these operations. The Business Office is further directed by policies set forth in the *State Accounting Manual*, *State of Connecticut Comptroller's Memoranda*, Connecticut State Law, the *Community-Technical College Agency Purchasing Policy Manual* (Doc. 11.8) and *Accounts Payable Policy Manual* (Doc.11.9). All budgetary matters at the college are subject to regular audit reports, as is the Housatonic Community College Foundation. All audit reports are prepared both by State Auditors of Public Accounting and by the Community-Technical Colleges System's Private Auditors, PricewaterhouseCoopers, and is available for general review. Additionally, policies regarding the collection of fees and refunds are broadly published in the *College Catalog and Student Handbook*, and are reiterated in each semester course schedule now online.

Relationship with Commission

The college has demonstrated honesty and integrity with the Commission on Institutions of Higher Education. This is evidenced by completion of all requests including the 2002 NEASC Self-Study document and the 2007 Fifth-Year Interim Report. The college embarked on a thorough program of self-study commencing almost two years prior to the most recent accreditation visit. Over 80 faculty, staff, and administrators served on eleven committees compiling input from the entire college community. New policy initiatives, such as the computer-literacy requirement, were disbursed to appropriate areas in a timely manner. The college also established an Institutional Review Board to meet and maintain standards. The college complies with all other Commission Standards, policies, and Requirements of Affiliation as related to institutional integrity. This can be evidenced in the various components of this document which address the issues of integrity.

Institutional Effectiveness

As a member of the System of Connecticut Community College, the college adheres to all federal and state laws and policies and all collective agreements that govern relations between the institution and its students, employees, and affiliated external agencies. The college monitors, reviews, and modifies where necessary internal policies that support honest and fair dealings with and among its constituents and provides both informal and formal mechanisms to resolve grievances. The college promotes academic freedom for its faculty and students and provides policies that delineate academic honesty. Through broad collegial efforts the college fosters an environment of integrity throughout the campus, demonstrated daily in the interactions among its students, staff, and faculty.

Appraisal

The integrity of the college is overseen by various bodies. As part of a state system the college is held accountable to the Chancellor's Office, the Board of Trustees, a Regional Advisory Council, and state auditors. Institutionally, the system of governance comprises advisory committees, the College Senate, and Student Senate, which monitor the activities within the college. The effectiveness and implementation of policies and procedures contribute to the efficient operation of the college as it continues to meet its stated goals.

This self-study has provided the opportunity for the college to reflect on the numerous initiatives that support the standard of integrity. The high percentage of faculty and staff, as evidenced by the participation of the standard committees throughout this study is a measure of integrity for which the college can be proud. The college also recognizes areas of concern that require attention.

Since the last accreditation, the college has continued to widely disseminate information about student policies and disciplinary processes to its students, to distribute the *Catalog and Student Handbook* at student orientations, and to make this document readily available at key areas of student life on the campus: the library, the Self-Help center, the information desk, and the college website. With the implementation in 2001 of the DS*099 (Academic Skills Development course, now

enrolling annually approximately 1300 students), the majority of the student population possesses the *College Catalog and Student Handbook* and knows where to locate student policies and disciplinary processes. As not all students are enrolled in (Academic Skills Development) there may be an issue with some students not receiving this information. The Admissions Office does send the *Catalog and Student Handbook* to students by request.

The college conducts its business with integrity. The college abides by the policies and procedures of the Board of Trustees and the collective bargaining agreements and the internal policies and procedures. The internal policies and procedures should be regularly reviewed.

Faculty and employment policies are dictated by the collective bargaining agreement and the Board of Trustees, the information for which is distributed by the faculty handbook, the college and system websites along with the union website. Information on grievance procedures which follow the *Board of Trustees and the College Affirmative Action Grievance Procedure* (Board Policy 2.13) are e-mailed to all employees annually and can be found in the President's office, the college library, and System website. The student disciplinary process is explained in the *College Catalog and Student Handbook* and the college website. There is no overall or general handbook. Many of the policy and procedure publications on the college website (Human Resource portal) are dated from 2002-2007. Academic freedom for both faculty and students continues to be a tradition at the college. In a poll conducted 6 October 2010, 80% of the faculty believed that academic freedom for both faculty and students existed at the college.

The administrative operations of the college are managed in compliance with the Board of Trustees and abide by all state and federal laws and regulations. The policies and procedures are published in manuals and available online. Other than following these policies, there is no method of assessment of integrity on campus, and the college might establish a committee to review policies and procedures yearly.

Projections

The college has effectively maintained integrity across all operational, administrative, and academic components. However, several areas are in need of clarification and improvement:

The college will ensure that all newly admitted students receive a notice of access to the college catalog via the college website.

Who: Dean of Students, Dean of Community Outreach

When: 2012-13 Academic Year

The college will undertake to develop and make broadly available a general employee handbook that can be referenced by staff, faculty, and administrators.

Who: Human Resources

When: 2012-13 Academic Year

The Student Senate bylaws will be updated and published and will include a schedule of periodic reviews.

Who: Student Senate, Office of Dean of Students Office

When: 2012-13 Academic Year

The college will develop a manual that will collect, codify and communicate administrative policies and procedures.

Who: Administrative Team, College departments

When: 2012-2015 Academic Years

Standard 11: Integrity

? Policies	Last Updated	URL where policy is posted	Responsible office or committee
Academy honesty	2011-12	http://www.hcc.commnet.edu/	Dean of Students
Intellectual property rights			
Conflict of interest	2002	http://www.commnet.edu	Board of Trustees
Privacy rights	2010	http://www.hcc.commnet.edu/	Dean of Students
Fairness for students	2011-12	http://www.hcc.commnet.edu/	Dean of Students
Fairness for faculty	2008	http://www.the4cs.org/	Human Resources
Fairness for staff	2008	http://www.the4cs.org/	Human Resources
Academic freedom	2007-2010	http://www.the4cs.org/	Human Resources
Other -----	2010-11	Employment Search Process -	Human Resources
Other -----			

Non-discrimination policies

Recruitment and admissions	2011-12	http://www.hcc.commnet.edu/	Dean of Students -
Employment	2010	http://www.commnet.edu	Board of Regents
Evaluation	2010	http://www.commnet.edu	Board of Regents
Disciplinary action	2010	http://www.commnet.edu	Board of Regents
Advancement	2010	http://www.commnet.edu	Board of Regents
Other -----			

Resolution of grievances

Students	2011-12	http://www.hcc.commnet.edu/	Dean of Students
Faculty	2010 - 2002	http://www.comment.edu	Human Resources
Staff	2010	http://www.comment.edu	Human Resources
Other -----			

? Other	Last Updated	Relevant URL or Publication	Responsible office or committee
Survey of Faculty -	11/23/10	Survey available in Work Room	Standard 11 Committee
3			
4			
5			



Appendices

- **Affirmation of Compliance with federal requirements of Title IV**
- **Data Forms on Student Achievement and Success (E & S forms)**
- **Most recent audited financial statements**
- **Auditor's management letter**



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

209 Burlington Road, Bedford, MA 01730
Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.hcc.commnet.edu (To Be Posted)
Print Publications	Housatonic Community College Catalog and Student Handbook, 2012-2013 To be published. Officially Affirmed/Approved by Curriculum Committee and College Senate, Fall 2011

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/11-12catalog/web-A-genInfo-11-12.pdf
Print Publications	Housatonic Community College Catalog and Student Handbook, 2011-2012

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.hcc.commnet.edu/gen/PDF/publications/catalog_handbook/11-12catalog/web-F-policies-11-12.pdf
Print Publications	Housatonic Community College Catalog and Student Handbook, 2011-2012

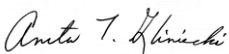
- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Single Student Identification Secured Database, User ID and Password Required (myCommnet.edu)
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- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://www.hcc.commnet.edu/NEASC/publicComment.asp
Print Publications	Connecticut Post, Publication Date: 12-18-11

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

Chief Executive Officer: 

Date: 1-18-12

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals	3 Years Prior (2008)	2 Years Prior (2009)	1 Year Prior (2010)	Most Recent Year (2011)	Goal for 2012	
IPEDS Retention Data IPEDS overall first year retention						
IPEDS definition of retention: this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.						
Year of Report	2006	2007	2008	2009	2010 Report not released yet	
Full time students	53%	57 %	61%	61%		
Part-time students	37%	50%	50%	50%		
IPEDS Graduation Data as reported in the IPEDS Data Feedback Report						
IPEDS Definition: Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall); graduation rate and transfer-out rate and retention rates (Fall) Reported as per NEASC office instructions.						
Date of IPEDS Report	2008	2009	2010	2011	2012 report not released yet	
Associate and Certificate degree students	10%	8%	7%	8%		
Bachelors degree students	NA	NA	NA	NA	NA	
Other Undergraduate Retention Rates (1)						
a	New degree seeking freshmen-as compared to the ACT, Inc. report who are enrolled the following fall	58.0%	61.0%	62.7%	57.1%	
b	Housatonic definition for all degree-seeking students who claim degree seeking who do not graduate and are enrolled the following fall semester.	52.8%	54.5%	55.7%	50.8%	
c						
Other Undergraduate Graduation Rates (2)						
a						
b						
c						
Graduate programs *						
Retention rates first-to-second year (3)	NA	NA	NA	NA	NA	
Graduation rates @ 150% time (4)	NA	NA	NA	NA	NA	
Distance Education						
Course completion rates (5) with grades of "C" or better – Online courses	57.7%	61.0%	61.5%	74.0%		
Retention rates (6)	NA	NA	NA	NA		
Course completion rates (5a) with grades of "C" or better – Hybrid Courses	61.8%	60.4%	74.9%		NA	
Graduation rates (7)	NA	NA	NA	NA	NA	
Branch Campus and Instructional Locations						
Course completion rate (8)	69.6%	68.2%	65.8%	NA	NA	
Retention rates (9)	NA	NA	NA	NA	NA	
Graduation rates (10)	NA	NA	NA	NA	NA	
Definition and Methodology Explanations						
1	Other Undergraduate Retention rates: using the same definition as the ACT,, Inc. study: # of new degree seeking students enrolled in the fall semester who do not graduate and are still registered the following fall semester					
2	Other Undergraduate Retention Rates: defined as "Fall to Fall", as displayed above, is defined as the proportion of degree-seeking students present in the initial fall minus the students in the cohort who graduated in that academic year and who are in attendance the following fall, one year later					

3	
4	
5	
6	
7	
8	
9	
10	
* An institution offering graduate degrees must complete this portion.	

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
---	----------------------	----------------------	---------------------	--------------------------------	----------------------

Success of Students Pursuing Higher Degree

1					
2					
3					
4					

Definition and Methodology Explanations

Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

1					
2					
3					
4					

Definition and Methodology Explanations

Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

1					
2					
3					
4					

Definition and Methodology Explanations

Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)

1					
2					
3					

Definition and Methodology Explanations

Other (Specify Below)

1	
2	

Definition and Methodology Explanations

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
--	---------------	---------------	--------------	-------------------------	---------------

State Licensure Passage Rates *

1	OTA Program Certification	100%	100%	100%		
2						
3						
4						
5						

National Licensure Passage Rates *

1						
2						
3						
4						
5						

Job Placement Rates **

1						
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	
b	
c	
d	
e	
f	

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
--	---------------	---------------	--------------	-------------------------	---------------

Completion Rates *

1	NA				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

Placement Rates **

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

Developmental Mathematics
 Option E1: Part A. Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	yes	These are listed on the general course outlines attached to the syllabus handed out at the beginning of the semester.	A post test is given, the final exam, and the same pre test questions are embedded so we can see the improvement.		We are teaching the math classes using the oe/oe format, we are now covering more material in math 095 and 075, we have started teaching signed numbers much earlier in the semester in 075, we are also doing more with variables in 075, in 095 we are including equations of lines, slope with two points, and functions	The last set of changes occurred in the courses in fall 2010 and oe/oe started about five years ago
List each degree program:						
1.						
2.						
3.						
4.						
5.						
6.						

Developmental Studies – English
 E1: Part A. Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	Yes. Each course has stated general education outcomes and specific course based/content based outcomes.	Each course in the department has its own course outline which is developed by department members.	Pre-tests and post – tests are given in the reading courses. Students must attain a 65% or higher on the post-test and a C or better in the course to exit the class. A writing portfolio is used in the two writing classes, ENG013 and ENG043. Students must attain at least a C on the portfolio and a C in the class. In addition, all DS writing and math courses have a two session tutoring requirement built into the department syllabus.	The department interprets the evidence at the end of the semester. We discuss department and institutional goals, and we have held “norming” sessions for grading portfolios based on a rubric system. We analyze data provided to us by our research analyst, and we discuss progress made by our students in individual classes.	After researching our data, we have introduced new courses and new instructional methods. We have created Self-Paced writing classes for students who need more or less time to finish the course or who prefer computer based individualized instruction. We designed and ran an 043 writing class with a weekly grammar workshop, and we currently work collaboratively with the Humanities Department to offer an ENG101 course with a workshop component for those	We review our course success each semester at department meetings and through the Achieving the Dream/DEI Committee.

Developmental Studies – English

					<p>students whose placement scores put them within the top 10 points of the ENG043 and ENG073 courses. We offer an Academic Skills Course with coaches for the students.</p>	
<p>List each degree program:</p> <p>1.</p>	<p>DS courses are pre-college level and do not carry college credit. They do prepare students for college level courses by requiring students achieve basic competencies in math, reading, and writing</p>					
<p>2.</p>						
<p>3.</p>						
<p>4.</p>						
<p>5.</p>						
<p>6.</p>						

Humanities

Option E1: Part A. Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (Please specify. Include URLs where appropriate.)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	<p>There are Goals and Objective of the General Education Core. Each course also has "Other Goals," student learning outcomes which are specific to the course.</p>	<p>The General Education Core and the Goals and Objective of the General Education Core are listed in the catalogue and online. In addition, the Goals and Objectives of the General Education Core which are addressed by specific classes are listed on each Course Outline, along with the "Other" goals and objectives, those which are specific to a particular course. These Course Outlines are attached to every course syllabus.</p>	<p>General Education is assessed using course based assessment of courses which fulfill Gen. Ed. Core requirements.</p> <p>The Humanities Department assesses student work produced in courses which fulfill the following General Education Core Requirements: ENG*101, ENG*102, Humanities Elective, and Fine Arts Elective.</p> <p>From 2005 To 2009, Key Performance Indicators (KPI's) were used, with a different type of assessment happening each year in Art and ENG*101 as representative of the Humanities Department's mission as a whole. General Education Goals and Objectives were not specifically targeted. Beginning in 2010, assessment is now based on student learning goals, both General Education Outcomes and the course specific outcomes ("Other Goals") for each course. The Humanities Department now assesses courses in all disciplines within the department, cycling</p>	<p>Humanities Department KPI's '05-'09: Full-time English and Art faculty.</p> <p>Current Humanities Assessment: All full-time faculty members participate in the creation of assessment tools and in the interpretation of the data collected in courses within the discipline which they teach. In Philosophy and Music (for which we have no full-time faculty), the part-time faculty participate in tools</p>	<p>Humanities Department KPI examples include placing increased emphasis on reading in ENG*101, including a mandatory writing assignment which responds to a reading.</p> <p>Current Humanities Department Examples: In response to ENG*101 assessment in S'10, all English Faculty, part-time and full-time, participated in in-house professional development workshops in the F'10-S'11 academic year regarding "best practices" in the teaching of grammar. In response to PHL</p>	<p>Humanities Department: Using the KPI approach, the impact of the new Accuplacer cut-off scores on student success rates in ENG*101 (and 043) was assessed in '08-'09.</p> <p>Current Humanities Assessment: Assessment is being done in F'11 in ENG*102, with the action step</p>

Humanities

<p>Programs within the Humanities Department (Art, Theater Arts, Journalism, Foreign Language):</p>	<p>Student outcome goals specific to each course are listed as "Other" following the General Education Goals listed on each Course Outline.</p>	<p>Course Outlines (attached to each course syllabus).</p>	<p>through the disciplines ENG, MUS, PHL, and Public Speaking. Assessment is done annually within the Humanities Department's Programs (Art and Theater Arts) as well as in foreign language and Journalism. (see "Humanities Disciplines and Their Assessment Cycles" in the June 2011 Humanities Assessment Report). Two types of tools are used: A Direct Measurement Tool (such as a rubric for evaluating student papers or portfolios) and an Indirect Measurement Tool (such as a student survey), with Direct Measurement tools used with greater frequency to focus more heavily on student performance than on student perception.</p>	<p>development and in data interpretation along with at least one full-time faculty member in the Hum. Dept. Both part-time faculty and full-time faculty in all disciplines participate in the actions taken in response to the data collected.</p>	<p>assessment in S'11, all PHL faculty are currently participating in norming sessions, and one revision is being made to the PHL*101 Course Outline.</p>	<p>planned for S'12. Assessment is also now done annually, and is currently underway, in the following areas: Foreign Language (F'11-S'12 focus = oral production in Spanish), Art and Graphic Design, Theater Arts, Journalism. (See Programs below.) The most recent Assessment Report was June of 2011 (see June 2011 Humanities Assessment Report).</p>
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Humanities

1. Art (Fine Art, Graphic Design, Graphic Design Multimedia)

ART Programs: In 2008 and 2009, Key Performance Indicators (KPI's) were used to assess foundation courses. In 2008, instructors in 2-D Design and Drawing I employed a standardized rubric and applied it to the portfolios of a random selection of students. In 2009, instructors in Art History used a questionnaire that would provide quantifiable evidence of success.

Starting in fall 2010, the Art Department developed a different approach to assessing courses. To date, this process has been used in design related courses. This will expand to include all studio courses in the future.

This assessment process includes-

1. Portfolio reviews both in class and independently.
2. Reassessment of learning goals in course outlines.
3. Survey students near the end of core courses each term.
4. Review course outcomes with all Art Instructors at the end of each semester.

ART: Review of course outcomes takes place at the end of each semester with all full-time time and adjunct Art Instructors.

The Art Department is placing increased emphasis on design in all of our courses.

ART: The last assessment using the KIP approach was in '09. Following the assessment tools developed in 2010, we are using a questionnaire to review program success in select courses. The results are reviewed **each semester** by the Art staff in order to better survey the success to our approach with course content.

Humanities

2. Theater Arts

Assessment of the **Theater Arts Program** was designed after the shift away from the KPI approach, in which assessment in English and Art was used to represent the Humanities mission as a whole, to the assessment of all disciplines within the Humanities Department. Thus, the Theater Arts Program began to develop assessment tools beginning in S'10, with the first implementation having taken place in Fall 2011. The Theater Arts Program uses THR 290 as capstone course in which available faculty members of the Theater Arts Program perform specific evaluation of program outcomes.

The **Theater Arts Program Coordinator** interprets the evidence. Forms with the program outcomes and variant grading are distributed to participating faculty and their evaluation is performed. Data sheets are then given to the Theater Arts PC who evaluates the data extracted from these evaluations.

Theater Arts: Changes to specific courses have already been implemented to provide a more accurate outcome evaluation process. Assignments throughout the courses are more specifically targeted to a method of outcome measurement. In F'11, changes were made to some courses (prerequisites, credit load, and/or content) and to program requirements.

S'11 was the most recent **Theater Arts** assessment completed.

3. Journalism (not officially a program, but now assessed annually)

Assessment of the **Journalism Program** was designed after the shift away from the KPI approach, in which assessment in English and Art was used to represent the Humanities mission as a whole, to the assessment of all disciplines within the Humanities Department. Thus, the Journalism Program began to develop assessment tools beginning in Spring 2010, with the first implementation taking place in Spring 2011. The Journalism

The **Journalism program advisor** interprets the evidence. Portfolios and surveys are completed in COM*223 and reviewed by both the program advisor and the faculty member who teaches the course.

Journalism: The capstone portfolio, which had been used in the past, is now being implemented as a formal requirement, and course content and assignments are being more directly correlated with desired program outcomes.

Journalism: S'12

Humanities

<p>4. Foreign Language (not a program, but now assessed annually)</p>			<p>Program uses COM*223 and COM*216 as the capstone courses in which available faculty members of the Journalism Program perform specific evaluation of program outcomes, using both a survey and a portfolio approach.</p> <p>Assessment of the Spanish Language Courses was designed after the shift away from the KPI approach, in which assessment in English and Art was used to represent the Humanities mission as a whole, to the assessment of all disciplines within the Humanities Department.</p> <p>Thus, instructors in Spanish 101 courses began to develop assessment tools in the form of a student survey, written exam and oral interviews beginning in Fall 2010, with the first implementation having taken place in Spring 2011.</p> <p>Assessment of foreign language courses other than Spanish will be developed once the assessment cycle for Spanish courses (our largest foreign language offering) has been fully developed.</p>	<p>At the end of the semester, Full-time Spanish faculty interpret the evidence.</p> <p>Student survey, written and oral assessments are completed in SPA 101 and reviewed by full-time Spanish faculty.</p>	<p>The Spanish Faculty is placing an increased emphasis on oral production in all SPA 101 courses.</p>	<p>Spanish: S'11 was the most recent assessment of Spanish courses. Assessment will be underway during the S'12 semester.</p>							

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program:						
1.						
2. COT Pathway Program	Yes	Curriculum Outlines College Catalog	Exams, Portfolio, Hands on Laboratories	Faculty, Program Coordinator, Dept. Chair	Working with Platt Tech (faculty), faculty Hiring	Summer 2009
3.			Lab Reports Computer Simulation		Developing Manufacturing Lab, Dev. Design Studio	
4.					Computer Simulation	
5.						
6.						

Institutions selecting E1a should also include E1b.

OPTION E2. VOLUNTARY SYSTEM OF ACCOUNTABILITY PLUS PROGRAM REVIEW

- I. Institutions selecting this option should include copies of the most recent College Portrait institutional template under VSA and up to two prior templates. The templates will be available from APLU and AASCU.
- II. Complete the information on program review, below.

CATEGORY	(1) What is the date of the most recent program review?	(2) How is an "external perspective" incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program: 1. COT Pathway Programs	Summer 2009	The document was reviewed by representatives of the COT and the college	The results are being reviewed by staff and will be reviewed by Advisory Group	1. New Hires which is creating a team to start to implement the changes 2. Restructuring of Advisory Group Structure 3. Review of Electrical Program 4. Proposal of New Programs	Summer 2014
2.					
3.					
4.					
5.					
6.					
7.					

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	Math/Science Dept. Yes – each course has General Ed learning outcomes	Course outlines.	<p>MAT*137 (<i>addresses Gen Ed goal: ability to reason quantitatively</i>)</p> <ul style="list-style-type: none"> - Pre and Post test, Pre test questions embedded into dept final Ended Pre and Post test in 2009, continuing with departmental final. <p>-----</p> <ul style="list-style-type: none"> - CHEM*111 (<i>addresses Gen Ed goals: demonstrate a knowledge of Science and their methods</i>) - Pre and Post test - ACS national exam Ended Pre and Post test in 2009, continuing with ACS national exam. <p>-----</p>	Full time and part time math /science faculty meet to review the results of course level evaluations	<p>Updated text books</p> <ul style="list-style-type: none"> - Add online, Mathxl, component to MAT*137 course to help students practice problems with immediate feed back. - Updated placement scores for MAT*137 - Update course outlines to emphasize areas of weakness. - Provide extra study sessions - Open labs - And tutoring opportunities for students in the Math/Science classes - Changed the prerequisite for CHEM* 111 to MAT* 137, C or better. - For BIO*105- added student media project, add "hands-on" formative assessment quizzes during the semester, add 	Fall 2002

E1 - Mathematics and Science

			<p>BIO*105 (<i>addresses Gen Ed goals: demonstrate a knowledge of Science and their methods</i>)</p> <ul style="list-style-type: none"> - Pre and Post tests and demonstration of laboratory abilities. <p>Documentation of Competency Project Case history Qualitative survey Ended Pre and Post test in 2009, continuing with everything else.</p> <p>-----</p> <p>BIO * 121 (<i>addresses Gen Ed goals: demonstrate a knowledge of Science and their methods</i>)</p> <ul style="list-style-type: none"> - Pre and Post Test <p>-----</p> <p>--</p> <p>BIO* 111 (<i>addresses Gen Ed goals: demonstrate a knowledge of Science and their methods</i>)</p> <ul style="list-style-type: none"> - Pre and Post tests <p>-----</p> <p>--</p>		<p>laboratory section having students design own experiment</p> <p>New direct assessments for Gen Ed learning outcomes being developed</p>	
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E1 - Mathematics and Science

<p>List each degree program: Math/Science Department Programs and Certificates: College of Technology Pathway Program: - Engineering Science Option - Engineering Pathway Program - Technological Studies - Technology Studies: Electrical Option - Technology Studies: Industrial Technology Option Liberal Arts and Sciences: - Mathematics/Science Concentration - Pre-Engineering Science Concentration - Pre-Environmental Science Concentration</p>	<p>Yes</p>	<p>Online, and in catalogue</p>	<p>Course level assessments: Quizzes Exams/national Departmental finals Pre and Post test - Lab reports - Portfolios <u>Program level assessment:</u> Use Capstone course -General Chemistry -Calculus I Students in these programs will be assessed on ability to use quantitative reasoning to evaluate a set of data. In General Chemistry this data set will be gathered by students doing an experiment.</p>	<p>Full time math /science faculty meet to review the results of course level evaluations</p>	<ul style="list-style-type: none"> - Updated text books - Add online, Mathxl, component to MAT*137 course to help students practice problems with immediate feed back. - Update course outlines to emphasize areas of weakness. - Update the safety regulation in the labs - Provide extra study sessions - Open labs - And tutoring opportunities for students in the Math/Science classes - Updated placement scores to place into Math courses - College will develop manufacturing laboratory - College will develop a design studio - Additional computer simulation exercises will be added to courses 	<p>Spring 2009</p>
<p>2. Nursing</p>	<p>Yes</p>	<p>Online and in the catalogue</p>	<p>Students who take the Prerequisites for the Nursing program will be assessed in capstone course(A&P II) starting Spring 2011 by questions</p>	<p>Passing the NCLEX –RN exam is a requirement for entrance into this program, thus the assessment of passing this exam is positive</p>	<ul style="list-style-type: none"> - Updated text books - Add online, Mathxl, component to MAT*137 course to help students practice problems with immediate feed back. - Update course outlines to emphasize areas of weakness. 	<p>Spring 2009</p>

E1 - Mathematics and Science

				<p>embedded in the final exam. Results will be reviewed by the pre-health assessment committee.</p> <ul style="list-style-type: none"> - Students graduate from Bridgeport Hospital School of Nursing. - Pass the NCLEX-RN examination for nursing licensure 	<p>for every student in the program. The Nursing Program Coordinator Faculty meet with the nursing faculty to discuss outcomes of prerequisite courses</p>	<ul style="list-style-type: none"> - Update the safety regulation in the labs - Provide extra study sessions - Open labs - And tutoring opportunities for students in the Math/Science classes - Updated placement scores to place into Math courses. - Continue to provide a release time for a full-time science faculty member to serve as an advisor. 		
3. Pathway To Teaching Careers	Yes	Online and in the catalogue	<p>Students will pass the state mandated skills examination (PRAXIS)</p>	<p>Pass rate will be collected by the faculty advisor of this program</p>			New Program created in Spring 2009	
4. Aviation Maintenance (4 students 09-10)	Yes	Online and in the Catalogue	<p>Students will pass the certification examination administered by the Federal Aviation Administration.</p> <p>Course level assessments:</p> <ul style="list-style-type: none"> - Quizzes - Exams/national - Departmental finals - Pre and Post test - Lab reports - Portfolios 		<p>This program provides students who have passed certification examination based on Airframe and Powerplant mechanics coursework an opportunity to study general education distribution courses and pursue an A.S. degree.</p> <p>Assessment is by passing the certification examination which in a requirement for entrance into the program.</p>			
5. Health Careers Pathways Certificate EK55	Yes	Online and in the Catalogue	<p>Course level assessments:</p> <ul style="list-style-type: none"> - Quizzes 	<p>System-wide program. Most semesters the</p>			Spring 2009	

E1 - Mathematics and Science

<p>(8 students 09) (4 students 10) (9 students 11)</p>			<ul style="list-style-type: none"> - Exams/national - Departmental finals - Pre and Post test - Lab reports - Portfolios <p>Program assessment will be begin in Spring 2011 using capstone course(A&P II) by doing a project and which will be reviewed using a rubric</p>	<p>introductory course in this program has had insufficient students to run.</p>		
<p>6. Math/Science Certificates - Electrical EN 12</p>	<p>No – We are researching the reason program was instituted. The required electrical training courses are not available in our region. There have been no graduates from this program in the last 5 years.</p>	<p>N/A</p>	<p>Course level assessments:</p> <ul style="list-style-type: none"> - Quizzes - Exams/national - Departmental finals - Pre and Post test - Lab reports - Portfolios 	<p>The full time faculty advisor to the engineering students</p>	<p>HCC provides the student who has mastered the directed electrical courses at another institution with the English, mathematics and sciences courses helpful for success at the worksite. Since the required directed electrical level courses are not offered in our area, students not able to take courses in Hartford (over 1 hour from HCC) will not be able to complete this certificate. The 2 students currently in the Certificate Program are in developmental level classes. This viability of this program will be discussed by the advisor and COT coordinator in 2012.</p>	
<p>Disciple level Assessment:</p> <ul style="list-style-type: none"> - Pre Health Careers sequence of courses 	<p>Taken from common course outcomes</p>	<p>In the course outlines</p>	<p>Assessment being administered in A&P II capstone course and in Intermediate Algebra, Introduction to Biology, Principles of Chemistry.</p>	<p>Full-time faculty members of the pre- health assessment committee</p>	<p>Become cognizant of areas of weakness and increase focus on topics relevant to pre- health courses. See report of assessment.</p>	

Institutions selecting E1a should also include E1b.

OPTION E2. VOLUNTARY SYSTEM OF ACCOUNTABILITY PLUS PROGRAM REVIEW

I. Institutions selecting this option should include copies of the most recent institutional template under VSA and up to two prior templates. The templates will be available from APLU and AASCU. If the institution has not completed the template, include information or plans on: a) measures of the student experience on campus; b) measures of student learning outcomes; c) detailed student success tables; and d) “undergraduate success and progress” table.

II. Complete the information on program review, below.

CATEGORY	(1) What is the date of the most recent program review?	(2) How is an “external perspective” incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program: 1.College of Technology (COT) Programs	Summer 2009	The document was reviewed by representatives of the COT and the college.	The results are being reviewed by staff and will be reviewed by Advisory Group	<ol style="list-style-type: none"> 1. New hires to create a team to start implementing changes 2. Restructuring of the Advisory Group structure 3. Review of the Electrical Program 4. Proposal of new programs. 	Summer 2014

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	There are Goals and Objective of the General Education Core.	The General Education Core and the Goals and Objective of the General Education Core are listed in the catalogue and online. In addition, the Goals and Objectives of the General Education Core which are addressed by specific classes are listed on each Course Outline, along with the “Other” goals and objectives, those which are specific to a particular course. These Course	General Education is assessed using course based assessment of courses which fulfill Gen. Ed. Core requirements. The Behavioral / Social Sciences Department assesses the following General Education Core requirements in the fields of Anthropology, History, Political Science, and Sociology. These courses include ANT	The BSS Department assesses student success through their performance in gateway courses, 100-level courses that constitute the most basic surveys in any academic field. In addition, student success in certificate and degree programs is assessed on the program level through student participation in		

Behavioral and Social Sciences – E Form – Early Childhood Education, Liberal Arts and Science, Human Services, Criminal Justice

<p>List each degree program: 1. Early Childhood Education</p>	<p>Yes</p>	<p>Outlines are attached to every course syllabus.</p>	<p>101, HIS 101, POL 111, and SOC 101.</p>	<p>internships and practicums. However, this is done on the program, not Gen Ed, level.</p>	<p>To date, rubrics have been edited based on data that was collected during a “pilot” semester.</p>	<p>Submitted 9/30/10</p>
<p>2. Liberal Arts & Science (Psychology Transfer Concentration EB45psy)</p>	<p>Yes</p>	<p>Yes, Academic Catalog</p>	<p>5 Key Assessments</p> <ul style="list-style-type: none"> • Portfolio Review • Speech and Language interview and assessment • Whole Child Case Study • Individual Educational Plan (IEP) and Planning and Placement Team (PPT) Meeting • Reflection Rubric 	<p>ECE Faculty</p>	<p>Relative to the KPI process, a standardized pre and post questionnaire was instituted emphasizing validity and reliability.</p>	<p>2010 Planned</p>
			<p>Key performance indicator (KPI) process was used with specific course (General Psychology I E-101)</p>	<p>Reviewed by assigned psychology faculty member each semester. Results reported to department Chair and Academic Dean. since 2006.</p>		

Behavioral and Social Sciences – E Form – Early Childhood Education, Liberal Arts and Science, Human Services, Criminal Justice

<p>3. Human Services</p>	<p>Yes</p>	<p>Yes, Academic Catalog and HCC Website</p>	<p>Student Learning is demonstrated within each advanced course through major projects and demonstration of theoretical knowledge and skills acquired. Clinical skills are demonstrated through successful completion of two Internship Assignments in the field. Currently, a KPI process is also used within specific courses but will be replaced with a National Standards Process in 2012.</p>	<p>Review by Human Services Coordinator and Faculty each semester. This process will be replaced with a National Standards Process in 2012 after a Program Self-Study.</p>	<p>Based on the KPI process in previous semesters, course content and teaching design has been modified in Introduction to Human Services Course.</p>	<p>We are currently in a two-year National Accreditation Process that will culminate with a new assessment process in 2012.</p>
<p>4. Criminal Justice</p>	<p>Yes</p>	<p>Yes, Academic Catalog</p>	<p>Post-Testing, portfolio review, simulated video exercises</p>	<p>Review by all department faculty (also, peer review and self assessment of all video simulations)</p>	<p>KPI's have been modified to reflect contemporary educational needs. Writing for Law enforcement now required for the program, to address past deficiencies in student writing abilities.</p>	<p>2011- Preliminary data already initiated</p>
<p>6.</p>						

Institutions selecting E1a should also include E1b.

Business
 Option E1: Part A. Business Office Technology Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1.A.S. BOT Executive Assistant		The Business Office Technology program (BOT) outcomes are published in the College Catalog and online.	From 2008-2009 Key Performance Indicators (KPI) were used and we were unable to get an accurate student database that would allow us to review student enrollment figures. Secondly, and most importantly we do not have a full-time faculty person administering this program; therefore, we cannot conduct Learning Assessments or KPIs.	The Department Chair tries to send out academic advising information to those students that are listed on the student database indicating the course(s) the student should be taking the next semester. All students listed in the Student Database for Fall 2011 were contacted and were forwarded a Course Selection Guide sheet indicating	Adjuncts do not have office hours; thus, students have no permanent person to go to for academic advising. Many of the course offerings are canceled each semester so students cannot complete either the certificate or degree in a timely fashion. With stability and advertising this program can again become a viable program.	Program Review was conducted for all BOT programs in Fall 2010-Spring 2011.

Business

Option E1: Part A. Business Administration - Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. Business Administration: Parent Program Each Course within programs has Gen Ed learning Outcomes	Yes	Catalog Online – Printed Course Syllabus and Course Outlines	Course Level Assessment Pre- and Post-Tests BBG101 Intro to Business (<i>addresses Gen Ed goal: Draw reasonable inferences form fact and ideas</i>) BMG202 Principles of Management (<i>addresses Gen Ed goal: Develop and explain a main idea</i>) BBG210 Business Communication (<i>addresses Gen Ed. goal: Analyze and organize facts and ideas</i>) BBG215 Global Business (<i>addresses Gen Ed. goal: Collect and organize information about a topic</i>) Review of Final	Full-time business faculty meet to review the results of course level evaluations.	Updated textbooks Updated course Outline & text Topics Trial tested Hybrid learning component Textbooks in BBG 215 Global Business BBG 101 Intro to Business BMK 201 Principles of Marketing BMG 202 Principles of Management ECN 101 Microeconomics ECN 102 Macroeconomics Implemented Black-Board technology materials, exams,	In progress Spring 2011

Business

<p>2.OPTIONS Customer Service/Marketing Global Business Finance Management Human Resource Management Small Business Management UCONN Each Course</p>	<p>Yes</p>	<p>Catalog Online –Printed</p>	<p>Grades Analyze graduation data Course level assessment, quizzes, and exams. Department Finals. Analytical assessment in lieu of pre-post test. Program level assessment being developed..... Use of capstone course BMG 202 Principles of Management</p>	<p>Full-time business faculty meet to review the results of course level evaluations.</p>	<p>videos, web links, grade books communications, chat rooms for all full and part time faculty teaching: BBG 215 Global Business BBG 101 Intro to Business BMK 201 Principles of Marketing BMG 202 Principles of Management BBG 210 Business Communications. Implemented two on line courses: BMG 226 Negotiation BMG 210 Organizational Behavior To enhance Learning</p>	<p>In process Spring 2011</p>
<p>Updated textbooks Updated course Outline & text Topics Trial tested Hybrid learning component Textbooks in BBG 215 Global Business BBG 101 Intro to Business BMK 201 Principles of Marketing</p>			<p>Course Level Assessment Pre- and Post-Tests BBG101 Intro to Business (<i>addresses Gen Ed goal: Draw reasonable inferences form fact and ideas</i>) BMG202 Principles of Management (<i>addresses Gen Ed goal: Develop and explain a main idea</i>) BBG210 Business Communication</p>			

Business

<p>within programs has Gen Ed learning Outcomes</p>			<p><i>(addresses Gen Ed. goal: Analyze and organize facts and ideas)</i> BBG215 Global Business <i>(addresses Gen Ed. goal: Collect and organize information about a topic)</i> Review of Final Grades Analyze graduation data Course level assessment, quizzes, and exams. Department Finals. Analytical assessment in lieu of pre-post test. Program level assessment being developed..... Use of capstone course BMG 202 Principles of Management</p>		<p>BMG 202 Principles of Management ECN 101 Microeconomics ECN 102 Macroeconomics Implemented Black-Board technology materials, exams, videos, web links, grade books communications, chat rooms for all full and part time faculty teaching: BBG 215 Global Business BBG 101 Intro to Business BMK 201 Principles of Marketing BMG 202 Principles of Management BBG 210 Business Communications. Implemented two on line courses: BMG 226 Negotiation BMG 210 Organizational Behavior To enhance Learning</p>	
<p>3.CERTIFICATES Customer Service Small Bus. Mgmt</p>	<p>Yes</p>	<p>Catalog Online – Printed Course Syllabus & CourseOutline</p>	<p>Course level assessment, quizzes, and exams. Department Finals.</p>	<p>Currently one student in the program.</p>		

Business
 Option E1: Part A. Computer Information Systems - Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
At the institutional level: For general education if an undergraduate institution:						
List each degree program: 1. Computer Information Systems Each Course within programs has Gen Ed learning Outcomes	Yes	Catalog Online and Printed Course Syllabi and Outlines	Course Level Assessment -Quizzes -Exams -Departmental finals Pre- and Post-Tests • CSA106 Intro to Computer Applications • CST150 Web Design & Development I 1. Track and Evaluate Completion Rates 2. HCC Computer Literacy requirements built into this course	Full-time CS Faculty Review & analyze data gathered from Pre- and Post Test (step 3)	Updated text and software Updated course outline and test topics Evaluate on-line testing Implemented standardized exams Degree becoming more Computer Science oriented, i.e. more programming courses Open labs Tutoring opportunities	Spring 2011 In progress

Business

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
2. Certificate: Network Administrator	Yes	Catalog Online and Printed Course Syllabi and Outlines	CST187 is capstone course for this certificate Course level assessments: -Quizzes -Exams	Full-time CS faculty review student performance in CST187	Updated text and software Updated course outline and test topics More emphasis placed on network security	Spring 2011 in process
3. Certificate: Personal Computer Repair Technology	Yes	Catalog Online and Printed Course Syllabi and Outlines	Course level assessments: -Quizzes -Exams	Full time CS faculty review student performance and certificate completion rates	No changes	Spring 2011 in process
4. Certificate: Web Design Technology	Yes	Catalog Online and Printed Course Syllabi and Outlines	Course level assessments: -Quizzes -Exams	Full time CS faculty review student performance and certificate completion rates	Updated text and software Updated course outline and test topics Evaluating efficacy of upgrading to a degree program	Spring 2011 in process

Business

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
5. LAS: COMPUTER SCIENCE	This program was given to the Business Administration department from the Math/Science Dept. approximately 3 years ago –we are dealing with graduating those students near graduation	Catalog Online and Printed	NA – we do not know what the previous department did with KPIs	CIS Professors and the dept. chair are trying to graduate those students that are 30 credits or more toward graduation.	NA -	Reviewed Fall, 2010 Will be revised to meet current trends in technology

Business

Option E1: Part A. Accounting - Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. Accounting Parent	Yes	Catalog , online-printed Course Syllabus and Course Outlines	Course Level Assessment Pre- and Post-tests ACC113, Principles of Financial Accounting (Observe data accurately) ACC117 Principles of Managerial Accounting(Draw reasonable inferences from facts and ideas)	Full time accounting faculty meets to review the results of course level evaluations.	-Updated textbooks -Updated Course Outlines to reflect new textbook adoption highlighting additional course objectives. -Added online components to ACC-113, ACC-117 by adapting Myaccounting lab to provide students with online resources and to assist them with the completion of additional assignments with	Fall 2010 adapted Myaccounting lab Program Review in all Accounting Program was conducted in Fall 2010-Spring 2011.

Business

	Yes	Catalog , online-printed Course Syllabus and Course Outlines	<p>Course Level Assessment Pre- and Post-tests ACC271, Principles of Financial Accounting(Analyze and organize facts and ideas) ACC272 Principles of Managerial Accounting(Observe data accurately)</p>	Full time accounting faculty meets to review the results of course level evaluations.	immediate feedback to enhance the learning process.	In Progress Spring 2011 Considering “Wiley Plus” On Line Learning resources
3. CERTIFICATE Accounting for Small Business	Yes	Catalog , online-printed Course Syllabus and Course Outlines	<p>Course level assessment, quizzes, and exams. Department Finals. Course Level Assessment ACC117 Principles of Managerial Accounting(Draw reasonable inferences from facts and ideas</p>	Full time accounting faculty meets to review the results of course level evaluations.	Updated textbooks -Updated Course Outlines to reflect new textbook adoption highlighting additional course objectives. -Added online components to ACC-117 by adapting Myaccounting lab to provide students with online resources and to assist them with the completion of additional assignments with immediate feedback to enhance the learning process.	Fall 2010 adopted Myaccountinglab.

Business

Option E1: Part A. Banking - Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. Banking Parent program	Yes Each course within the program has Gen Ed learning Outcomes	Catalog Online – Printed Course syllabus and course outlines	Course Level Assessment Pre- and Post-Tests BFN 201 Principles of Finance (<i>addresses Gen Ed goal: Apply arithmetic and basic algebraic skills to problem-solving</i>) BMG202 Principles of Management (<i>addresses Gen Ed goal: Develop and explain a main idea</i>) BBG210 Business Communication (<i>addresses Gen Ed goal: Analyze and organize facts and ideas</i>) Review of Final	Full-time business Faculty Review and Analyze data gathered from Step 3.	Updated text Updated course Outline & text Topics To enhance Learning	In progress Spring 2011

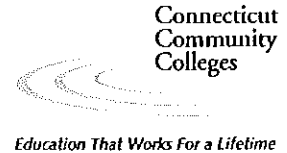
Business

				Grades Analyze graduation data				
2.OPTIONS								
3.CERTIFICATES Retail Banking	Yes Each course within the program has Gen Ed learning Outcomes	Catalog Online – Printed Course syllabus and course outlines	Currently one student in the program					

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Early Childhood Education, National Association for Education of Young Children (NAEYC)	2011	No issues	Five key assessments assess program standards, key indicators and supportive skills.	2018
Occupational Therapy Assistant, American Council for Occupational Therapy Education (ACOTE)	2005	No unresolved issues.	Licensure Pass Rates of Graduates and Annual Report Required.	2015
Physical Therapist Assistant, The Commission on Accreditation in Physical Therapy Education	2003	This program is based at and accredited through Naugatuck Community College (Waterbury, CT).		2013

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



Housatonic Community College

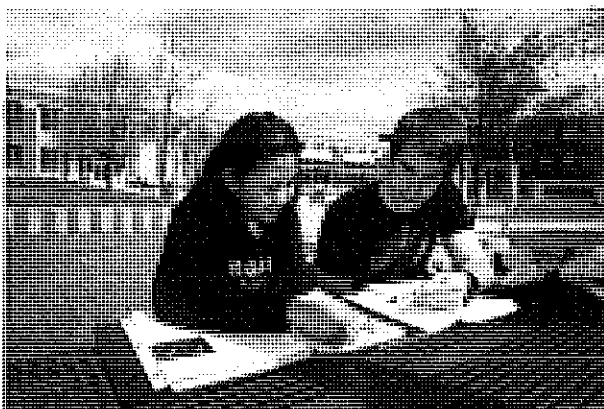
Fiscal year 2011 was a year of milestones for Housatonic Community College (“HCC” or “Housatonic”). It was a year in which the college served more students than ever before while garnering national recognition and establishing international ties.

In the fall 2010 semester, Housatonic set a new overall enrollment record, registering 6,197 students. This represents a 134 percent increase in enrollment since the college’s 1997 move from the city’s east end to its current downtown campus. In the spring 2011 semester, the college registered 5,989 students, a spring-semester record.

Fiscal year 2011 was also the year in which Housatonic established international education ties, partnering with early childhood education professionals from the Royal Bafoking Kingdom in South Africa, which is building an early childhood laboratory school. In January 2011, a team of early childhood education specialists from the Bridgeport area, including HCC early childhood education coordinator, Laurie Noc, visited South Africa to observe and interact with their counterparts. In April, a contingent from South Africa visited Bridgeport, attending workshops and discussions at HCC and formally observing Housatonic’s nationally acclaimed early childhood laboratory school, which President Clinton in his March 1998 visit described as “what every child in America needs.” As a result of the partnership, Housatonic began offering online courses for Bridgeport and South African early childhood education specialists and created an online discussion board that linked HCC’s early childhood lab school with its counterpart being established in South Africa.

During this year Housatonic was also represented at the White House during an official ceremony. In October 2010, Housatonic student Adriana Cedenó was chosen to attend an Executive Order signing at the White House. That order extended the White House Initiative on Educational Excellence for Hispanic Americans, which seeks to improve the educational experience of Latinos. Adriana was one of a dozen people who were present as President Obama signed the order. She personally met and was photographed with President Obama. HCC President Anita T. Gliniecki was also among those in the audience during the signing.

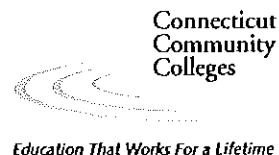
The Housatonic Museum of Art is a valuable asset not only to the college but also to the community at large. The collection was valued at approximately \$14.0 million as of June 30, 2011 and included over 4,500 works of art. The museum is funded by the college and the Housatonic Community College Foundation, Inc. In addition to student and faculty exhibits, the museum gallery is also used for special short term exhibits. One of the exhibits featured this year was an exhibit of the work of Andy Warhol and contemporary artists who were inspired by his work. During fiscal year 2011, HCC completed a \$400 thousand renovation project for several art storage areas to ensure long term environmental protection of the artwork.



During fiscal year 2011, Housatonic Community College continued its active participation in several federal, state, and private grant-funded programs addressing student success. HCC entered its second year of the Developmental Education Initiative (“DEI”) program focusing its efforts on the college’s self-paced math and English courses, iMath program, and early Accuplacer testing in area high schools. In addition, funding from the U.S. Department of Education’s congressionally-directed grant sustained Housatonic’s middle college program for a sixth year, providing a rigorous academic enrichment program for seniors from Bassick, Central, and Harding High schools. In the same manner, the State of Connecticut Gear Up project continued its support of HCC’s summer Gear Up program. This initiative supported a six-week academic program for graduating Gear Up

participants. Students were enrolled in both an English and mathematics course and participated in a series of college readiness workshops including: college orientation, career planning, financial aid, academic advising, and transfer to four-year universities. Also during fiscal year 2011, the Statistics Pathway (“Statway”) grant from the Carnegie Foundation for the Advancement of Teaching allowed an HCC team of math faculty to focus on curriculum development concurrently with representatives from eighteen colleges nationwide.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2011 and 2010



Fiscal year 2011 was marked by continued growth for Housatonic Community College's financial aid programs, with \$15.5 million in grant, loan and work study aid awarded for the 2011 academic year, impacting both operating revenues and expenses. Gross financial aid expenses, including grants and tuition and fee waivers, were up 27.6% to just under \$15.0 million in fiscal year 2011. All funding sources, federal, state and private were spent to the maximum of their allotments. Federal Pell grants alone increased by 22.0% from a previous \$8.5 million awarded for aid year 2010 to \$10.3 million awarded for aid year 2011.

Along with the overall increase in financial aid awards, there was also a corresponding increase of 19.1% in Free Application for Federal Student Aid ("FAFSA") applications from 7,397 in aid year 2010 to 8,812 in aid year 2011. This ultimately led to an 11.9% increase in unduplicated financial aid recipients from 3,940 in 2010 to 4,408 in 2011.

In fiscal year 2011, Housatonic Community College initiated a number of planned internal renovation projects for Lafayette Hall, in a continuing effort to bring Lafayette Hall up to the same level as Beacon Hall in the areas of security, environmental control systems and building maintenance. All of these projects are expected to be completed in fiscal year 2012. Also in fiscal year 2011, an additional 17 classrooms in Lafayette Hall including science laboratories were successfully converted to an educational multi-media status. These additional transformed laboratories and classrooms have been received well by the students and faculty. A technological upgrading of HCC's computer classrooms was also completed in fiscal year 2011. This effort provided students and instructors with a technologically modern instructional computer platform which ultimately better prepares students for the workforce.

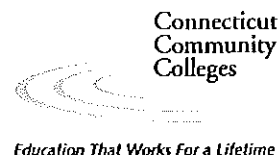
With delays in information on state bond allocations, HCC continued to use its internal funds to begin the Phase II renovations of Lafayette Hall in fiscal year 2011. In addition, Housatonic is developing a new manufacturing laboratory on campus to further address the workforce needs of the local businesses. Housatonic is also in the final stages of creating an educational design studio complex to address various computer graphics programs, AutoCAD needs as well as computer modeling for the science disciplines. Both of these two new studio/laboratories will be completed in fiscal year 2012. Lastly, HCC is continuing with its efforts to complete an interior cosmetic facelift to Lafayette Hall, which is currently sixteen years old and beginning to show its age. Plans have been developed and are being implemented for extensive interior painting, carpeting and ceiling replacement for this building. Additional designs are being developed to renovate the existing restroom facilities within this building.

During fiscal year 2011, operating revenues increased 14.5% while operating expenses increased 11.0%. Operating revenues reflected enrollment-driven increases in tuition and fee revenues, and government and private grant revenues including both financial aid and other programmatic revenues. Operating expenses were impacted by enrollment-driven wage and fringe cost increases, one-time facility projects, increases in student financial aid, offset by a \$1.2 million reduction in depreciation expense related to prior year depreciation that was recorded in fiscal year 2010.

Housatonic continued to maintain its strong financial condition in fiscal year 2011. Total net assets as of June 30, 2011 were \$93.1 million. This represents a decrease of \$1.5 million from the previous \$94.6 million as of June 30, 2010. Unrestricted net assets decreased 6.3% in fiscal year 2011 to \$7.7 million. This reduction is attributed to the use of college funds to finance the capital projects described above.

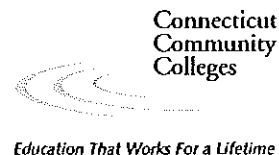
Housatonic maintains sufficient resources to ensure both short-term and long-term financial health and liquidity, including a 3.0% contingency reserve, as part of a very respectable positive unrestricted net assets balance at year-end. The ratio of current assets to current liabilities as of June 30, 2011 was also a very strong 3.4:1. Housatonic's strong financial position is especially important in the face of state budget cuts impacting the college by \$793 thousand for fiscal year 2012. Continued sound fiscal management as well as emphasis on enrollment growth through new programs and state-of-the-art classrooms will help maintain the college's fiscal position. The college is also awaiting approval for design funding for an additional four story annex (Phase II of renovations) for Lafayette Hall which will further increase available classroom space.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Housatonic Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2011 and 2010	2011	(in thousands) 2010	% Change
ASSETS			
Current assets	\$ 17,992	\$ 17,113	5 %
Non-current assets	83,320	85,045	(2)
Total assets	<u>\$ 101,312</u>	<u>\$ 102,158</u>	<u>(1) %</u>
LIABILITIES			
Current liabilities	\$ 5,333	\$ 4,762	12 %
Non-current liabilities	2,897	2,780	4
Total liabilities	<u>8,230</u>	<u>7,542</u>	<u>9</u>
NET ASSETS			
Invested in capital assets	83,290	85,064	(2)
Restricted-nonexpendable	20	20	-
Restricted-expendable	2,024	1,266	60
Unrestricted	7,748	8,266	(6)
Unrestricted-mandatory transfer to State	-	-	-
Total net assets	<u>93,082</u>	<u>94,616</u>	<u>(2)</u>
Total liabilities and net assets	<u>\$ 101,312</u>	<u>\$ 102,158</u>	<u>(1) %</u>
Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2011 and 2010			
	2011	2010	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 17,116	\$ 15,197	13 %
Less: Scholarship discounts and allowances	(8,882)	(6,887)	29
Net tuition and fees	8,234	8,310	(1)
Government grants and contracts	13,643	10,948	25
Additional operating revenues	1,031	753	37
Total operating revenues	<u>22,908</u>	<u>20,011</u>	<u>14</u>
OPERATING EXPENSES			
Operating loss	<u>43,982</u>	<u>39,607</u>	<u>11</u>
	<u>(21,074)</u>	<u>(19,596)</u>	<u>(8)</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	18,854	17,592	7
State appropriations - bond fund **	1,344	-	100
Other non-operating revenues (expenses), net	38	46	(17)
Net non-operating revenues	<u>20,236</u>	<u>17,638</u>	<u>15</u>
Net income (loss) before other changes	<u>(838)</u>	<u>(1,958)</u>	<u>57</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	-	-
Interagency transfers	(696)	(623)	(12)
Total other changes	<u>(696)</u>	<u>(623)</u>	<u>(12)</u>
Change in net assets	(1,534)	(2,581)	41
Net assets, beginning of year	94,616	97,197	(3)
Net assets, end of year	<u>\$ 93,082</u>	<u>\$ 94,616</u>	<u>(2) %</u>
* Including fringe benefits			
** Including agency and DPW administered			
Condensed Statements of Cash Flows Years Ended June 30, 2011 and 2010			
	2011	2010	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (18,937)	\$ (16,795)	(13) %
Investing activities	34	50	(32)
Capital and related financing activities	273	(1,260)	122
Noncapital financing activities	19,078	18,739	2
Net change in cash and cash equivalents	448	734	(39)
Cash and cash equivalents, beginning of year	14,620	13,886	5
Cash and cash equivalents, end of year	<u>\$ 15,068</u>	<u>\$ 14,620</u>	<u>3 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2011 and 2010**



Housatonic Community College	Component Unit - Foundation		
Condensed Statements of Net Assets			
June 30, 2011 and 2010			
(in thousands)			
	2011	2010	% Change
ASSETS			
Cash and cash equivalents	\$ 107	\$ 91	18 %
Receivables	62	30	107
Investments	959	738	30
Other Assets	5	6	(17)
Total assets	<u>\$ 1,133</u>	<u>\$ 865</u>	<u>31 %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 40	\$ 25	60 %
NET ASSETS			
Unrestricted	208	176	18
Temporarily Restricted	289	365	(21)
Permanently Restricted	596	299	99
Total net assets	<u>1,093</u>	<u>840</u>	<u>30</u>
Total liabilities and net assets	<u>\$ 1,133</u>	<u>\$ 865</u>	<u>31 %</u>

Condensed Statements of Activities			
Years Ended June 30, 2011 and 2010			
(in thousands)			
	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 710	\$ 323 *	120 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	109	104 *	5
Dividends and Interest Income Total	21	15	40
Other	130	57	128
Total Revenue, Capital Gains and Losses and other Support	<u>970</u>	<u>499</u>	<u>94</u>
EXPENSES			
Fundraising Expense	136	94	45
Program Expense	304	256	19
Financial Aid expenses	145	160	(9)
Administration and Other	132	79	67
Total Expenses	<u>717</u>	<u>589</u>	<u>22</u>
Change in net assets	<u>253</u>	<u>(90)</u>	<u>381</u>
NET ASSETS			
Net assets, beginning of year	<u>840</u>	<u>930</u>	<u>(10)</u>
Net assets, end of year	<u>\$ 1,093</u>	<u>\$ 840</u>	<u>30 %</u>

* See Note 15 in Audited Financial Statements

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2010 and 2009

Housatonic Community College

Fiscal year 2010 was a year of both achievement and recognition for Housatonic Community College ("Housatonic" or "HCC"). It was the year in which Housatonic, with its new building, Beacon Hall, now in its second year of operation, saw student capacity rise to 5,500. In the fall 2009 semester this planned capacity was exceeded by record-setting enrollment of 5,609 students, a record which proved to be short-lived. Although traditionally spring enrollments tend to slightly lag behind fall enrollments for a variety of reasons, spring 2010 enrollment eclipsed the previous semester's record, reaching 5,903 students.

This fiscal year was also a year of widespread recognition for Housatonic, as several times during the year White House representatives visited the campus. In September, the Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans, Juan Sepulveda, conducted a community conversation forum geared toward improving the academic achievement of Hispanics. The forum gathered input from attendees on how Hispanic educational attainment can and should be improved and what the White House initiatives should be doing to facilitate this improvement. In May of 2010, Mr. Sepulveda returned to campus to deliver the commencement address at graduation. Mr. Sepulveda told the graduates their achievements are linked to the national well-being. Other notables to visit HCC during the year included Governor M. Jodi Rell, Congressman Jim Himes and nationally-renowned forensic scientist Dr. Henry Lee.

Fiscal year 2010 was also the year in which three prominent HCC graduates and Connecticut professionals were honored as the first inductees in Housatonic Community College's "Alumni Hall of Fame." The three were selected because of the level to which they have distinguished themselves in their careers and in the realm of community service. All three graduated from HCC and transferred their associate degree credits to four-year academic institutions. After completing their bachelor's degrees, all three went on to earn higher educational degrees and professional accreditation.



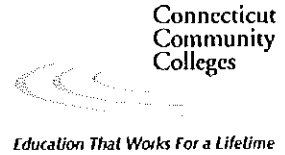
Housatonic expanded its commitment in the private, as well as public, grant arena in fiscal year 2010. This year marked the third and final year of the Achieving the Dream grant program. This privately-funded program focuses on increasing retention, course completion, student engagement and ultimately graduation rates of students who began their college studies in developmental programs. The program has now been augmented by a new, multi-year program entitled Developmental Educational Initiatives. Also privately funded, this program is geared to students who began their studies at a developmental level. The goals of this program are very similar to the Achieving the Dream Program and this second grant has allowed HCC to continue its overall student success efforts. Housatonic will also be receiving a new fiscal year

2011 grant from the Carnegie Foundation for Advancement in Teaching, earmarked specifically to address the low success rate of students in developmental math programs.

HCC is actively participating in various federal- and state-funded grant programs which address the same basic topic of student success. An award from the U.S. Department of Education, along with funding from the state, will sustain a "middle college" program, a transition program for high school students designed to better prepare these students for college, which will ultimately lead to successful graduations. Housatonic has also supplemented funding from its internal funds to add additional financial support to these success programs.

Plans are also being developed to submit additional grant applications for future years to continue the commitment to student success programs at the college. One of these initiatives will be a "bridging the gap initiative" for high school students. Another, "center of excellence for veteran student success", will be directed at issues surrounding veterans' success leading to graduation. Both of these program applications will be submitted to the U.S. Department of Education in fiscal year 2011. As the potential for receiving expanded funding from the state becomes less likely due to budget shortfalls, Housatonic has chosen to expand its efforts to supplement its available funding through grant programs to address the continued issue of student success.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2010 and 2009**



Fiscal year 2010 was marked by tremendous growth for Housatonic Community College's financial aid programs, with the overall distribution of financial aid increasing by 33%. All funding sources, federal, state and private, were spent to the maximum of their allotments. Federal Pell grant awards alone increased by 74.5% from a previous historical high of \$4.8 million to a new high of \$8.5 million in fiscal year 2010, with continued increases expected in fiscal year 2011. Fiscal year 2010 was also the first year that other grant funds were used to provide student scholarships. Although during fiscal year 2010 this was a relatively small dollar amount, it did lay the groundwork for the college to expand this program in future years.

Along with the overall increase in financial aid awards, there was also a corresponding increase in Free Application for Federal Student Aid (FAFSA) applications from 5,536 in fiscal year 2009 to 6,780 in fiscal year 2010. This ultimately led to an increase of 28.3% in unduplicated financial aid recipients from 3,071 in fiscal year 2009 to 3,939 in fiscal year 2010. Housatonic also increased its support for the bookstore student voucher program, to assist students who either did not receive sufficient financial aid to cover the cost of all of their required books, or who were determined by their financial aid applications to have just missed the financial aid eligibility requirements, but still needed financial assistance. During fiscal year 2010, funding for this program was increased 37% by using additional internal funds.

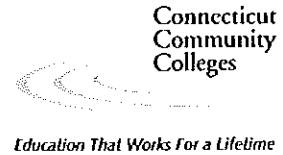
In fiscal year 2010, Housatonic completed a number of planned internal renovation projects for Lafayette Hall, designed to bring Lafayette Hall up to the same level as Beacon Hall in the areas of security, environmental control systems and building maintenance. Also in fiscal year 2010, ten classrooms in Lafayette Hall were successfully converted to an educational multi-media status, and these transformed classrooms have been received well by the students and faculty. A technological upgrading of computer labs and additional classrooms will be completed in fiscal year 2011. This effort will provide students and instructors with a technologically modern instructional computer platform which will better prepare our students for the workforce.

With delays in state bond allocations, HCC continues to use its internal funds to begin the Phase II redevelopment of Lafayette Hall. Possible additional projects include conversion of classrooms to science laboratories and the option of increasing the day care center to address an increased student enrollment. In addition, Housatonic is also in the final stages of creating an educational design studio complex to address various computer graphics programs, AutoCAD needs as well as computer modeling for the science areas. Lastly, HCC is planning an interior cosmetic facelift to Lafayette Hall, which is currently 15 years old and beginning to show its age. Plans have been developed for extensive interior painting, carpeting and ceiling replacement for this building, and are also being developed to renovate the restroom facilities within Lafayette Hall.

As in previous years, Housatonic continued to maintain its strong financial condition in fiscal year 2010. Total net assets as of June 30, 2010 were \$94.6 million. This represents a decrease of \$2.6 million from the previous \$97.2 million as of June 30, 2009. Unrestricted net assets increased 18.5% in fiscal year 2010 to \$8.3 million. Of this unrestricted net asset balance, \$2.9 million was encumbered at year-end for planned costs related to the completion of Beacon Hall and various other projects within Lafayette Hall to be funded through internal college resources.

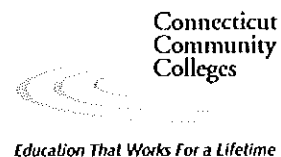
Even with these various improvement projects, Housatonic maintains sufficient resources to ensure both short-term and long-term financial health and liquidity, including a 3.0% contingency reserve, as part of a very respectable positive unrestricted net assets balance at year-end. The ratio of current assets to current liabilities as of June 30, 2010 was also a very strong 3.5:1. This strong financial position will be important as the state's budgetary climate, which began to worsen significantly at the end of fiscal year 2009 and throughout fiscal year 2010, continues to impact Housatonic into fiscal year 2011. However, continued strong enrollment growth impacted by expanded and revitalized campus facilities, along with strong fiscal management and an expansion of grant programs, should help to ease upcoming budgetary challenges.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2010 and 2009**



Housatonic Community College	Primary Institution		
Condensed Statements of Net Assets June 30, 2010 and 2009	2010	(in thousands) 2009	% Change
ASSETS			
Current assets	\$ 17,113	\$ 17,127	(0) %
Non-current assets	85,045	88,230	(4)
Total assets	<u>\$ 102,158</u>	<u>\$ 105,357</u>	<u>(3) %</u>
LIABILITIES			
Current liabilities	\$ 4,762	\$ 5,583	(15) %
Non-current liabilities	2,780	2,577	8
Total liabilities	<u>7,542</u>	<u>8,160</u>	<u>(8)</u>
NET ASSETS			
Invested in capital assets	85,064	88,250	(4)
Restricted-nonexpendable	20	20	-
Restricted-expendable	1,266	1,949	(35)
Unrestricted	8,266	6,838	21
Unrestricted-mandatory transfer to State	-	140	(100)
Total net assets	<u>94,616</u>	<u>97,197</u>	<u>(3)</u>
Total liabilities and net assets	<u>\$ 102,158</u>	<u>\$ 105,357</u>	<u>(3) %</u>
Condensed Statements of Revenues, Expenses and Changes in Net Assets Years Ended June 30, 2010 and 2009	2010	2009	% Change
OPERATING REVENUES			
Student tuition and fees	\$ 15,197	\$ 12,135	25 %
Less: Scholarship discounts and allowances	(6,887)	(4,867)	(42)
Net tuition and fees	8,310	7,268	14
Government grants and contracts	10,948	7,303	50
Additional operating revenues	753	613	23
Total operating revenues	<u>20,011</u>	<u>15,184</u>	<u>32</u>
OPERATING EXPENSES	<u>39,607</u>	<u>37,997</u>	<u>4</u>
Operating loss	<u>(19,596)</u>	<u>(22,813)</u>	<u>14</u>
NON-OPERATING REVENUES			
State appropriations - general fund *	17,592	19,599	(10)
State appropriations - bond fund **	-	-	-
Other non-operating revenues (expenses), net	46	178	(74)
Net non-operating revenues	<u>17,638</u>	<u>19,777</u>	<u>(11)</u>
Net income (loss) before other changes	<u>(1,958)</u>	<u>(3,036)</u>	<u>36</u>
OTHER CHANGES			
Capital and other additions (deductions)	-	-	-
Interagency transfers	(623)	(127)	(391)
Total other changes	<u>(623)</u>	<u>(127)</u>	<u>(391)</u>
Change in net assets	(2,581)	(3,163)	18
Net assets, beginning of year	97,197	100,360	(3)
Net assets, end of year	<u>\$ 94,616</u>	<u>\$ 97,197</u>	<u>(3) %</u>
* Including fringe benefits			
** Including agency and DPW administered			
Condensed Statements of Cash Flows Years Ended June 30, 2010 and 2009	2010	2009	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (16,795)	\$ (20,943)	20 %
Investing activities	50	229	(78)
Capital and related financing activities	(1,260)	(10,128)	88
Noncapital financing activities	18,739	19,484	(4)
Net change in cash and cash equivalents	734	(11,358)	106
Cash and cash equivalents, beginning of year	13,886	25,244	(45)
Cash and cash equivalents, end of year	<u>\$ 14,620</u>	<u>\$ 13,886</u>	<u>5 %</u>

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2010 and 2009**



Housatonic Community College

Component Unit - Foundation

Condensed Statements of Net Assets

June 30, 2010 and 2009

(in thousands)

	2010	2009	% Change
ASSETS			
Cash and cash equivalents	\$ 91	\$ 164	(45) %
Receivables	30	151	(80)
Investments	738	666	11
Other Assets	6	1	500
Total assets	<u>\$ 865</u>	<u>\$ 982</u>	<u>(12) %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 25	\$ 52	(52) %
NET ASSETS			
Unrestricted	176	157	12
Temporarily Restricted	365	477	(23)
Permanently Restricted	299	296	1
Total net assets	<u>840</u>	<u>930</u>	<u>(10)</u>
Total liabilities and net assets	<u>\$ 865</u>	<u>\$ 982</u>	<u>(12) %</u>

Condensed Statements of Activities

Years Ended June 30, 2010 and 2009

(in thousands)

	2010	2009	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 427	\$ 298	43 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	-	-	-
Dividends and Interest Income Total	15	18	(17)
Other	57	(97)	159
Total Revenue, Capital Gains and Losses and other Support	<u>499</u>	<u>219</u>	<u>128</u>
EXPENSES			
Fundraising Expense	94	74	27
Program Expense	256	287	(11)
Financial Aid expenses	160	160	-
Administration and Other	79	83	(5)
Total Expenses	<u>589</u>	<u>604</u>	<u>(2)</u>
Change in net assets	<u>(90)</u>	<u>(385)</u>	<u>77</u>
NET ASSETS			
Net assets, beginning of year	<u>930</u>	<u>1,315</u>	<u>(29)</u>
Net assets, end of year	<u>\$ 840</u>	<u>\$ 930</u>	<u>(10) %</u>

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2009 and 2008

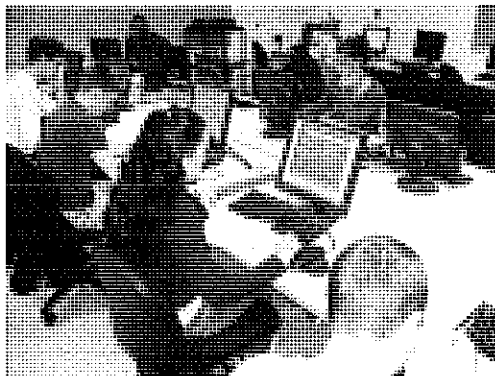
Connecticut
Community
Colleges

Education That Works For a Lifetime

Housatonic Community College

Fiscal year 2009 was a year of accomplishment and recognition for Housatonic Community College ("Housatonic" or "HCC"). It was the year that HCC opened its new Beacon Hall on the southern perimeter of the campus. With the opening of this building, the size of the campus doubled and gave Housatonic the space to accommodate more students than ever before. The opening of the new building could not have been timed better. During fall 2008 a record 5,081 credit students enrolled at Housatonic. For a variety of reasons in the past, spring semester enrollments tended to lag behind fall enrollments, but in the spring 2009 semester, HCC set a new enrollment record, registering 5,152 students.

Fiscal year 2009 also was the year that HCC won state and national recognition for the assistance it provides to the area's business community. The Connecticut Quality Improvement Award Partnership gave Housatonic a silver entry level innovation prize for making a Fortune-500 type research tool available to the state's business community free-of-charge. That tool is OneSource, a worldwide leader in the high-end business research field. OneSource's information can be used to identify industry trends, markets for new products, potential customers, potential competition, and sales prospects. In addition, it can be used to develop strategic marketing plans based on this information – everything a company needs to survive in a global economy that is leaving domestic industries behind. This assistance to the business community also won the college finalist status in the prestigious national Bellwether Award competition. HCC is the only community college in the country to have access to OneSource.

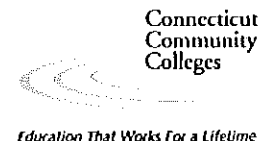


In July 2009, Housatonic received a \$743, thousand grant from MDC, Inc. for four of its innovative educational programs. The grant will be used to fund the Housatonic's self-paced math course offerings; introduce similar self-paced English courses; expand an intensive three-week math review course designed to improve placement test results; and offer college placement tests to incoming high school seniors so they can begin any needed development work during their final year of high school. During fiscal year 2009, Housatonic received a \$35 thousand grant from the Connecticut Department of Higher Education for the Housatonic's innovative middle college program, and received notice that it would receive another \$285 thousand from the U.S. Department of Education for this program.

During fiscal 2009, five Housatonic Community College students won recognition for themselves and HCC by placing second in the national 2008 Fed Challenge competition. The students received the award for their presentation on the current economic condition of the country and how the Federal Reserve Bank should address it. Housatonic's participation in Bridgeport's economic development efforts, its leadership in developing accountability measures, and its providing strategic planning tools to area businesses free of charge also won the college plaudits from Gov. M. Jodi Reil, who issued the college an official commendation for "cost effectively providing a valuable benefit to the state's residents and business community."

Even as Beacon Hall moved toward completion and occupancy, a number of supplemental projects relating to the college expansion were undertaken. Funded through both college resources and the construction contingency fund, those projects completed in fiscal year 2009 include creation of a new exit from the Lafayette Hall cafeteria leading to Beacon Hall, significant enhancement of the signage package for both buildings and the campus, relocation of college-owned sculpture within the courtyard, upgrading campus information technology infrastructure, extension of wireless capability to the courtyard area, creation of an additional conference room in Lafayette Hall, the design and installation of new landscaping at the primary Lafayette Hall entry, and the design and installation of a completely new courtyard which integrates Lafayette Hall, Beacon Hall, and the parking garage in an attractive, inviting, and functional manner. This last project has proven to be one of the most popular and most frequently commented upon aspects of the college expansion. A long awaited project to upgrade the environmental control systems in the museum storage areas of both Lafayette and Beacon Halls is in the final design and review stages prior to bidding and implementation.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2009 and 2008**



In addition to completing the weatherproofing and re-stripping projects in the garage, it was determined that the closed circuit security monitoring within that structure needed to be upgraded to digital standards. This project, which involved replacing all cameras and upgrading headend equipment, was completed during the year as well. Also, garage landscaping was redesigned and replaced. With the opening of Beacon Hall, the south end of the garage became an attractive area in which to park, and the "loading" of the garage changed dramatically. This change coupled with the significant increase in garage use resulting from the increased enrollment impacted security, patrol, and maintenance requirements as well.

Although the next step in the HCC expansion process, a Phase II redevelopment of Lafayette Hall, has been temporarily placed on hold, Housatonic continues to use its own resources to maximize the utilization of space within that building. Offices have been relocated to more appropriate locations, spaces have been reconfigured, and consideration is ongoing as to the most efficient and effective use of not only the spaces vacated by moves to Beacon Hall, but also of the entire facility. Significant within this consideration is the decision which has been made to upgrade to Beacon Hall standards the instructional technology of as many Lafayette Hall instructional spaces as possible. Given the tremendous enrollment expansion and the continuing space needs of the HCC, every effort will be made to reactivate plans and funding for Phase II of the expansion project.

Enrollment has increased at Housatonic with the opening of a second academic building (Beacon Hall), to over 5,000 students per fall and spring term. During fiscal year 2009, full time equivalent enrollment increased 14.6% from fall 2008 over fall 2007, and 16.0% from spring 2009 over 2008, driven primarily by a significant increase in the number of students attending on a full-time basis. Gross scholarship aid and waiver expense increased 23.5% in fiscal year 2009 to \$8.0 million. These programs are a significant factor in sustaining enrollment. As in previous years, Housatonic continues to pursue an aggressive program of assisting eligible candidates in obtaining federal and state aid which results in allowing more students the opportunity to enroll in a higher education degree program.

Housatonic continued to maintain its strong financial condition in fiscal year 2009. Total net assets as of June 30, 2009 were \$97.2 million. This represents a decrease of \$3.2 million from the previous \$100.4 million as of June 30, 2008, primarily reflecting the expenditure of capital bond funds. Unrestricted net assets also decreased \$667 thousand in fiscal year 2009 to \$7.0 million. Of this remaining unrestricted net asset balance, \$3.1 million was committed at year-end for planned costs related to the completion of Beacon Hall and various other associated projects not funded through the original project bonding allocation.

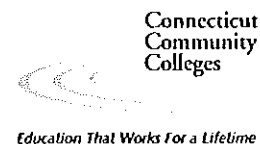
In addition, other critical Lafayette Hall projects originally planned for Phase II have been earmarked for funding from the college's unrestricted net assets. These include transforming twelve standard classrooms into state-of-the-art media rich classrooms, possible expansion of the college's Early Childhood Learning Center to add a third infant/toddler classroom, and revamping several standard classrooms to create additional science laboratories. Other less extensive projects currently planned for fiscal year 2010 include creation of an open entry/open exit lab, creation of a computer aided drafting lab, and staff training in the use of the new foreign language and English as a Second Language labs. Finally, unrestricted net assets are scheduled to support several projects usually funded through deferred maintenance and technology state bond funds such as upgrading the energy management system in Lafayette Hall, replacing all stair treads in the garage, replacing ground fault wiring in all science labs, and extending the existing messaging system to Lafayette Hall. With the current state budget environment, there is real uncertainty concerning the availability of bond funds in fiscal year 2010, but HCC's administration is committed to maintaining both the physical structure of all of the campus buildings, as well as their level of computer technology.

Even after funding these various projects, Housatonic maintains sufficient unrestricted net assets to ensure both short-term and long-term financial health and liquidity in accordance with Board policy. In addition to the positive unrestricted net assets balance at year end, the ratio of unrestricted current assets to unrestricted current liabilities as of June 30, 2009 was also a very strong 3.1:1. This ratio is sufficient to provide substantial short-term liquidity for other current operating needs, as well as to accommodate any upcoming funding needs of the new facility. This strong financial position will be important as the state's budgetary climate, which began to worsen significantly at the end of fiscal year 2009, continues to impact Housatonic throughout fiscal year 2010. However, continued strong enrollment growth impacted by expanded and revitalized campus facilities, along with strong fiscal management, should continue to generate the resources to support and maintain a high quality, cost effective educational experience for Housatonic's students.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2009 and 2008**

Housatonic Community College		Primary Institution		
Condensed Statements of Net Assets		(in thousands)		
June 30, 2009 and 2008	2009	2008	% Change	
ASSETS				
Current assets	\$ 17,127	\$ 27,665	(38) %	
Non-current assets	88,230	80,868	9	
Total assets	<u>\$ 105,357</u>	<u>\$ 108,533</u>	<u>(3) %</u>	
LIABILITIES				
Current liabilities	\$ 5,583	\$ 5,790	(4) %	
Non-current liabilities	2,577	2,383	8	
Total liabilities	<u>8,160</u>	<u>8,173</u>	<u>(0)</u>	
NET ASSETS				
Invested in capital assets	88,250	80,876	9	
Restricted-nonexpendable	20	20	-	
Restricted-expendable	1,949	11,819	(84)	
Unrestricted	6,838	7,645	(11)	
Unrestricted-mandatory transfer to State	140	-	100	
Total net assets	<u>97,197</u>	<u>100,360</u>	<u>(3)</u>	
Total liabilities and net assets	<u>\$ 105,357</u>	<u>\$ 108,533</u>	<u>(3) %</u>	
Condensed Statements of Revenues, Expenses and Changes in Net Assets				
Years Ended June 30, 2009 and 2008		2009	2008	% Change
OPERATING REVENUES				
Student tuition and fees	\$ 12,135	\$ 10,633	14 %	
Less: Scholarship discounts and allowances	(4,867)	(3,672)	(33)	
Net tuition and fees	7,268	6,961	4	
Government grants and contracts	7,303	5,714	28	
Additional operating revenues	613	526	17	
Total operating revenues	<u>15,184</u>	<u>13,201</u>	<u>15</u>	
OPERATING EXPENSES				
	37,997	32,695	16	
Operating loss	<u>(22,813)</u>	<u>(19,494)</u>	<u>(17)</u>	
NON-OPERATING REVENUES				
State appropriations - general fund *	19,599	17,875	10	
State appropriations - bond fund **	-	546	(100)	
Other non-operating revenues (expenses), net	178	473	(62)	
Net non-operating revenues	<u>19,777</u>	<u>18,894</u>	<u>5</u>	
Net income (loss) before other changes	<u>(3,036)</u>	<u>(600)</u>	<u>(406)</u>	
OTHER CHANGES				
Capital and other additions (deductions)	-	-	-	
Interagency transfers	(127)	(584)	78	
Total other changes	<u>(127)</u>	<u>(584)</u>	<u>78</u>	
Change in net assets	(3,163)	(1,184)	(167)	
Net assets, beginning of year	100,360	101,544	(1)	
Net assets, end of year	<u>\$ 97,197</u>	<u>\$ 100,360</u>	<u>(3) %</u>	
* Including fringe benefits				
** Including agency and DPW administered				
Condensed Statements of Cash Flows				
Years Ended June 30, 2009 and 2008		2009	2008	% Change
NET CASH PROVIDED BY (USED IN)				
Operating activities	\$ (20,943)	\$ (18,745)	(12) %	
Investing activities	229	548	(58)	
Capital and related financing activities	(10,128)	(28,784)	65	
Noncapital financing activities	19,484	18,683	4	
Net change in cash and cash equivalents	<u>(11,358)</u>	<u>(28,298)</u>	<u>60</u>	
Cash and cash equivalents, beginning of year	25,244	53,542	(53)	
Cash and cash equivalents, end of year	<u>\$ 13,886</u>	<u>\$ 25,244</u>	<u>(45) %</u>	

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2009 and 2008**



Housatonic Community College **Component Unit - Foundation**

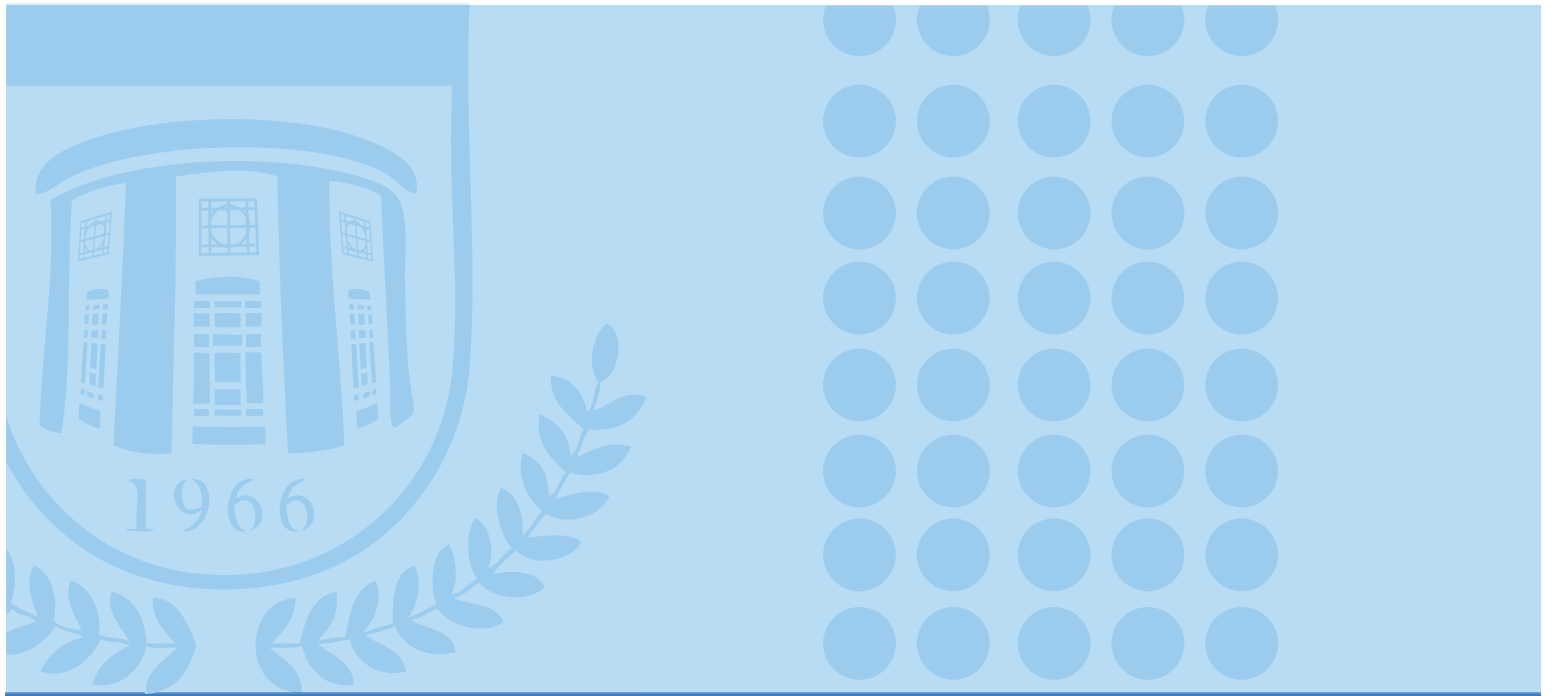
Condensed Statements of Net Assets
June 30, 2009 and 2008
(in thousands)

	2009	2008	% Change
ASSETS			
Cash and cash equivalents	\$ 164	\$ 443	(63) %
Receivables	151	349	(57)
Investments	666	536	24
Other Assets	1	7	(86)
Total assets	<u>\$ 982</u>	<u>\$ 1,335</u>	<u>(26) %</u>
LIABILITIES			
Accounts payable and other liabilities	\$ 52	\$ 19	174 %
NET ASSETS			
Unrestricted	157	373	(58)
Temporarily Restricted	477	647	(26)
Permanently Restricted	296	296	-
Total net assets	<u>930</u>	<u>1,316</u>	<u>(29)</u>
Total liabilities and net assets	<u>\$ 982</u>	<u>\$ 1,335</u>	<u>(26) %</u>

Condensed Statements of Activities
Years Ended June 30, 2009 and 2008
(in thousands)

	2009	2008	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	\$ 298	\$ 773	(61) %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	-	-	-
Dividends and Interest Income Total	18	39	(54)
Other	(97)	(82)	18
Total Revenue, Capital Gains and Losses and other Support	<u>219</u>	<u>730</u>	<u>(70)</u>
EXPENSES			
Fundraising Expense	74	38 *	95
Program Expense	287	279 *	3
Financial Aid expenses	160	127	26
Administration and Other	83	77	8
Total Expenses	<u>604</u>	<u>521</u>	<u>16</u>
Change in net assets	<u>(385)</u>	<u>209</u>	<u>(284)</u>
NET ASSETS			
Net assets, beginning of year	<u>1,315</u>	<u>1,107</u>	<u>19</u>
Net assets, end of year	<u>\$ 930</u>	<u>\$ 1,316</u>	<u>(29) %</u>

* See Note 16 in Audited Financial Statements



Housatonic Community College

NEASC Self-Study Report

March 4-7, 2012



HOUSATONIC
COMMUNITY COLLEGE

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