

HCC NEASC Self-Study

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Institutional Characteristics

Organizational Charts

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Institutional Characteristics

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

Date: February 1, 2002

1. Corporate name of institution: Housatonic Community College
2. Address (city, state, zip code): 900 Lafayette Boulevard, Bridgeport, CT 06604
Phone: (203) 332-5222
3. Date institution was chartered or authorized: 1966
4. Date institution enrolled first students in degree program: 1966
5. Date institution awarded first degree: _____
6. Type of control: (check)

Public

State

City

Other

(Specify) _____

Proprietary

Private

Independent, Non Profit

Religious Group

(Name of Church) _____

Other

(Specify) _____

7. 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?

The Board of Trustees, Connecticut Community-Technical Colleges

Associate in Arts, Associate in Science, Associate in Applied Sciences

(Attach 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.)

8. Level of postsecondary offering (check all that apply)
- Less than one year of work First professional degree
- At least one but less than two years Master's and/or work beyond the first professional degree
- Diploma or certificate Programs of at least two but less than four
- Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
- Associate degree granting program of at least two years
- A doctor of philosophy or equivalent degree
- Four or five-year baccalaureate degree granting program

Other _____

Specify _____

9. Type of undergraduate programs (check all that apply)
- Occupational training at the craftsman/clerical level (certificate or diploma)
 - Occupational training at the technical or semi-professional level
 - Two-year programs designed for full transfer to a baccalaureate degree
 - Liberal arts and general Teacher preparatory
 - Professional Other

10. The calendar system at the institute is:

- Semester Quarter Trimester Other

11. What constitutes a “normal” credit hour load for students each semester?

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

12. Student population:

a) How many full-time students in degree programs?

| | <u>Headcount:</u> | <u>Headcount M/F:</u> |
|------------------|-------------------|-----------------------|
| 1. Undergraduate | <u>1032</u> | <u>395/637</u> |
| 2. Graduate | <u> </u> | <u> </u> |

b) How many part-time students in degree programs?

| | <u>Headcount:</u> | <u>Headcount M/F:</u> |
|------------------|-------------------|-----------------------|
| 1. Undergraduate | <u>2593</u> | <u>815/1778</u> |
| 2. Graduate | <u> </u> | <u> </u> |

c) How many full time equivalent (total student population)?

| | |
|------------------|-------------|
| 1. Undergraduate | <u>2130</u> |
| 2. Graduate | <u>0</u> |

d) How many students (headcount) in non-credit, short-term courses?

223

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

Clinical Laboratory Sciences – National Agency for Clinical Laboratory Sciences

Occupational Therapy Assistant – American Occupational Therapy Association

Physical Therapist Assistant – American Physical Therapy Association

14. List by name and title the chief administrative officers of the institution. (use the form provided on page 28.)

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

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

16. Record briefly the central elements in the history of the institution:

1966 – Housatonic Community College opens in Stratford as a branch of Norwalk Community College

1967 – Housatonic Community College achieves independent status

1968 – Edward J. Liston becomes First President

1971 – College moves to Barnum Avenue

1972 – College receives initial accreditation

1974 – Vincent S. Darnowski becomes Second President

1977 – First reaffirmation of accreditation

1982 – Second reaffirmation of accreditation

1988 – Board of Trustees recommends acquiring the “Downtown Site” as a permanent location

1992 – Third reaffirmation of accreditation

1996 – Janis M. Hadley becomes Third President

1997 – College moves to Lafayette Boulevard facilities

1998 – President Bill Clinton visits campus; 5-year focused report submitted to commission

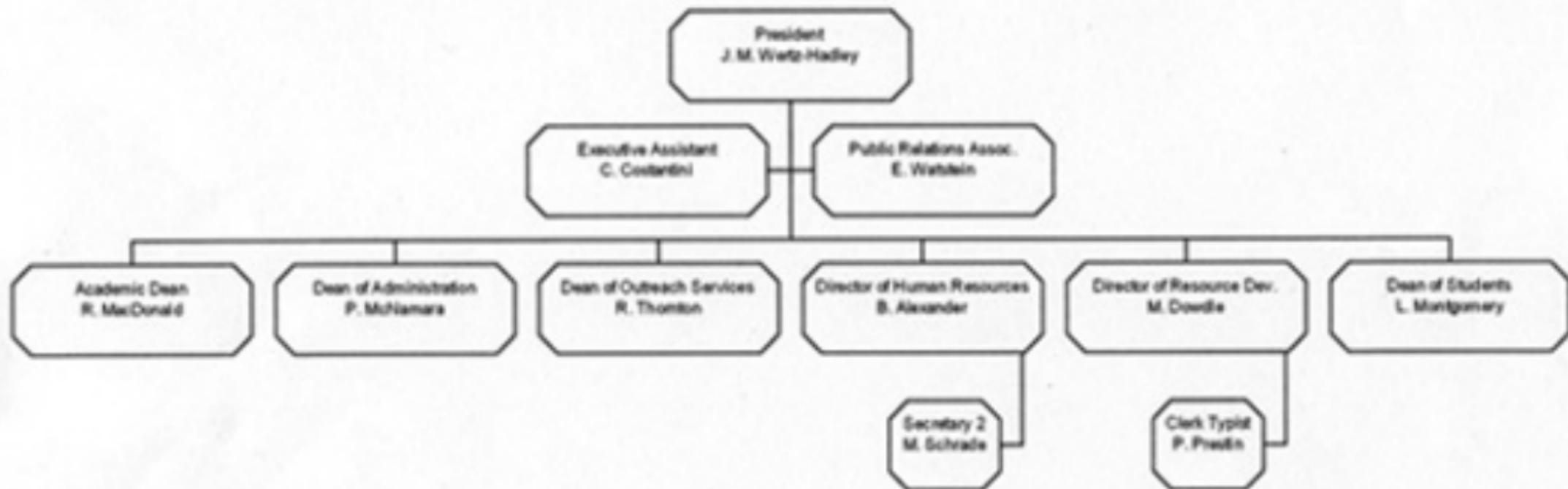
2001 – College begins master plan to acquire adjacent space

CHIEF INSTITUTIONAL OFFICERS

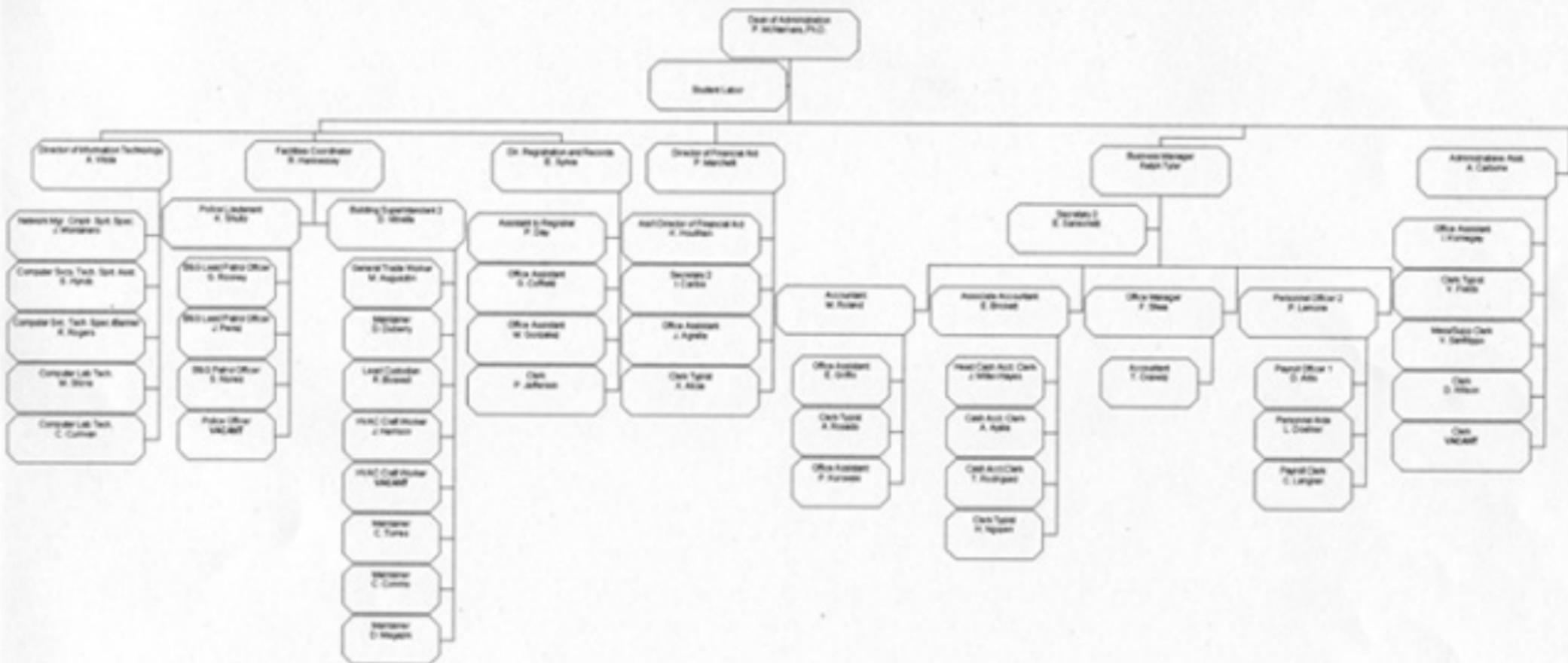
| <u>FUNCTION OR OFFICIAL</u> | <u>NAME</u> | <u>EXACT TITLE</u> |
|--------------------------------|-----------------------------------|---|
| Chair, Board of Trustees | Lawrence Zollo | Chair, Board of Trustees |
| President/Director | Janis M. Hadley | President |
| Executive Vice President | | |
| Chief Academic Officer | Ruth K. MacDonald | Academic Dean |
| Deans of Schools and Colleges | Robert H. Thornton | Dean of Outreach Services |
| Chief Financial Officer | Paul S. McNamara | Dean of Administration |
| Chief Student Services Officer | Lisa Montgomery | Dean of Students |
| Planning | Catherine Houlihan Paul Keenan | Co-chairs, Planning & Assessment Committee |
| Institutional Research | Laurie Hadad | Research Analyst |
| Development | Maureen Dowdle | Director of Resource Development |
| Library | Bruce Harvey | Director of Library |
| Continuing Education | Deborah Kresge | Coordinator of Continuing Education |
| Grants/Research | | |
| Admissions | Deloris Y. Curtis | Director of Admissions |
| Registrar | Edward Sylvia | Registrar |
| Financial Aid | Paul Marchelli | Director of Financial Aid |
| Public Relations | Anson Smith | Public Relations Associate |
| Alumni Association | | |
| Other | Brenda Alexander | Director of Personnel & Labor Relations |

HOUSATONIC COMMUNITY COLLEGE

PRESIDENT



DEAN OF ADMINISTRATION



DEAN OF STUDENTS

Dean of Students
L. Montgomery

Student Labor

Administrative Assistant
A. Cruz

Director of Learning Support
E. Chance

Coop Coordinator/Advisor
M. Geelan

Director of ASC
M. Tecun

Director of Admissions
D. Curtis

Dir. of Special Svcs.
M. Eady

Secretary 2
L. Pizaro

Bilingual Program Counselor
H. Yepes

Assistant Director of ASC
J. Lanci

Asst. Director of Admissions
S. Ratanavong

Secretary 2
R. Creighton-Gordon

Coordinator of Health Services
L. Griffin

Counselor
P. Dicks

Coordinator of DSS (10)
L. Langella

Secretary 1
C. Medina

Counselor
E. Chapman

Student Life Coordinator
S. Hanks

Student Development Counselor
L. Wolfson

Testing Coordinator
K. Ingram

Office Assistant
M. Pelot

Clerk Typist
M. Zimbroski

Clerk
W. Mulero

Minority Outreach Admiss. Liaison
VACANT

ACADEMIC DEAN

Academic Dean
R. MacDonald

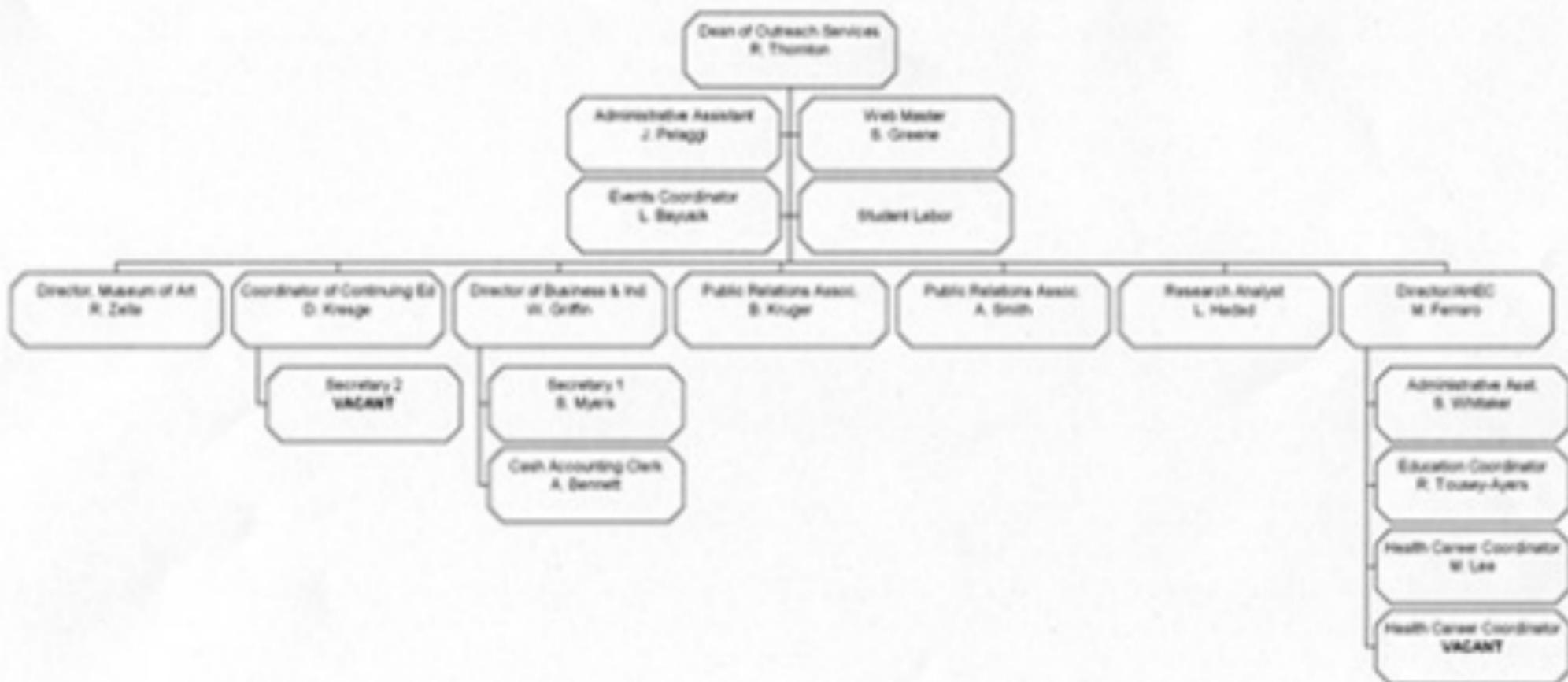
Administrative Asst.
L. Perez

PartTime
Lecturers

S. Lohr



DEAN OF OUTREACH SERVICES



Foreword

Housatonic Community College was initially accredited in 1972 by the NEASC; founded as a branch of Norwalk Community College in 1966, the College applied for candidacy for independent accreditation the following year. This document presents the case for the fourth decennial accreditation by the Commission.

The last self-study identified the deficiencies in the rented site formerly occupied by the College. This issue was resolved by the move to a permanent college campus in January 1997, to the building whose many fine attributes are celebrated throughout this self-study. The Commission also identified issues in the hiring of minorities and women among the staff and faculty, and the graduation rate of students, both of which are addressed in this self-study, in standards four and five. A five-year report, delayed for a year because of the tumult of the move to a new campus, was filed in 1998, identifying progress in these two areas.

Along with the move came several other important changes in the life of the College: the arrival of the College's third President, Dr. Janis M. Hadley, in 1996, following the 22-year tenure of its second President, Dr. Vincent Darnowski; an increase in student population of 60% in four years, from the opening of the new campus in 1997, from about 2600 students to 4250 in fall 2001; three system chancellors in four years, from 1996 to 2000; a state-wide retirement incentive program in 1997 which saw the departure of eleven long-time faculty and staff; and the arrival of new faculty and staff, nearly fifty percent of the total, in the space of the same four years. Three new deans, a new human resources/affirmative action director, two reorganizations of staff reporting, and a strategic plan all mark the last five years as a time of growth and change, some of which has been difficult on a college which for the previous twenty years had remained stable. The visit to Housatonic of President Bill Clinton on March 10, 1998 was one of the highlights of that transitional time.

The model for organizing this self-study was taken from Housatonic's 1998-99 strategic planning process, referred to extensively throughout this document. The planning process invited all who were interested to participate, with a steering committee of eight professional staff, leadership by two among these staff, and liaison with two deans. About ninety full-time staff participated in the process of setting forth areas of concern and drafting goals and objectives for the plan. One of the purposes of the self-study was to see if the College could continue this process productively and inclusively.

In a similar way, this self-study process, which was forecasted in the Strategic Plan, invited everyone from the campus to participate, and invited volunteers to lead each standard's self-study. All faculty, and 30 other full-time staff, including the President and the deans, have participated in a process that began two years before the visiting team's projected arrival. The steering committee for the self-study was assembled from the chairs of individual study groups.

Students were also solicited to be participants. Although only two participated on self-study committees, in standards six and eleven, student input was sought consistently throughout the study in various surveys and classroom questionnaires.

By Fall 2000, self-study committees were in place and actively working; most teams began writing their drafts at the end of the fall semester, and a final working draft was completed in June 2001. The self-study steering committee reconvened in Fall 2001 to update and amend the document, as recommended in a review by commission staff during summer 2001.

Findings of this self-study

This self-study has been most helpful in pointing to continued efforts needed at the College in the following areas:

- Organizational culture and governance, both of which were issues identified in the Strategic Plan of 1998-2001
- Planning and assessment as organized and supported activities in the College
- General coordination of activities on a campus that has undergone significant change and reorganization
- The continuation of the good will of all to concentrate on the students, the College, and the core activities of teaching and learning
- The continued need to address graduation rates
- The already recognized need for more space on campus, and more staff and faculty.

Throughout the self-study, the evidence of many hands at work in the study and the writing has been preserved, in order to honor the hands and voices on the campus and their concerns. Grammatical mistakes and infelicities of wording belong to all, but the co-chairs take major responsibility and all blame.

The challenges, opportunities and strengths of this institution are apparent throughout the document. The College continues to seek understanding of itself as a place that is truly a work in progress and a gem to the region it serves. We look forward to this position of continuous improvement and the insights the visiting accreditation team will bring to the institution.

Elizabeth Doane, Professor of Mathematics
Ruth MacDonald, Academic Dean
Co-chairs of the self-study

Standard One

Mission and Purposes

Description

Housatonic Community College was established in 1967 as part of the Connecticut Community College system. Originally located in Stratford, the College moved to Bridgeport in 1971 into a rented facility, the former Singer Sewing Machine factory on Barnum Avenue. Searches to identify sites, purchase land, and construct a permanent campus for the College continued until the College moved into its permanent campus at 900 Lafayette Boulevard in downtown Bridgeport, in January 1997.

Public Act 92-126, Section 27(a) of the Connecticut General Statutes gives the legislative mandates for the Connecticut Community Colleges; all statements of system mission derive from State law, available in the team room (Doc. 1.1).

Mission statement. The Housatonic Community College Mission and Purposes Statement focuses the directives from the legislative mandates to the specific needs of the College's service region. These statements have been reviewed and revised on a regular basis to assist College personnel in consistently evaluating the institutional effectiveness in the region. The College serves an eleven-town area in southwestern Connecticut centered around the City of Bridgeport.

The Mission and Statement of Purposes were reviewed and adopted by the 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, the statements will be reviewed and revised as needed. This institutionalized process ensures that the College community will undertake thorough self-analysis regularly.

The strategic planning process brought self-assessment to every level of College personnel, including students, and provided ready access to the statements of Mission and Purposes (Catalog, 6), Role and Scope statement (Doc. 1.2), and other College documents that pertain to the Mission. At the beginning of the strategic planning cycle, all College employees were invited to review and recommend revision to all documents. This review process resulted in a new mission statement. Over 85% of College personnel sat on committees that reviewed every aspect of organizational structure and institutional effectiveness. The committees then provided structured goals and objectives to the strategic planning process coordinators. These were compiled and packaged as the strategic planning initiatives to be carried out over a three-year period. At the end of the three-year period, the process begins again in Fall 2001, thereby ensuring regular review of Mission and Purposes, as well as the specific implementation of initiatives to satisfy Mission and Purposes.

In order to conceptualize Mission and Purposes in concrete terms, the College's Role and Scope Statement has been presented in student publications, the College Catalog, and other

College literature. “Role and Scope” was reworded whenever the Mission Statement was revised or when legislative mandates signaled the need for the College to respond.

Appraisal

The Mission Statement is currently published in major campus publications. A random sampling of students in five current classes suggests that knowledge of Mission is low (23%), especially when compared with mission awareness; 81% of students were aware that the College has a Mission (Doc. 1.3). Student knowledge of the Mission, therefore, needs to be raised.

Faculty and staff awareness of Mission is high because of the strategic planning process, to which all Housatonic faculty and staff were exposed. While one strategic planning committee and the two strategic planning coordinators worked specifically on Mission revisions, the entire College community was provided with copies of the Mission and asked for feedback. Over 70% responded either in writing or verbally to the strategic planning coordinators.

Success in carrying out the College Mission can be seen in increasing enrollments, more full-time students, and higher retention of students, particularly those who begin in developmental classes. A broadening curriculum, particularly in 200-level sophomore offerings, which indicates the retention of more students to the second year of coursework; new certificate programs; and an increase in articulation agreements with four-year colleges are all further evidence of success in integrating Mission and Purposes into daily concrete tasks at the College (Doc. 1.4).

The College’s current concerns about organizational cultural issues, specifically diversity, are represented in the Mission and Purposes; the Mission Statement accurately captures this unusual facet of the College. Clearly, Housatonic prides itself on its diversity of students and staff and its ongoing additions to 200-level course offerings. Faculty and staff actively support student clubs that promote diversity, and have taken the lead in creating new clubs and multicultural activities that celebrate diversity.

Projection

The College needs to institutionalize the three-year strategic planning cycle so that the College is assured that Mission and Purposes are reviewed regularly and thoroughly. The Mission statement would then be reviewed and rewritten as necessary, at the beginning of each strategic planning cycle. Thereafter, the Mission would be reviewed every three years. By implementing this process, the College is assured of timely and thorough reviews of Mission and Purposes. In fact, the newly established Planning and Assessment Committee has committed to review of the Mission in this upcoming planning cycle. A greater emphasis on collaboration and diversity issues should be considered in the Mission review.

Student publications, term course schedules, and any one-time College publication should include the statement of Mission. In addition, Mission and Purposes Statements can be published in pamphlet form and distributed campus-wide in the library, through Student Services, Admissions, and so forth. These additional publications should provide stronger

awareness through higher visibility. In addition, the College web site should be revised to feature Mission and Purposes Statements prominently.

The College will raise awareness of Mission and Purposes, and Role and Scope statements by maintaining discussion around Mission during each strategic planning cycle.

The strategic planning process opened the door to enhanced collaboration and problem-solving. This brought about the College's internal analysis of organizational culture, which resulted in previously mentioned concrete initiatives. These changes must continue to evolve so the majority of the College community believes that issues brought forth by colleagues, College committees and departments, and management are dealt with thoroughly, openly, and in a timely manner. As this situation improves, strategic planning will truly mirror a functional and responsive organizational culture, and the statements in the College Mission.

Standard Two

Planning and Evaluation

Description

Planning and evaluation activities at Housatonic are ongoing, directly tied to the Mission and Purposes of the College, and occurring on several different levels. At each level, appropriateness to the institution's needs and achievement of its Missions and Purposes remain the guiding framework.

Strategic planning. The current planning and evaluation process has undergone a significant evolution since the last NEASC self-study. Previous planning efforts could be characterized as top-down collections of five-year goals in a static, reactive environment, updated annually. The last five-year plan was compiled in 1997 (Doc. 2.1). In the fall of that year, in response to a charge from the System Chancellor's Office directing each community college to develop a strategic plan consistent with system-wide values and initiatives, Housatonic took the first steps of what became the current strategic planning process.

The strength of the Housatonic Community College strategic planning process is that it involved over 85% of the full-time staff and faculty; these people worked actively in committees to build goals and objectives for the ongoing growth of College initiatives that are responsive to specific student needs. Further, the process was widely reported to all members of the Housatonic community, including students, so that all interested parties could participate or offer comments (Doc. 2.2).

The devising of specific tactics to carry out the goals has been implemented and monitored by the Administrative Team: the President, the deans, and the Director of Human Resources; the acceptability of these goals was verified with chairs and members of the individual teams working on the goals. There has been considerable feedback from staff and faculty that participation in specifying goals and monitoring progress be broadened to a committee that includes rank-and-file as well as management. This recommendation has been put in place for the next strategic planning cycle that began in Fall 2001.

Academic planning. The Strategic Plan assigns responsibility for goal 1.3.1 (Identify new areas for academic development) to department chairs, program coordinators, and program directors. Therefore, there is no institutional academic planning at Housatonic. Academic planning originates in departments and/or at the suggestion of a particular Program Advisory Committee. It then becomes the responsibility of faculty members, working in conjunction with the department chair, to prepare all relevant materials for new courses and programs, and to move them through the approval process from department, to Curriculum Committee, to the Senate, and finally to the Administrative Team. The approval process for new programs is lengthy and complex, and reaches beyond the Administrative Team, requiring statewide review and approval from the Board of Trustees and the Board of Governors.

At the academic department level, department chairs focus their planning around their monthly department meetings, at which curriculum development and academic issues are

discussed. The meetings can be a bottom-up approach, with instructors bringing up their current problems and concerns, or a top-down approach from the chair, who informs his or her department about issues of concern or mandates from the Academic Council, which is made up of department chairpersons and the academic dean. The planning and evaluation taking place during these meetings takes into account information acquired from students. Additionally, these department meetings provide the department chairs with a mechanism for determining issues for their individual departments that will figure into the larger, long-range plans for the entire College.

Departmental planning involves ongoing assessment strategies that inform the process of curriculum revision and development. Each course has clear objectives against which student achievement is assessed. Through classroom assessments, faculty can make day-to-day adjustments within a course to provide a better fit between teaching styles and learning styles while still maintaining the integrity of the expected course outcomes as established by the department. Faculty work together within departments and across departments to compare the actual level of student achievement in courses with the expected outcomes in each course, in the overall program of study. Incorporated into this analysis are recommendations from alumni, employers, specialized accrediting agencies, and advisory boards. From this work, departments are able to make curriculum revisions and specify expected student outcomes as appropriate to their programs of study.

At the committee level, standing committees play a crucial role in planning efforts focused directly at achievement of Mission values. Committees such as Curriculum, Center for Teaching, Faculty and Staff Development, and Instructional Development deal with the ongoing planning efforts to offer high-quality higher education and an intellectually active environment for students as well as to provide a solid, core liberal arts foundation to foster necessary 21st century skills. The Information Technology Committee strives to provide students with a state-of-the-art facility and up-to-date technology. The Enrollment Processes Committee, along with an ad hoc Orientation Committee, the Retention Committee and the Student Senate offer whatever student support services are necessary to ensure student success.

The Diversity Committee and the Minority Caucus deal with the awareness and necessity of being sensitive to staff and students with diverse backgrounds and needs. The Minority Caucus deals primarily with staff and faculty issues. The Diversity Committee project, to add and implement diversity to the curriculum, has been a collaborative effort involving faculty, staff, and students.

At the technology level is the recent implementation of Banner, an interactive, integrated database system, which facilitates compilation, coordination, and distribution of timely budgetary reports as well as quantitative measures that relate to institutional effectiveness. The Banner System is now at the core of data availability and has made possible the utilization of data vital to the planning process. Information on enrollment, graduation rates, revenue and budgets, also accessible through Banner, assist in the strategic planning process.

Institutional effectiveness. Housatonic attempts to determine the effectiveness of its planning activities on a regular basis through formal and informal evaluation. As an example of the formal process, the Strategic Plan includes a monitoring component; in this case, the evaluation is the responsibility of the appropriate area dean. The President evaluates the performance of the deans and Director of Human Resources in their areas of responsibility.

As a more formal measure of evaluation of the planning process, the eight main areas of the Strategic Plan are assigned, based on topic area, to the appropriate member of the Administrative Team who oversees, tracks, reviews, and shares reports.

Generally, whatever subject area is within the manager's area of responsibility/expertise is assigned to him or her. For example, specifically, the Dean of Outreach Services is responsible for Marketing; therefore, Area Four of the Strategic Plan is the responsibility of the Dean of Outreach Services who tracks the progress of objectives therein. The Dean of Administration is responsible for Area Seven: Space, Enrollment Management, and Institutional Research, and he is responsible for updating the progress made toward the objectives as written.

Approximately monthly, each member of the Administrative Team is asked via the Administrative Team meeting agenda to report on Strategic Plan area(s) to the rest of the members of the Administrative Team. The results and outcomes of each objective are directly related to the revision and enhancement of other related objectives, and in this way, the Strategic Plan is a living document, which will roll right into the next year of planning.

Personnel evaluation and review. Both teaching and non-teaching faculty are evaluated periodically in accordance with the Collective Bargaining Agreement. The Community-Technical College system has developed a formal Faculty Development and Review Plan that is being completed for all teaching faculty, covered more fully in Standard Five. Teaching faculty also are required to provide to the Academic Dean a list of activities that will constitute their additional responsibilities. This additional responsibilities report is part of each faculty member's evaluation. This evaluation system is discussed more fully in standard five.

Academic assessment. The institution's evaluation mechanisms help in developing recommendations for program improvements, new programs, staffing requirements, and financial planning. In the classroom, assessment takes place through a variety of modes: tests/quizzes, papers, projects, laboratory reports, and instructor and preceptor evaluations of clinical/practicum performance. At the program level there are graduate surveys that are collected annually which tally satisfaction on a variety of levels: job placement and preparedness, transferability, etc. Additionally, every five years each academic program is required to conduct a self-study designed to examine and review course applicability and relevance, job market readiness, employer satisfaction, as well as student learning outcomes. Academic assessment is discussed more fully in standard four.

The institution shares its information about students internally as well as externally. A student profile is created during the spring semester and covers many aspects of the student

demographics, program enrollments, graduate data, etc. A graduation survey, designed by the system Institutional Research Council, is administered locally, and the results shared on campus. Both publications are widely available internally, and to any external constituents who request it or are suggested to receive it. Copies of both documents are available in the team room, along with recent results from the graduation survey (Doc. 2.3).

Additional assessments of students' prior learning and of the institution in all its functions help shape the actions, outcomes, and further improvements that stem from the various evaluations. To this end, the newly created Planning and Assessment Committee is in the beginning stages of developing priorities in keeping with its mission of serving as a clearinghouse for institutional effectiveness issues. Academic planning, including a comprehensive assessment plan to guide the development of the assessment of the quality of student learning and institutional effectiveness, is a top priority and will promote good assessment practices across academic departments. Recent activity of the committee is available in the team room (Doc. 2.4)

The Department of Higher Education has committed itself to pursuing better outcome measures, particularly in the area of assessing student learning. The Department of Higher Education will consider both qualitative and quantitative measures, and has not ruled out the possibility of adopting the use of some standardized testing. The College is currently engaged in an annual "peer analysis project" which collects and compares data of similar institutions to data of our own, thereby providing a baseline and level of expectation for our own outcomes. This report is presented to the Connecticut Department of Higher Education who in turn presents the report to the Connecticut state legislature. The legislature has specific goals it expects Connecticut public institutions to reach if they are to rally full support during the state budgeting process. (Doc. 2.5).

Budget process. The budget process is developed based on the strategic foci at the College and available dollars. This year the timeline for budget discussion is happening two to three months earlier than in the past. In this way, the budget is planned prior to the implementation of the next cycle of planning. This new approach has allowed for a more proactive role in budgeting for the College and has enabled the budget planning process to move forward by six months in order to begin a more proactive relationship with the Strategic Plan. Budget for the fiscal year beginning in July is typically released on July 1.

Appraisal

While much progress has been made in the last two years to make the strategic planning process broad-based, inter-related, and responsive to institutional needs, much remains to be done.

The recommendations of various constituencies have resulted in several actions that are impacting and will continue to impact the evolution of the planning process at Housatonic. At the technology level, funding was used for the implementation of Banner, an integrated, relational database that provides information on enrollment, graduation rates, revenue, and budgets, and is of great assistance in the strategic planning process.

In establishing long-term goals that will benefit Housatonic and the surrounding community, the College is currently developing a long-range expansion plan that would allow the school to expand into a vacant building that is owned by the State. The development of this plan has been broad-based, involving members of the College community as well as outside agencies at the state and local level and enabling the entire College to expand its ability to provide for the needs of the community college student.

Housatonic has committed extensive efforts and resources to on-going, broad-based, short-term and long-term planning. While this proactive planning process reflects the needs and priorities of the internal and external community, it also allows for flexibility in responding not only to the community's needs but also to both internal and external opportunities and constraints that may arise. For instance, the institution responded to student reactions to an act of vandalism that expressed intolerance. In response to students' reactions to this act, the objectives of Goal 6.6 of the Strategic Plan to "create an atmosphere that respects and celebrates diversity" were redesigned. This redesign includes specific training and events to address these issues over a two-year time span and to explore designing specific course offerings that educate students about issues of diversity (Doc. 2.6).

Many other examples serve to illustrate the positive ways in which a proactive planning process is both flexible and all encompassing. A response to a request for proposals from the State of Connecticut and the Initiative for Competitive Inner Cities, Housatonic joined with the City of Bridgeport in assessing the community needs for training and outreach as part of the city's economic revitalization project. As a result, Housatonic is able to bring the College's strengths to bear directly on community work force needs and plan to provide appropriate education and training services. A copy of the grant proposal is available in the team room (Doc. 2.7).

Another opportunity arose over the past several years when the statewide system decided to invest in the Banner database program. Monies were made available to the colleges in the System to invest in the equipment, software, and staff training needed to make full use of this program's capability. By moving proactively to take advantage of this opportunity well before all the pieces were in place, Housatonic has been able to obtain equipment and train faculty and staff in the use of the technology, far ahead of its sister colleges. As a result, the College is well-prepared to implement new features in Banner as they are released, and faculty and staff are adequately trained.

Another example illustrates the Strategic Plan's ability to respond to constraints. Based on budgetary timelines at the state level, the budget planning process for the upcoming fiscal year is beginning six months earlier than in previous years in order to obtain community input in prioritizing objectives and reapportioning allocations to meet system-wide and Strategic Plan goals. However, the implementation of this process is uneven with occasional misfits between priorities and allocations. The example of budgeting for the Academic Support Center is covered more fully in Standard Four.

With the current approach of using the deans and President as the major overseers and monitors of the strategic plan, it seems to others at the College that information about the

plan is in the hands of a few as opposed to the community at large who were initially involved with the creation of the first goals and objectives. Even though the new revisions are shared yearly with the community, this sharing occurs only after the design of objectives has been made, and with much less community input. Each manager may or may not share these revisions with affected parties prior to their dissemination to the community. Dissemination and engagement with the plan's progress is an issue.

At this time, this process/procedure, although not written anywhere, is evident as every year the Strategic Plan is released to the community with revised and updated outcomes, timeframes, and objectives. However, it is imperative that this process be written and followed with added input from the rest of the College community, or it risks becoming another top-down planning document in future years. The process/procedure must also link more clearly with academic planning.

The present system for academic planning has worked satisfactorily, but perhaps not optimally. Individual departments have very focused, limited views of regional needs in general, as well as limited access to institutional resources to support their initiatives. Most new courses, except for those requiring extensive technology equipment and resources, can be implemented at little or no expense. Consequently, new courses appear on a fairly regular basis. Very often, department budgets can provide for modest equipment and supply needs. New programs represent a significantly greater challenge.

As the newly created Planning and Assessment Committee develops its mission statement and defines its role, it is aware of the disconnect between overall institutional planning and academic planning at Housatonic. Furthermore, with many new mandates from the Connecticut DHE as well as our accrediting agency NEASC, the newly formed Planning and Assessment Committee is charged with making College planning and institutional effectiveness a priority.

Projection

The College has much work to do. It will continue to address the critical concerns of organizational culture to improve the working environment and to establish a climate of trust, respect, and collegiality. It will pursue its intensive, and so far successful, efforts to heighten diversity awareness and foster respect for people of many backgrounds and values. The College will keep abreast of new technologies and provide students with the most up-to-the-minute learning environment possible.

Housatonic will build momentum for the acquisition of the adjacent Sears property in order to provide the capacity for all students desiring to attend the institution. And, it will continue to work with the City of Bridgeport and those agencies in the forefront of the ongoing revitalization of the city, partnering with business, industry, and social agencies to represent the best that Housatonic has to offer.

The strategic planning process has been through nearly three yearly cycles at each level of organization, and each revised plan encompasses an evaluation of the success in achieving the goals of the previous iteration. For instance, the most recent review of the Strategic Plan

noted that the previous Plan was not sufficiently linked to the College budgeting process. The revised Strategic Plan will include specific objectives and action items, which will bring the Plan into more realistic synchrony with available resources. From the ongoing planning process of the Strategic Plan, data is collected, goals are devised with objectives, strategies, and timelines are developed.

It can be argued that, since moving to the new campus in 1997, planning has become a critical function at Housatonic. With semester-to-semester enrollment increases, the future of Housatonic demands a clear direction and an aggressive blueprint for expansion. A mechanism needs to be established that creates linkages to the planning process with the various constituencies of the College community.

To show that it is of the highest priority, serious consideration should be given to making planning a function independent of management. At this time, management evaluates the needs of the College and issues a report, which is used as a basis for future planning. However, the establishment of a standing committee of Planning and Assessment, which would work closely with management, will allow management the opportunity to manage without becoming a target for discontent and criticism.

The Planning and Assessment Committee will provide the stewardship necessary to undertake both short- and long-term planning. It will be instrumental in responding to the need for a master academic plan that will include local and institutional curriculum development. It will allow objectivity as well as immunity from cultural organizational pressures to pursue the best interests of the College. It will be a tool for advocacy of critical issues and implementation of identified goals. And, it will create the mechanism and the linkages vital to keeping the achievement and improvement of the College's mission broad-based and participatory.

Standard Three Organization and Governance

Description

Throughout most of the 1990s, Housatonic's organizational structure and governance system remained much as it had been since the College's inception in the late 1960s. The governance process was generally collegial, and responsibilities and duties were clearly defined and understood. However, for several years, Housatonic has had to respond to acute pressures, both internal and external, that have seriously impacted all members of the community, perhaps nowhere more dramatically than in the areas of organization and governance.

Beginning in 1996, a series of dramatic changes occurred which continue to have a profound effect on the Housatonic community: the movement of the College from rented, "low-tech" facilities to a new high technology campus, an immediate 20% increase in students, an extension of the operating days from five and one-half to seven, more-than-the-usual early retirements, many new employees, three chancellors within five years, a new President, an externally mandated restructuring of management, and three new deans.

That all of this change happened so quickly, almost simultaneously, without the time needed to assimilate and adapt to it, tested the community's patience and purpose. Such a stressful situation left individuals feeling disconnected (especially those who had been at the old campus). It was inevitable that people would seek new ways to clarify their positions in the local organizational structure and to have a more participatory role in the decision-making process. The major outgrowth of this shared concern was the creation of the College Senate.

System Organization. The statewide organizational structure for community colleges is still the same. Housatonic Community College is one of twelve colleges of Connecticut's Community-Technical College System, which is governed by the State Board of Trustees of Community-Technical Colleges. The Board of Trustees (BOT) establishes policies for the development and maintenance of community-technical colleges. The BOT is a constituent unit of the Connecticut State System of Higher Education, which has four elements (the University of Connecticut, the four State universities, Charter Oak State College, and the community-technical colleges), all coordinated by the Board of Governors of Higher Education, which sets statewide policy and guidelines for Connecticut's system of higher education.

In recent years, the BOT has sought to synchronize college policies throughout the System, around academic standards, honors, probation and suspension, and common course numbering. The issues for the individual campus in a system moving toward greater commonality are dealt with more fully in Standard Four.

The BOT appoints the chancellor, who is the chief executive officer of the Community-Technical College System, and who is directly responsible to the BOT. The chancellor and

his staff direct the System's daily operation and personnel. The chief executive officer of each of the community colleges is the President, who is responsible to, and communicates with, the chancellor both individually and as part of the Council of Presidents, which is composed of the Presidents of each of the twelve community colleges and the chancellor, who serves as the non-voting chair. The President is vested with final decision-making at the local level. All matters that come to the President from individuals and groups inside or outside of the College are recommendations.

Campus organization. Housatonic is currently organized into five functional areas, four administered by deans and one by a director, each of whom is responsible to the President: the Academic Dean (who, until recently, served both as the Dean of Learning and Learning Support, in other words, functioning as both the Academic Dean and the Dean of Students); the Dean of Administration; the Dean of Outreach Services (a new title, created when the Academic Dean and Dean of Students were ordered by the Chancellor to be combined); the Dean of Students; and the Director of Human Resources and Labor Relations. The four deans, the Director of Human Resources and Labor Relations, and the President constitute the Administrative Team, which determines College-wide policies and procedures.

Housatonic's off-campus, weekend, and evening classes are integrated into the overall organizational structure under which all daytime classes operate. The Continuing Education and Business and Industry Services programs, which are run independently of one another, report to and are subject to the Dean of Outreach Services. The directors and employees of the Continuing Education and Business and Industry offices are also represented on the College Senate and are given the opportunity to serve on College committees and task forces. Off-campus, weekend, and evening classes, as well as continuing education and business and industry services are thus fully integrated and represented in the life and decision-making of the College.

Office of the President. The President is advised by many individuals and groups. The Regional Advisory Council is composed of community leaders appointed by the BOT, with the recommendation of the President, and is representative of the geographic area served by the College. It offers advice on how best to meet the needs of the communities Housatonic represents. The Housatonic Foundation, with members from the community and the College, functions primarily as a fund-raising organization.

In order to facilitate better internal communication, the President has established three ad-hoc advisory groups (Teaching Faculty, Non-Teaching Faculty [Administrators, Counselors, and Librarians], and Classified Staff) with four members each (two carried over from the previous year and two elected each year) who update the President about issues affecting communication and campus climate. The Academic Council, a team that consists of the Academic Dean, the six Department Heads (Humanities, Business, Developmental Studies, Math/Science, Behavioral and Social Sciences, and Health Sciences), and the Director of Library Resources offers advice that is primarily academic. The Office of Institutional Research accumulates institutional-related data (for example, enrollment statistics).

The President is also advised by numerous committees, including:

- Contract Committees (for example, Promotion, Tenure, and Sabbatical Leave)
- Standing Committees (Curriculum, Instructional Development, Faculty/Staff Development, and Planning and Assessment—a new committee formed in the Fall 2001 semester to emphasize the importance of planning and assessment in the ongoing and future life of the College)
- Ad-Hoc Committees (Organizational Culture, Action, and Search Committees)
- Operational Committees (Departmental Meetings, Departmental Committees, Division meetings)

A list of committees of the College is available in the team room (Doc. 3.1).

Monthly community meetings, at which attendance by all College personnel is required, deal with subjects targeted by the President, for example, personnel and space decisions, and updates and working sessions on the Strategic Plan. Agenda items are also solicited before the meeting from the College community at large. At the end of the meetings, 20% of the time is devoted to discussion and feedback, including a report from the chair of the College Senate.

The teaching faculty is responsible for initiating and approving all academic courses and programs offered by the College. This process is described more extensively in Standard Four.

Student representation. Students make their views known through the Student Senate, the student newspaper *Horizons*, student-club advisors, open-door meetings with the President, and requested consultation with the Dean of Students. One student, elected by the Student Senate, has a seat on the College Senate as well. Student access is covered more extensively in Standard Six and tangentially in Standard Eleven.

The College Senate. The most significant development in local governance has been the transition to representative government—a response to the sudden dramatic increase in the size of the faculty and staff. Whereas decisions at the College were once made at monthly faculty meetings, with the participation of management, teaching faculty, and non-teaching faculty, the main body of Housatonic’s college governance system is now the College Senate. Operating as an experiment during its first two years, the College Senate is now the officially recognized governance body. The Senate meets semi-monthly during the academic year as an open forum to review and discuss academic and operational matters and issues raised by the College Senate itself and the College community, exclusive of what is covered by the five unions, before making formal recommendations to the President.

The College Senate is designed to provide a channel of communication among full- and part-time teaching faculty, non-teaching faculty, full- and part-time classified staff, students (the Student Senate President or his/her designee), and management to foster a participatory decision-making process. Members from each of these categories (excluding the Administrative Team) are elected by employees in each category; the number of senators in each category is determined by the number of employees within it, and members can serve

two two-year consecutive terms. Senate by-laws and minutes are available in the team room (Doc. 3.2).

Attendance at College Senate meetings is open to all, but, since the College Senate is a representative body, attendance is not required. Minutes of the meetings are disseminated to the community by both e-mail and hard copy. Standing committees report regularly to the College Senate. The College Senate is also the channel through which Housatonic's two representatives to the Statewide College Senate are chosen. The Statewide Senate is not at this point a formally recognized body of the Community-Technical College System. Representatives from the Statewide Senate meet annually with the system chancellor. System Senate information is available in the team room (Doc. 3.3).

Effectiveness. The only formal review of governance at Housatonic is the College Senate's Governance Review Committee, which annually examines the College Senate's governing effectiveness. Most governance reviews at the College are the result of voluntary feedback in response to the solicitations of the College Senate, the Governance Review Committee, or the President. The continuation of the Senate beyond its first experimental years, revisions of by-laws, and work on a formal Joint Statement of Governance (October 17, 2001—Doc. 3.4) have resulted from this review.

Appraisal

Clearly, Housatonic has gone through an intensely challenging period in the last few years, especially in the areas of organization and governance, but the situation is becoming more stable. The Housatonic community is acclimating itself to its new environment and its dramatic, even tumultuous--perhaps unparalleled--growth. Turnovers in the chancellor's office have ended with the appointment of a chancellor who has come up through the ranks of the Community-Technical College System. Individual entities within the College, from offices and departments to committees and advisory groups, from the Student Senate to the College Senate, are operating cooperatively, with the final decision-making power resting with the President.

The Administrative Team, led by the President, determines College-wide policies and procedures. The College community has asked for greater notification and input on these decisions, and the process whereby such input can be sought has been clarified through such vehicles as The Joint Statement on Governance, a new committee structure, two new committees (Organizational Culture and Planning and Assessment), and e-mailing the agenda and minutes of Administrative Team meetings to everyone at the College.

Recognizing that collegiality implies a willingness on the part of all levels of College governance to work together on issues, to compromise, and to encourage frank dialogue, the College has engaged a private consultant to assist in this process during the past two years, and has made significant changes to a "top-down" management style. For example, budgetary matters, including recommendations for expenditures, have become more open. Guided by Strategic Plan initiatives and the advice of in-house advisory groups and outside consultants (Good Work, an external consulting group, for example, Doc. 3.5), the College

has embraced the challenging opportunity to improve internal communication and engage stakeholders around decisions that affect them.

Housatonic's major challenge has been how to weave the College Senate most effectively into its organization and governance fabric. The activity around the last Senate election, with 80% of the membership voting for a full slate of candidates, attests to campus interest in the continued viability of the Senate. The tenuous relationship of the Senate to the Administrative Team has been clarified through The Joint Statement of Governance. The product of a committee of three administrative team members and seven senators, this document formally commits the College to "inclusive cooperative decision-making."

Projection

Housatonic will meet its organization and governance challenges. Self-examination has illuminated what the Strategic Plan, advisory groups, and consultants have made obvious: that organization and governance are intertwined (a coherent organization promotes cooperative governance; cooperative governance promotes a coherent organization).

The College, having committed itself to the Strategic Plan and the Joint Statement of Governance, will make cooperative governance a priority. Cooperative, interactive discussions and decisions will demonstrate both the College's commitment to the community--by recognizing the values of inclusion and the diversity of ideas--and its understanding that the final decisions, which are, of course, the President's, are strengthened --even empowered--by the number of people involved in the process and the number ideas that come into the process.

All the ingredients are in place for a truly effective organization and governance system. The work on organizational culture and governance will continue as the College evolves its representative form of governance.

Standard Four Programs and Instruction

Programs

Description

In support of its mission, Housatonic Community College offers a broad variety of certificate, training, and associate degree programs for transfer to baccalaureate institutions, for specific job and employment skills, and for personal enrichment. Housatonic is authorized by the State of Connecticut to offer seven Associate in Arts degrees, 32 Associate in Science degrees, and 23 certificates.

The Board of Trustees of Connecticut Community-Technical Colleges stipulates that associate degree programs contain no fewer than 60 and no more than 68 semester hours of course work, including a general education component. The Housatonic Catalog clearly outlines program goals, expected student outcomes, and course requirements (Catalog, 25-101).

Academic departments. Each academic department is chaired by a member of the faculty, who presides over regularly scheduled department meetings and who also serves on the College's Academic Council. Additionally, a member of the full-time faculty oversees each of the degree and certificate programs, including the General Studies Program. Although responsibility for advising general studies students is dispersed among faculty throughout the College, an individual faculty member serves as program coordinator and acts as an information source for these faculty advisors. The departments are described below in alphabetical order.

The Behavioral and Social Sciences Department has 13 full-time faculty members and offers approximately 100 sections per semester. The Department offers courses in the areas of anthropology, criminal justice, drug/alcohol rehabilitation and counseling (DARC), early childhood education, geography, government, history, human services, psychology, and sociology. The Behavioral and Social Sciences Department offers one Associate in Arts degree, in behavioral and social sciences; four Associate in Science degrees, in criminal justice, human services, early childhood education, and special education; and the DARC Associate in Science degree, for which Manchester Community College had been the administrative base. As of Fall 2001, the DARC program is no longer a system-wide program, though for the current academic year it still functions as though it is. Manchester, Gateway, and Tunxis offer the program and students can still register at any of the community colleges for courses, but they take the DARC-specific courses at those three schools. The program is currently going through some major changes and Housatonic will probably not be carrying it after this academic year, though a final decision has not been made. Students currently in the DARC program will be advised to transfer to Gateway next year to complete the program.

The Behavioral and Social Sciences Department also offers 12 certificates, ten of which are new since the last accreditation. Finally, the Department is responsible for the College's

nationally accredited Early Childhood Laboratory School, which provides a high quality pre-school program for the young children of students, faculty, staff, and the community, and a laboratory setting for the Department's early childhood education programs.

The Business Administration Department has 12 full-time faculty members and offers approximately 100 sections per semester. Included in the Business Administration Department are the disciplines of: accounting, business administration, computer information systems, business office technology, microcomputer applications, computer repair, computer networking, internet technology, and programming.

The Business Department offers 15 Associate in Science degrees, six of which are new, and seven certificates, four of which are new, in four discipline areas: business, accounting, computer technology, and business office technology. In business, there are ten degree programs, four of which are new, and one state-mandated program in banking. In accounting, there are two degree programs, one of which is new, and one certificate. In computer technology, there is one new degree program in computer information systems, and three new certificates in microcomputer applications, networks, and repair. In business office technology, there are two degree programs and three certificates, including a new certificate in legal assisting.

Since its inception in 1989, **the Developmental Studies Department** has grown to include twelve full-time faculty members, teaching English, mathematics, and English-as-a-Second Language (ESL), offering approximately 90 sections per semester. The Department's current course offerings include reading, writing, mathematics, ESL, and survival skills. The majority of these courses are not for college credit, the exceptions being EN100R, Introduction to College Writing, and some advanced ESL courses. A certificate in ESL has been offered since Fall 2000. In addition to traditional classroom instruction, the Department offers computerized instruction in both math and English.

The expansion of allied health programs at Housatonic made it increasingly clear that this area was ready to become a department in its own right, and so in 1999, allied health programs, courses, and faculty were split off from the Mathematics/Science Department to become the **Health Sciences Department**. The Health Sciences Department has five full-time faculty members and offers approximately 20 sections per semester. It is responsible for four Associate in Science degrees, in clinical laboratory sciences, biotechnology, physical therapist assistant, and occupational therapy assistant, and a certificate in exercise science. All except the degree in clinical laboratory sciences and physical therapy are new since the last accreditation review. A certificate program in phlebotomy was discontinued in 1999.

The Humanities Department has 14 full-time faculty members teaching English, art, communications, journalism, foreign language, music, and, most recently, theater arts, and offers approximately 120 sections each semester. In addition to providing the basic service courses in reading and writing, this Department offers two Associate in Science degrees in graphic design, Associate in Arts degrees in fine arts and in journalism, and a certificate in graphic design. The Humanities Department is also developing a theater arts program and, in

the past two years, has hired a theater arts faculty member, established a curriculum plan in theater arts, and offered courses in dance, acting, technical production, and direction.

The Mathematics/Science Department has 11 full-time faculty teaching biology, chemistry, computer science, mathematics and physics, offering approximately 85 sections, including laboratories, each semester. The Department currently offers four Associate in Arts degrees: mathematics/science, computer science, pre-environmental science, and pre-engineering science; and five Associate in Science degrees, two of which are collaborations with other agencies--nursing with Bridgeport Hospital School of Nursing--and aviation maintenance--with Sikorsky Aircraft in Stratford--and three which are part of the State of Connecticut College of Technology, a remnant of the merger between community and technical colleges in 1992. There is also one state-sponsored certificate program.

The General Studies Program does not fall under the jurisdiction of any particular academic department. It is a flexible, interdisciplinary program of studies designed for students who wish a broader general education. For students transferring to a four-year institution, it provides an opportunity to fulfill most, if not all, of the general education requirements of the four-year institution. It also provides a broad-based curriculum for those entering the workplace, and encourages students to seek areas of interest for further study (Catalog, 41).

Off-campus and weekend offerings. Housatonic offers off-campus credit and non-credit courses to its diverse student population for convenience and accessibility for commuting students. Increased evening course offerings off-campus benefit both students and the College, providing schedule flexibility to students and additional space to the College, which currently has no excess classroom space to support expanded on-campus evening offerings. These satellite locations also allow Housatonic to reach out to agencies, companies, and organizations within its community.

In a typical semester, there will be about 15 credit-bearing courses at two or three different locations in the service area, and perhaps five or six non-credit courses offered by the Continuing Education Division at as many other satellite locations. The courses that are regular parts of the academic offerings are typically offered at Jonathan Law High School in Milford; three years ago, offerings at Trumbull High School were discontinued for lack of adequate enrollment. About a dozen credit-bearing evening courses encompassing a wide range of disciplines are offered at a high school satellite.

On occasion, some specialized courses in disciplines such as early childhood education are offered at special locations, such as the offices of community-based organizations, for targeted audiences. All off-campus, credit-bearing courses are identical to on-campus offerings, subject to all course requirements and conducted in accordance with the academic calendar used on campus. They are easily identified in the schedule of course offerings published each semester for student use at registration (Doc. 4.1).

The introduction of weekend classes arose out of concern for accommodating a student population with diverse schedules, family, and employment needs, and to relieve the space crunch that occurred during the peak enrollment hours in the morning and early evening.

Moreover, one of the specific charges that came out of the strategic planning process was to “utilize the building more efficiently.” Since weekends were identified as times of dormant capacity, it was logical to make use of this classroom availability to reduce the pressure on classrooms during the week.

Initially, course offerings were confined to Saturdays; their success prompted the expansion of the weekend program to include Sundays. The weekend student population is a mixture of day, evening, and new students, with evening students predominating. The weekend classes are not perceived as a separate college but rather an opportunity to expand Housatonic’s normal offerings.

| | Saturday Offerings | Sunday Offerings | Totals |
|-----------|---------------------------|-------------------------|---------------|
| Fall 1999 | 42/630 * | 12/200 | 54/830 |
| Fall 2000 | 28/737 | 15/275 | 43/1012 |
| Fall 2001 | 40/835 | 18/337 | 58/1172 |

*These numbers represent numbers of class sections/ total student enrollment in those classes.

Clearly these numbers of sections and students show increasing student interest in weekend classes.

The College has offered three distance learning courses, all taught by full-time faculty: Abnormal Psychology (offered once); Money and Banking (offered twice); and Latin I (offered eight times).

Summer and winter sessions. In the interim between the end of the Fall 1998 semester and the opening of the Spring 1999 semester, Housatonic initiated a winter session, offering six courses in a concentrated, three-week session. The winter session has continued to grow, with the winter session for 2001-2002 offering ten courses and the College Foundation providing scholarship assistance. That initial winter session, and subsequent ones as well, attracted not only HCC students, but also students on semester break from other institutions taking courses for transfer. Courses for this session are chosen carefully for their adaptability to the non-traditional time frame and intense pace. The courses are generally taught by full-time faculty who may vary their instructional methods to suit these special circumstances, but who maintain the integrity and consistency of the course content and its objectives.

Summer sessions are offered in eight-week and five-week sessions, both day and evening, for students to accelerate their progress, or earn credits for transfer. There is no difference between courses offered during traditional semesters and those offered during the summer session except time frame.

Program development. The Board of Governors’ regulations provide a detailed methodology for the creation and approval of new programs—statewide, cooperative, and local—in the Connecticut Community-Technical College System. The regulations require a thorough programmatic needs assessment tied to the System’s mission, as well as tying the

program 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 the courses, identifies new resources required, and indicates the expected starting date (Doc. 4.2).

Colleges also have the prerogative to create options to already existing programs in related fields, but with more specific focus. Without Board approval, a college may alter a program option by no more than 15 credits within an existing program; all other program requirements must remain the same. Alterations beyond 15 credits require Board approval.

Faculty plays a major role in all facets of a new program's development and approval, as well as the modification and termination of existing programs. Proposals for new programs usually originate at the department level, where faculty works with department chairs to develop program curricula and courses. Many faculty members have input, since program proposals are reviewed by the department of origin, the Curriculum Committee, and the College Senate. Faculty not involved directly in any of these activities receive minutes from the Curriculum Committee and the College Senate, detailing these activities. Occasionally, programs originate at the State level, or as cooperative efforts by more than one community college. In these cases, information about such programs comes to the Academic Dean who informs the Curriculum Committee, which in turn passes the information to the College Senate. Such programs would not be subject to in-house modifications.

There are clearly defined guidelines for students impacted by program modifications and terminations. Any students currently enrolled in a program which has been modified would be responsible for completion of the program's requirements as stated in the catalog which is current at the time of their initial enrollment in the program, providing that no lapse in registration has occurred greater than one semester. Should a required course for the original program no longer be offered due to program modifications, waivers would be issued to those students affected and they would be allowed to substitute a comparable course to meet their graduation requirements.

Specific provisions to enable currently enrolled students to complete a program that is scheduled for termination must be included in the original proposal for termination. Typically, students are given two years to complete their program prior to its removal from the Catalog. Since 1997, a total of six certificates and programs have been terminated (Doc. 4.3).

Finally, the System-wide trend towards redefining the Connecticut Community-Technical College System as a "centralized system with twelve points of service" must be acknowledged for its impact on programs and instruction, and on future curriculum development. To date, Housatonic has participated in initiatives to establish a System-wide grading scheme, common course numbering, and uniform withdrawal and incomplete policies. Many functions, including registration, student record keeping, and scheduling are administered through the Banner system. While all twelve colleges offer an array of basic degree and certificate programs, individual colleges are encouraged to develop curriculum expertise (Centers of Excellence) in specific disciplines or career areas, and to avoid

duplicating efforts at sister institutions. Meanwhile, there has been an increase in the number of programs superimposed by the System.

General education. Housatonic's 1990 response to a Department of Higher Education mandate to create a five-year institutional assessment plan no doubt reflected the College's awareness of NEASC's revised standards about institutional effectiveness and assessment. The resulting Housatonic plan assigned responsibility for general education to the College's Curriculum Committee and called for:

- a definition of general education
- a set of goals and objectives in support of that definition
- measurable student outcomes
- a general education core, as an integral part of all degree programs
- a mechanism for assessing general education.

Work on all of the above was begun in earnest in 1991, even while Housatonic prepared for its 1992 re-accreditation visit. By 1997, the Housatonic faculty had unanimously adopted the following definition of general education:

General education is that aspect of the College's instructional program that develops and integrates the student's knowledge, skills, and experiences so that the student can engage effectively in a lifelong process of inquiry and decision-making.

This statement was followed by a set of general education goals and objectives and a new general education core (Catalog, 25). This new core, adopted in May 1997, replaces two separate cores, one for transfer programs, and one for career programs that had been in place since 1976. It meets NEASC's general education requirements, and it also satisfies State requirements for licensure and accreditation, which specify that an associate degree program must include a general education component comprising at least one-third of the minimum requirements for the degree, or a minimum of 20 credits.

This general education core has been modified once since its adoption in 1997. During the Spring of 2000, the Board of Trustees identified a discrepancy. Music, theater, and art, which had previously been included under the broader category of the humanities, needed to be listed separately as fine arts. Therefore, a new fine arts elective took the place of the literature elective. Literature can be used to fulfill the general humanities elective. Wherever possible, programs have been adjusted to comply with this modification.

The present General Education Core:

| | |
|---|-------------------|
| English 101/102 | 6 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Fine arts* | 3 credits |
| Social Science (Economics, Geography, Government, and History) | 3 credits |
| Behavioral Science (Sociology, Psychology, Anthropology) | 3 credits |
| Humanities | 3 credits |
| TOTAL: | 24 credits |

* Formerly Literature.

Of the 39 associate degree programs offered by Housatonic, the 29 programs created and administered on campus are all in compliance with the amended General Education Core.

The Curriculum Committee proposed, and the faculty approved, two measurable student outcomes in support of general education goals and objectives:

- Students will successfully complete all requirements for the general education core.
- Students will fulfill the Computer Fundamentals Requirement.

In an effort to verify that the completion of core courses would expose students to general education goals and objectives, the faculty, working with the Curriculum Committee, revised all official College course outlines to include general education objectives. In the Fall of 1998, once the revisions of all course outlines were complete, faculty members agreed to distribute them to students as part of their syllabi at the start of each semester (Doc. 4.4).

More recently, the academic community, under the auspices of the Curriculum Committee, has been working towards a workable scheme for assessing general education. At Housatonic, the strategic planning process has superseded and absorbed the Five-Year Institutional Assessment Plan.

Item 1.2.2.2 of the Strategic Plan calls for an annual assessment of the general education core by the Curriculum Committee and stipulates that the results of that assessment be reported to the faculty. The Committee had made two significant attempts to assess student achievement of general education goals and objectives by testing students ready to graduate on a volunteer basis in the Spring of 1999, and again in the Spring of 2000. The committee solicited help from potential May graduates with mass mailings, through faculty recruitment, and with public postings of flyers, all describing the activity, encouraging participation, and offering free tickets to the Housatonic Theater Company's debut performance as an incentive. Despite these significant efforts to recruit volunteers, the results were both disappointing and inconclusive.

It became clear that students would not volunteer to participate in such an activity without a significant incentive. Therefore, for the Spring of 2001 assessment, the \$30 graduation fee

was waived for the first 50 graduates who volunteered to take the Academic Profile Test which was administered in April. Thus, the Curriculum Committee became the first group at the College to attempt assessment of the student outcomes for general education. Their third attempt in Spring 2001 was the first to produce useful feedback. Forty-four graduating students took the Academic Profile Test.

The results of this assessment activity have provided the first formal, comprehensive assessment of general education at Housatonic. Feedback from this activity has recently become available. An initial analysis is currently underway. Results, which indicate some concerns about students' performances, are available in the team room, along with the action plan to address this weakness (Doc. 4.5).

Meanwhile, toward the end of each semester, the Academic Dean has conducted informal group exit interviews known as "Assessment by Pizza," with students who are about to graduate. Academic department chairs, directors, deans, faculty leaders, and representatives from other colleges are invited to participate in a dialogue with these potential graduates, over a pizza lunch, discussing all areas of the general education curriculum (Doc. 4.6). Students generally meet all goals of the general education core, though assessing mathematical competence by group discussion is clearly a weakness in this methodology.

Program evaluation. While the Dean and the Curriculum Committee have focused their assessment activities on the general education core, department chairs and program coordinators have been developing measurable student outcomes to address specific program outcomes not included in general education. These student outcomes debuted in the 2000-2001 Housatonic Catalog as part of detailed program descriptions, which now include program outcomes and specific course requirements. Individual academic departments are beginning to assess these other components of the degree programs for which they are responsible. Assessment activities for each of these programs are available in the team room (Doc. 4.7).

These ongoing assessment activities will become an integral part of the System-wide requirement for program evaluation that has undergone extensive revision in recent years. In general, program evaluations are required in 20% of all programs each year, creating a five-year cycle of evaluation. Program coordinators respond to a series of questions in an instrument provided by the Chancellor's Office. These responses constitute a formal document: the Program Review, which is available in the team room (Doc. 4.8). Program reviews from recent years will also be available in the team room.

Other activities. The Southwestern Area Health Education Center (AHEC), supported by external funding, is housed at Housatonic and staffed by Housatonic employees. The mission of AHEC is to enhance access to quality health care, particularly primary and preventative care, by improving the supply and distribution of health care professionals through community/academic educational partnerships (Doc. 4.9). Housatonic's support and partnership with AHEC is a natural outgrowth of its mission to be a force of change, growth, and development for the community. Housatonic's goal is to prepare students to participate in, and contribute responsibly to a global society, a goal that is modeled by AHEC's

involvement in the education of community-based primary care health professionals. AHEC is administered by the Dean of Outreach Services and is overseen by an advisory board that is composed of various community members and includes a Housatonic faculty member.

The Division of Continuing Education, also administered by the Dean of Outreach Services, has been undergoing some restructuring since the departure of its director last year. While its mission remains the same, its operating structure is changing. A search recently completed has resulted in the appointment of a new Coordinator of Continuing Education whose duties will reflect the restructuring.

The Continuing Education Division typically offers affordable, quality, non-credit courses to the general community and to the work force, targeting working adults looking to improve or gain new skills and knowledge, unemployed persons seeking to be retrained, and individuals looking to enhance their personal interests or their lifestyles.

Special interest offerings such as wine-tasting, fitness, leisure activities, motorcycle rider training, and boating training had been temporarily suspended, pending the appointment of a new coordinator, and have returned on a limited basis. Priority will be given to courses that focus on business, technology, and retraining. In addition, Continuing Education occasionally sponsors credit classes for the Early Childhood Education Program and for special high school partnership programs in conjunction with the appropriate academic departments and faculty.

Business and Industry Services provides a full range of education, training, and retraining programs and services to meet the needs of businesses and industries in Housatonic's eleven-town service region. Its goal is to assist with the development and retention of businesses and industries by being a center for workforce education, training, and retraining. Business and Industry Services provides on-site customized education and training programs for local organizations, and has recently absorbed some of the responsibilities of the Continuing Education Division. Sample courses are available in the team room (Doc. 4.10).

A survey of regional business conducted in 1999 identified the need for increased training in manufacturing. This led to the creation of META, the Metal Manufacturing and Training Alliance between Housatonic and the manufacturing companies in the Greater Bridgeport Area, and the development of a series of non-credit certificate programs (Doc. 4.11). Work is also underway to develop additional certificates designed to address some basic skills and ESL needs. Students enroll either voluntarily for personal advancement, or as required by their employers. Courses can be offered on-site, or here at Housatonic, depending on employers' needs and/or the need for specialized equipment or resources available at the College, such as the AutoCAD lab. Business and Industry Services regularly evaluates its programs and courses. Sample results are available in the team room (Doc. 4.12).

The activities sponsored by AHEC, Business and Industry Services, and the Division of Continuing Education actualize many essential parts of the Housatonic mission while they introduce many segments of the College's service region to the College itself. In so doing,

they raise public awareness of the many opportunities available here, and they complement and enhance the academic programs at Housatonic.

System activities. The Community-Technical College Board of Trustees has recently mandated common course numbering and common course content across the twelve colleges to facilitate student transfer both within the system and system-to-system transfer with the University of Connecticut and the Connecticut State University System. The Board has also mandated a system approach to grading systems, academic honors and probation, as well as nearly thirty other items to be synchronized across the twelve colleges.

There are faculty who view the trend toward centralization as a threat to the academic autonomy and academic freedom of the institution, and as a compromise of the institution's ability to fulfill its mission and serve its unique population. The process of seeing Housatonic as one of twelve colleges in a system is evolving among the faculty within guidelines from the Board of Trustees, who seek to unite twelve formerly separate colleges into one systematic delivery system.

Appraisal

Programs and instruction at Housatonic are thriving. Even while experiencing the growing pains associated with physical and academic expansion, they are responding to the changing needs of a dynamic and diverse student population, and to the technological developments of the past decade. The new campus defines the College's direction and embodies the challenge of keeping pace with the constant demands of growth. Housatonic has made great strides in keeping the technology of the classrooms current, in the face of constant change in technology and the demands these changes make on budgets.

The College has responded to its many challenges with innovations which include weekend classes, the new winter session, a premier writing center, the Academic Support Center, a new degree program in computer information systems, and expanded course offerings in computer technology, just to name a few.

With the best of intentions, and to meet all needs as quickly as possible, new initiatives such as the ones just mentioned take shape and begin to materialize, albeit sometimes prematurely. Students who opt to attend Housatonic during these new, less traditional time frames need access to tutoring, computer labs, the library, the writing center, and academic advising, to complement and enhance their learning experiences. While such access is undoubtedly the ideal, it is not yet fully realized. Students also need the assurance that their classroom experience will be of the same caliber as would be expected during the more traditional time frame of a regular semester. While definite progress has been made in the right direction, there are gaps in student support services for students who attend classes scheduled outside the usual spring and fall semesters.

Assessment. The topic of assessment looms large. The academic community at Housatonic is well aware that accountability to the legislature and the need for evidence of institutional effectiveness both ultimately require program assessment based on measurable student outcomes. But while measurable student outcomes have been created for both general

education and program areas of concentration, the “hows” associated with this requirement are not so obvious. Faculty reticence and the absence of a cohesive organizational structure for all groups to work from, and interact with, has resulted in fragmented attempts, misunderstandings of the task required, with high levels of frustration for all. What has finally emerged is activity on two fronts; namely, the Curriculum Committee and the academic departments.

Despite the Strategic Plan’s commitment to this activity, it has been difficult to secure monetary support for general education assessment and even now, in the third year of making these attempts, the funding is only temporary, especially given the restrictions on the use of State funds to pay for the waiver of the graduation fee, the major attraction to the students to take the test. This inconsistent funding stream creates uncertainty about any subsequent activities.

Meanwhile, department chairs, program coordinators, and faculty in all disciplines are grappling with establishing assessment plans for program areas of concentration that are reasonable, feasible, and effective. Reports of their progress to date with these initial attempts will be available in the team room (Doc. 4.13).

The interplay between curriculum issues and governance is noteworthy. As the College has transitioned to its new physical space, it has also grappled with the less physical, but no less real adjustments resulting from increases in its size and in the complexity of its organizational structure. The newly established governance structure is described more fully in Standard Three. The role of the College Senate in the life of the College, though initially unclear, has been slowly evolving. As recommendations of the Senate are at this point only advisory to the President and as funding for new programs does not come by request of the Senate, but rather through the Administrative Team, the clear path for new programs is not evident.

Housatonic has always used an inclusive process for new program development. Following State guidelines and working from within a particular academic department, faculty are involved in the creation of new programs. Most recently, the Business Department completed the process for its newest program, Computer Information Systems, and the Health Sciences Department created a Biotechnology option to its Clinical Laboratory Sciences Program, both of which received approval from the College Senate before being sent on to Hartford for State approval. Meanwhile, members of the Humanities Department have been working on a new curriculum that is building towards an eventual degree program in theater arts. So far, eight new courses are in place, and have been offered as fine arts electives.

Governance and program development. When curriculum changes and new developments such as these are initiated with faculty and through academic departments, they proceed through the proper channels of the committee structure and the Senate, thus ensuring that the community-at-large knows about them. The representative structure of the Senate is intended to replace the former faculty meeting structure for communicating curriculum additions and modifications. If a vote is required, the Senate votes in the faculty’s stead.

Unfortunately, all curriculum matters are not necessarily processed through these channels because they do not all originate with faculty and/or in academic departments. Often, the College participates in cooperative programs with the State System, with other individual Connecticut community colleges, or with local business and community organizations. In the past, information regarding such agreements would have been shared with the academic community, as a point of information.

Now the College Senate is supposed to be the vehicle through which this sort of information flows to the community, but the groups responsible for such agreements do not report to the Senate or communicate with the community-at-large. There is no reporting mechanism that requires Outreach Services to consult with, or inform the academic community of its decisions involving academic credit.

For example, information about Housatonic's Summer 2000 agreement with Norwalk Community College and American Skandia University to jointly offer a Business Office Technology degree program to employees of American Skandia Corporation has never been shared with the academic community (Doc. 4.14). This type of oversight occurs because the groups responsible for such agreements are not obliged to report to the Senate about their activities. This creates a troubling gap in the flow of information, and over time has diminished the faculty's awareness of curriculum changes and new developments.

Assessment awareness. Once measurable student outcomes were in place on a course-by-course basis, the question of student awareness of their existence and usefulness was raised. Students surveyed on whether or not they had received a course outline listing the course objectives and whether or not the objectives were discussed in class answered affirmatively to both questions (Doc. 4.15). In addition, they stated that they knew what the objectives were. Whether or not they knew the objectives with any specificity or appreciated how their coursework related to the stated objectives was not measured and can be considered an ideal at this point. Although the results of the survey were favorable, it should be noted that dissemination of the course objectives and general education core objectives is not universal. Some faculty, especially adjunct faculty, are not yet in compliance.

The road to system compliance with the Board of Trustees' efforts has been long—especially with common course numbering, which proceeded unevenly and unpredictably for nearly a decade, before reaching completion in summer 2001—and occasionally rocky, as some campus autonomy has been given up for the greater good of students. Communication of the goals of the Board of Trustees, and their continued support of a System-wide approach to academic standards, is key to helping faculty understand and appreciate the Board's position in this matter. It is also key to helping faculty to cooperate. Internal communication is a strategic planning item for both the System Council of Presidents and Academic Deans' Council.

Projection

Housatonic must sustain the momentum of its initial program assessment activities. The degree of success will depend on the Institution's support of these beginnings. The self-

study committee recommended that the Institution approach assessment activities more holistically, and under the auspices of an assessment director because of the College's need to move beyond its initial, fragmented, and isolated attempts at assessment towards more widespread, permanent, and ongoing assessment activities, encompassing all facets of the Institution. A permanent Director of Assessment would be the one to establish a cohesive assessment cycle suited to addressing overall institutional effectiveness, to direct and coordinate the various assessment activities conducted by smaller groups within the Institution, and to collect and analyze data. Since Fall 2001, the College has chosen to address this need through a newly created Planning and Assessment Committee whose activities are more fully described in Standard Two.

The ways and means of effective curriculum maintenance and development are intricately linked to the future of governance at Housatonic, described in Standard Three. However the governance structure ultimately functions, it must provide for a two-way flow of information to and from the Housatonic academic community, guaranteeing a complete exchange of information, especially regarding areas pertaining to academic issues.

The voice of the faculty on academic and curriculum issues needs to be clarified. All decisions that involve the awarding of academic credit, regardless of where they originate, must be presented to the Curriculum Committee and to the College Senate as a means of involving the community-at-large in the decision making process. Those within the Housatonic community who are responsible for establishing, administering, and/or monitoring System-wide programs, certificates or special agreements, cooperative programs with other community colleges, and agreements with local business and community organizations, should be required to inform the academic community of any developments that involve the awarding of academic credit. This issue has not yet been addressed.

With measurable student outcomes/course objectives now in place, students share with faculty the responsibility for focusing on achieving the academic goals of their coursework. With the information gained from increased attention to assessment, faculty will be modifying and updating their objectives and their related pedagogy. Students currently feel they are aware of the course objectives, but their understanding may be shallow. To improve the degree to which the accountability process is meaningful to the students, it will be necessary to offer encouragement and stimulus to faculty by continuing the in-house workshops as well as other less formal sessions where ideas can be exchanged. In view of the work done so far, it is possible to be optimistic that the process will bear fruit.

Under the restructuring of Continuing Education, the Coordinator of Continuing Education will work with the Academic Dean to schedule any course offerings that carry academic credit. Finally, the Division of Continuing Education will begin to play an active role in facilitating AHEC workshops, conferences, and training programs, alleviating a manpower shortage that has hampered AHEC's efforts in the past.

As to System-wide initiatives to standardize offerings, Housatonic will continue to cooperate with Board of Trustees initiatives, mindful of the need to safeguard its own individuality as

much as possible. Vigilant as to its academic integrity and academic freedom, the College will continue to fulfill its mission and serve its unique population.

Instruction

Description

Housatonic has a highly qualified faculty engaged in broadening students' knowledge, perceptions, creativity and skills through a variety of teaching approaches. Housatonic courses are offered in the traditional lecture format, in laboratory format, as lecture and laboratory combinations, seminars, studios, practica, clinical experiences, independent study, and on-line, providing students with a varied educational experience. Housatonic also provides opportunities for experiential learning, including cooperative education.

The official College outline for a course, which is carefully prepared when a course is first proposed, includes the course description, credit hours and prerequisites, general education objectives, content-specific objectives, and a topical course content list. This outline is distributed to students at the beginning of the semester and is intended for use by everyone teaching the course, regardless of instructor, time frame, location, or method of delivery. When a course is initially created, careful consideration is given to the most appropriate format for the type and level of information to be conveyed, as well as the desired student outcomes. However, instructors are afforded some flexibility in presentation.

Student creativity and recognition. Housatonic showcases students' creativity in the annual student art exhibit, in the *Beanfeast* literary magazine, in the *Horizons* monthly student newspaper, in periodic "Coffee House" programs featuring poetry readings and musical performances, and in plays starring students in the theater arts courses. Academic achievement is recognized in numerous ways, including the Dean's List published every semester and the Academic Recognition List for part-time students, which was recently discontinued as part of a System agreement to consolidate recognition in a single Dean's list (Student Handbook, 14). The long-standing Honors Program for highly ambitious and gifted students stresses intellectual challenge and creative thinking (Handbook, 14).

Other honors include Phi Theta Kappa, the international honor society for two-year colleges, into which about 50 students are inducted each year. Psi Beta, the national honor society in psychology for two-year colleges provides programs, activities, and opportunities for community service. Alpha Beta Gamma, the honor society for business students, recently reactivated the Kappa chapter and inducted nearly 60 new student members (Student Handbook, 14). Academic recognition is culminated in the annual Awards Night presentation, at which qualified students receive academic honors and scholarships to four-year institutions, and commencement ceremonies, celebrating those students who graduate with honors.

Instructional quality and enhancement. Housatonic endeavors to maintain and enhance the quality of instruction through several means. First, the Instructional Development Committee explores, discusses, and makes recommendations regarding the instructional

principles, practices, policies, and regulations of the College, excluding those relating to specific curricular matters. This committee, composed of faculty members and the Academic Dean, oversees the academic calendar, registration policies, grading policies, academic probation, and withdrawal procedures. Responsibilities also include regulation of distance learning and addressing advising and support issues for students. In addition, the Instructional Development Committee evaluates novel methods of instruction that promise to improve the faculty/student relationship.

Second, at each community college within the State system, there is an elected Sabbatical Leave and Professional Development Committee, which makes recommendations to the President concerning monies to assist professional staff in paying for professional development, including conferences and retraining, distance learning training, organization dues, or professional publications to be used at the College.

Third, Housatonic Community College has an active Center for Teaching. This local committee is part of a System-wide organization of faculty, supported with funding from the Chancellor's Office, dedicated to improving classroom instruction and creating environments that are conducive to learning. The Center for Teaching sponsors a number of specific teaching-related activities and events (Doc. 4.16).

In Fall 2001, the College appointed two experienced faculty members to serve as Teaching and Learning Consultants. Their responsibilities focus mostly on helping recently hired instructors with questions and problems as they arise, helping them with suggestions for writing their applications for promotion, assisting them with preparing faculty Web pages to make their course information available online, and offering periodic active-learning workshops for the general faculty.

Housatonic assesses the quality of instruction through periodic faculty evaluations of full-time and part-time faculty, conducted by department chairs or program coordinators. Evaluations are based on class visitations, pre- and post-visit discussions, in-depth evaluations, and individual plans for professional growth which adhere to specifications outlined in the Collective Bargaining Agreement. A recent addition to this evaluation process has been the use of a student ratings form distributed to students in all classes near the end of each semester and summer session (Doc. 4.17). The Academic Dean and the Evening Division also require syllabi and final exams for each course. These documents provide further insight into the instructor's specific objectives and approaches to instruction.

Housatonic has developed an effective system of academic advising to provide students with timely information and advice in accordance with the College's educational objectives. Housatonic hired a Coordinator for Academic Advising for Fall 2000. This person assigns all students an academic advisor and also provides academic advising. All teaching faculty and counselors are responsible for academic advising. They are well-informed and prepared to discharge their advising functions through annual advising workshops, an advising handbook (Doc. 4.18), and course selection guides updated to reflect changes in curriculum requirements and registration procedures.

Recently, advisors received Banner training to enable them to enter their course recommendations directly into the System-wide computerized student records program, thereby increasing accountability of advising among faculty and counselors while reducing opportunities for tampering by students with handwritten permits to register.

Admissions and retention. Housatonic has an orderly and ethical program of admission, which meets the requirements of legislation concerning equality of educational opportunity and whose standards ensure that student qualifications and expectations are compatible with institutional objectives. Housatonic has an open-door admissions policy. The College provides educational opportunities to people in the Greater Bridgeport Service Region, regardless of age, religion, racial or ethnic backgrounds, or disabilities. The student must be a graduate of an approved secondary school or hold a State Equivalency Certificate (GED).

Housatonic recruits and admits individuals with identified special qualifications and needs, and it applies appropriate mechanisms to address those needs to provide reasonable opportunities for academic success. Among these special groups and admissions programs is the early-start High School Partnership Program, which enables high school juniors and seniors with at least an 80 academic average to enroll in college credit courses at no cost.

Admission to some programs at Housatonic requires personal interviews and/or special academic backgrounds. Among these programs are clinical laboratory sciences, drug/alcohol rehabilitation counselor, nursing, occupational therapy assistant, and physical therapist assistant. Incoming ESL students are also interviewed to determine speaking proficiency, academic preparation and goals, and course placement.

Housatonic welcomes students with disabilities to the opportunity to make their college experience a successful one. Students with disabilities must also follow all admission requirements (Catalog, 16), and are then advised to seek counseling and special class scheduling with the Coordinator of Disabilities Support. Disabilities Support Services provides accommodations, academic tutoring, and technology to assist students with disabilities at no additional expense. Admission and advising policies for other special needs groups, such as veterans, senior citizens, international students, and non-degree students are detailed in the Housatonic Catalog (7-8). Financial aid advising is available to help provide financial assistance to students who would otherwise be unable to attend college (Catalog, 10-11).

Placement of incoming students. Upon submitting their applications for admission, students are scheduled for a computerized self-adaptive placement test, Accuplacer, which consists of sentence skills, reading, mathematics, basic algebra, and college level mathematics sections for the general student body, and LOEP (Levels of English Proficiency) for English-as-a-Second-Language students. An essay to assess writing skills rounds out the test battery. Results determine whether the student is recommended for ESL, developmental reading, writing, mathematics, basic algebra, or traditional college-level English and mathematics courses.

Pre- and post-tests in the Developmental Studies Department are a result of the mandates issued by the Instructional Development Committee regarding Basic Skills and Objectives (Doc. 4.19). These goals are achieved primarily through pre- and post-testing, mastery exit exams in reading, writing, and math courses, and CELT (Comprehensive English Language Test) exit requirements in ESL courses. Lists of non-passing students are prepared for faculty reference in the placement process for the following semester.

The Retention Committee was formed in 1999 to focus primarily on the retention of developmental students. The committee is composed of staff from the Academic Support Center, the Chair of the Developmental Studies Department, the Director of Special Services, counselors from Student Development, and other interested faculty. The committee has examined the role of tutoring, the impact of financial aid (i.e. the payment plan), and the idea of “higher grade prevails” in courses which students repeat.

One of the more significant achievements of this committee is the policy that all developmental students are now mandated to attend tutoring sessions for each developmental course in which they are enrolled. Subsequently, the Instructional Development Committee passed a policy on “higher grade prevails,” which allows any student to retake a course for a possible higher grade, with the higher grade prevailing in the students’ overall and graduation grade point average (Student Handbook, 13).

Academic support services. Housatonic is dedicated to providing comprehensive support services for its students. The Academic Support Center provides a wide range of programs for students, including one-on-one tutoring with master and peer tutors in nearly all courses; study groups; computer software and audio-video resources in a variety of subjects including algebra, calculus, statistics, developmental studies, and ESL; student workshops and training for academic success and personal enrichment; and a Student Mentor Program pairing a new student with a returning student for support.

The Writing-Across-the-Curriculum-Center helps all students to further develop writing and communication skills through writing-related workshops and the use of non-directive, one-on-one tutoring in a relaxed, friendly atmosphere. Furthermore, the Writing Center promotes and serves as a resource for writing across the curriculum. It encourages faculty to use writing as a way to facilitate learning in any field and offers them advice and support in doing so (Doc. 4.20).

The federally-funded Special Services Program has become an integral part of the College’s efforts to provide meaningful college opportunities to approximately 350 “at-risk” students likely to encounter academic or personal difficulties in a college setting. It is described more fully in Standard Six.

Housatonic also has open computer laboratories containing *SkillsBank* and *Focus on Grammar* software programs to help developmental and ESL students improve language skills and academic skills. Students may also use these labs for word processing assignments and Internet research.

Credit for prior learning. The policies and procedures for the award of credit for prior or experiential learning are clearly stated in the College Catalog (8). Housatonic offers College-Level Examination Program (CLEP) and Dantes tests for students who already have a solid background in a particular subject and understand the material that would be covered in an equivalent course. Each semester, the Housatonic coordinator of testing administers over 100 of these tests in over 80 subjects.

Housatonic adheres to the policy on transfer of credits approved by the Board of Trustees of the Connecticut Community-Technical Colleges, published in the College Catalog (7-8).

Articulation agreements. Housatonic has completed transfer agreements with 12 four-year institutions. The articulation agreements that Housatonic maintains with the different universities are reviewed on a regular basis (Doc. 4.21).

Grading. Housatonic has a well-established system which aims to be fair in its grading system, in its appeals policies, and its academic probation, suspension, and reinstatement policies, as detailed in the College Catalog (14-15) and the Student Handbook (35-36; and 49-51; Handbook Appendix II, Section 3, 50-51).

Authority. Housatonic awards the Associate in Arts and the Associate in Science degrees and certificates to qualified candidates as authorized by the General Assembly of the State of Connecticut. Graduation is not automatic. The Registrar's Office evaluates a student's academic history at any time and indicates which requirements may still need to be met (Catalog, 17).

Graduation rates. Housatonic has maintained a steady average graduation rate of 10%, coincidentally the average rate among Connecticut Community Colleges.

Appraisal

Housatonic has developed a workable and successful instructional program for its students, starting with their application and continuing through graduation. First, Housatonic has ethical and orderly open admissions policies, which aim to serve all of the region's residents having the academic qualifications and the desire to further develop their knowledge and skills in a community college setting. Housatonic's students come with a broad range of educational and personal needs, which the College tries to accommodate through its initial academic placement, ensuing courses, and ongoing support programs. The need for basic English, mathematics, and ESL skills enhancement is admirably addressed by the Developmental Studies Department, with help from several tutorial and advising programs.

Furthermore, Housatonic has a strong and expanding base for high-quality instruction and instructional support, from first-year developmental courses to specialized professional courses. The growing faculty, with its wide range of backgrounds and expertise, encourages scholarly and creative achievements among students in all disciplines. The effectiveness of instruction is periodically and systematically assessed, and ample opportunities for professional development are provided.

Housatonic has developed an effective system of academic advising that is constantly upgraded to more efficiently accommodate student needs and incorporate the latest communications and record-keeping technologies. The College has increased its student retention effort, but greater consistency and availability of tutoring services and computer laboratories are needed to accommodate the rapidly growing student population.

Academic support. One of the major impacts on programs and instruction is the one-on-one tutoring service, which had traditionally been so successfully administered under the umbrella of the Academic Support Center and Academic Dean in all the years preceding 2000. In the past, tutoring had been more than adequate to meet the needs of students. In Fall 2000, responsibility for tutoring was turned over to the Dean of Students. In the same year, upon the recommendation of the Retention Committee, the Developmental Studies Department mandated tutoring four times a semester for developmental students, a number which was later reduced to two per semester because of demands on the Center. In Spring 2001, because of announced financial restraints, tutoring was severely curtailed including a total absence on weekends and most evenings. After much faculty protest, some money was restored, thereby allowing tutoring to survive at close to its usual level.

Despite this restoration, some very serious concerns remain. Continued, guaranteed funding for tutoring will apparently be a problem. So will be the Administrative Team's decision that the College rely on group tutoring in the future instead of the traditional one-on-one. Most faculty and staff feel that group tutoring may be effective in a few instances for upper-level courses. However, it is ineffective for the vast majority of our non-traditional, diverse student body who demand individual attention and whose work, school, and family situations preclude the type of structure necessary to make group tutoring a success. In fall 2001, the new Director of the Academic Support Center stated that group tutoring in math, chemistry and biology were particularly in demand and successful.

Lastly, Master/Professional Tutors' hours have been drastically cut in favor of Peer/Student Tutors (Fall 2000: Master 3145 hours and Peer 2120; Spring 2001: Master 2199, Peer 2660). Most faculty feel this shift adversely affects both the quality of tutoring and retention itself. The College Senate, with input from the College community, ratified a list of recommendations to guide in the reorganization and restructuring of the ASC under a new, incoming director (Doc. 4.22). Budgetary support for tutoring beyond the grant funding currently in place is an issue that remains unresolved and that must be addressed by the College, even in an era of declining State funding. The new Director of the Academic Support Center feels that while funding for tutoring has been generally good, additional funding to hire tutors for evening sessions past 7:30 and for weekends would substantially extend the effectiveness of the tutoring effort.

Instructional technology. Instructors at the College are encouraged to utilize new technologies in their teaching, and a number of courses are now offered in which outside-the-classroom computer use is either strongly recommended or required. Many instructors maintain web sites for their courses (see <http://www.housatonic.net>), often refer students to Internet resources, or require papers and other work submitted to be typed or written using a word processor. However, the College serves a population with limited financial resources,

and many students do not have computers or Internet access at home. The College is currently working with an organization to make available low-priced (approximately \$ 300), reconditioned, Internet-ready computers for students wishing to purchase them (Doc. 4.23).

When the College moved into its new building in 1997, four rooms were set aside for general computer lab use by students. These rooms have approximately 100 workstations. However, presently only one of these rooms, with 28 workstations, is open to students without restriction. A second room, with 27 workstations, is available for general student use only when no classes are scheduled in it. The remaining two rooms, with a total of 45 stations, are now closed to general student use. In one of these rooms, the computers have been loaded with AutoCAD software (which is incompatible with some programs that may be subsequently loaded). The other room is used for a limited number of classes, especially by Continuing Education and Business and Industry Services, but is otherwise not available for general student use when classes are not being conducted. Computer laboratory availability for students is not presently sufficient for the number of students being served.

Although a staff member was hired specifically to assist in the general use of computer labs, that individual is often not present or is engaged in other duties. *SkillsBank* software, a tutorial program for developmental studies students, had been installed only on a few lab computers, but was in fall 2001 made available on all lab computers. Finally, although classes are now scheduled at the College on Sunday, no laboratories are open for student use on that day.

Retention and graduation. Housatonic's retention effort has improved recently with the revival of the Retention Committee and the establishment of the Office of Retention within the Academic Support Center in Fall of 1999. The numbers of Fall 2000 semester students returning in the Spring 2001 semester have shown an increase over those in the previous year's follow-up study. Longer term follow-up projects tracking particular cohorts over several years have been conducted in the ESL Program as well as in Developmental mathematics and English courses (Doc. 4.24) and are being considered in other areas. Several improvements have arisen from the Retention Committee, particularly the "higher grade prevails" policy, support for mandatory tutoring of developmental students, and support for the new College orientation course. Fall 2001 registration data show that the numbers of returning students have gone up by over 800 students in the past three years. The College has further increased attempts at providing universal advising.

Is Housatonic's graduation rate inadequate, acceptable, or commendable, and on what criteria can such a determination be made? Clear answers to these questions have not yet been found. While Housatonic has an average graduation rate among the State's community colleges, is the College truly "average" in terms of the characteristics of its student body, or are there important, perhaps unique, factors not evident in this mid-range number?

The official graduation rate formula is applied system wide and includes only "first-time, full-time, degree-seeking students" who have completed their 60-68 credit associate's degree within 150% of normal time, which amounts to three years. It does not take into account the vast majority of students who attend Housatonic part-time and who, due to educational

background, work and family constraints, require considerable additional time to earn their credits.

This is dramatically shown in the contrast between average and improved graduation rates using different time frames applied to the 130 students entering in Fall 1996. By May 1999, (150% of normal completion time) 9.23% had graduated. When the completion time was extended to May 2000 (200% of normal time, or four academic years), the graduation rate among this group rose to a more respectable 16.20%, close to the 17% national average for community colleges. Following this group through May 2001 (250% of normal time, or five academic years), the graduation numbers showed no further increase. However, 23 of the original 130 students are still enrolled and may be considered potential graduates in future semesters.

RECENT HOUSATONIC COMMUNITY COLLEGE GRADUATION RATES

(Data on students completing degree programs within 150% of normal time)

| Starting Date | Graduation Date | First-time, Full-time Degree-seeking Students | #Graduating Students | Graduation Rate |
|-------------------|---------------------|---|----------------------|-----------------|
| Fall 1993 | Spring 1996 | 138 | 15 | 10.87% |
| Fall 1994 | Spring 1997 | 170 | 21 | 12.35% |
| Fall 1995 | Spring 1998 | 175 | 17 | 9.71% |
| <u>Fall 1996*</u> | <u>Spring 1999*</u> | <u>130</u> | <u>12</u> | <u>9.23%</u> |
| Fall 1997 | Spring 2000 | 121 | 22 | 10.38% |

(Data on students completing degrees within extended period of 200% of normal time)

| | | | | |
|-------------------|---------------------|------------|-----------|---------------|
| <u>*Fall 1996</u> | <u>*Spring 2000</u> | <u>130</u> | <u>21</u> | <u>16.20%</u> |
|-------------------|---------------------|------------|-----------|---------------|

(Data on students completing degrees within extended period of 250% of normal time)

| | | | | |
|-------------------|---------------------|------------|-----------|---------------|
| <u>*Fall 1996</u> | <u>*Spring 2001</u> | <u>130</u> | <u>21</u> | <u>16.20%</u> |
|-------------------|---------------------|------------|-----------|---------------|

The ten percent average graduation rate does not reflect the fact that some 70% of degree-seeking students, regardless of whether they start out full-time or part-time, need one or more semesters of Developmental English or mathematics courses, or--among the growing sector of non-native English speakers--one to six semesters of academic language preparation before even beginning their first degree-stipulated course.

Furthermore, among this group, there are many who do not initially declare degree-seeking status until they have tested the waters with several introductory courses and proven to themselves that they can successfully negotiate the added demands of college work with their primary family and work obligations. These students would thus have gained skills and knowledge and accumulated substantial credits not pertaining to a particular degree and will thereby extend any potential graduation with an associate's degree to a more distant future. Nor does the present calculation of graduate rates include those who start in certificate

programs and then continue to associate degrees; such students are clearly success stories in the College's quest to change students' aspirations.

As a further consideration, the College has not yet devised a mechanism for tracking students who transfer to other institutions before completing an associate's degree and whose earlier-than-expected admissions into subsequent four-year institutions are thus not ranked among the College's successes.

Projection

The College is responsive to academic needs as they arise, and it is expected that ongoing improvements will be made in several key areas of concern. One such area is tutoring. In order to achieve the best results for students, the following measures are recommended:

1. that tutoring be considered a higher priority at the College and it be financed accordingly
2. that it be available in all areas of academic study in the College
3. that one-on-one tutoring be maintained
4. that Master Tutors' hours outweigh Peer Tutors' as the only way to keep the system viable
5. based on the recommendations of the Academic Council, the President's Faculty Advisory Committee, and the Academic Support Center, that academic tutoring be moved from the current Dean of Students' supervision back to the Academic Dean where it has been more successfully implemented and monitored for over two decades.

To meet the needs of its growing student population, Housatonic must increase the number of computers available for general use. Housatonic may also need to increase staffing to ensure that rooms are open whenever the College is open, as well as during holiday breaks when some students may need to avail themselves of the facilities. At present, the College is experimenting with the use of hardware and software to address concerns that student use of certain computers might compromise the integrity or functionality of incompatible programs. The College will also have to consider more creative scheduling as well as multi-use classrooms to keep up with student demand.

To strengthen the retention effort, the Noel-Levitz Student Survey (Doc. 4.25) was piloted in the College orientation course in Fall 2001. The College is providing additional early-advising training for faculty to facilitate the new on-line registration option. Furthermore, in view of the characteristic low graduation rates in community colleges, Housatonic needs to do more extensive long-term and in-depth studies to determine critical junctures of student departure as well as identify and try to remedy specific dissuasive influences. The College's retention effort will continue to expand, although concerns for Retention Office funding remain.

The current formula for calculating the graduation rate—explicitly--and student success—implicitly--needs to be examined in depth and reworked to reflect more of the essential characteristics of Housatonic's student body, most of whom attend college part-time, enter with slight to severe academic preparation needs, and have added college courses as a further

challenge to their already busy lives. It is harshly unrealistic to expect many of these students to graduate within the time constraints of the current formula. As graduation rates increase significantly with longer-term completion times, this time extension from the current 150%, to 200% or even 300% of normal time, must be incorporated as a primary change to the existing formula.

Moreover, academic progress for the majority, rather than degree completion for the minority, should be considered as an alternate measure of success, especially among a mostly mature part-time population who often “stop out” or “drop out” because of imposing life burdens rather than academic inadequacy. Completion of 15 or 30 credits could be a significant criterion of success attesting to several years’ worth of diligent effort. These matters, along with longer-term and in-depth retention studies, should be addressed by the Retention Committee and other appropriate individuals and resulting recommendations considered for implementation by the administration.

Standard Five Faculty

Description

Many things have changed about Housatonic since the last accreditation visit, but not the dedication of the faculty, whose first priority is what happens in the classroom. This is a faculty committed first and foremost to teaching and learning, who delight in student success, and who celebrate with their students the obstacles overcome and the accomplishments of many against difficult odds. Student and graduate surveys throughout its history verify the Housatonic faculty's passion and success in teaching.

Qualifications and preparation. A survey of faculty reveals a high level of earned qualifications (Doc. 5.1). Most of the faculty members hold at least a master's degree in the appropriate discipline and also bring to their work a great deal of experience. Nearly half of the faculty members hold at least master's degrees in their fields; 48% have also earned graduate credit beyond master's degrees, with some holding doctorates or other advanced degrees. Ninety percent have more than ten years of experience in their discipline, including non-teaching activities. At the same time, more than half of the faculty have ten or more years of full-time teaching experience.

Hiring and recruitment. Documents that detail the search process for full-time faculty are available in the team room (Doc. 5.2). All of these documents are current and readily available, and all are accessed for fair hiring practices. Serving on search committees, faculty are actively involved in reviewing resumes, conducting interviews, evaluating teaching demonstrations, and recommending candidates for appointment. This process is detailed fully in documents provided by the Director of Human Resources and Affirmative Action. While hired individually by a department chairperson or program coordinator, part-time faculty are otherwise recruited and selected using the same criteria that apply to hiring full-time faculty, as detailed in position announcements.

The Board of Trustees of the Connecticut Community-Technical College System endorses Affirmative Action as a required objective. Furthermore, the College has its own Affirmative Action Plan that supports this policy (Doc. 5.3). As mentioned in the Faculty Handbook, Affirmative Action in Employment consists of the following: recruitment, selection, placement, promotion, transfer, tenure consideration, salary and fringe benefit determination, separation and termination, and job training.

Faculty responsibilities and workload. The Collective Bargaining Agreement between the Board of Trustees of the Community-Technical Colleges (BOT) and the Congress of Connecticut Community Colleges (4Cs) defines professional staff covered by the document as teaching faculty and non-teaching faculty.

General responsibilities for all professional staff are enumerated in the Collective Bargaining Agreement (Doc. 5.4). Specific duties of teaching faculty are identified in Section 2 and in

the Faculty Handbook, and consist of teaching and additional responsibilities. Section 3A identifies teaching workload as: (1) “teach twenty-four credit hours and perform related duties as provided in the Contract.”

Additional responsibilities consist of the following: preparation of special reports; participation in special College projects, surveys, studies; participation in community service activities; advising student organizations and activities; participation on College-wide committees; development of new instructional techniques, course offerings, or programs; and performing other administrative assignments appropriate to the mission, goals, and priorities of the College.

A supplemental letter of agreement enumerates that “each college shall publish and distribute to teaching faculty a comprehensive statement of its institutional mission, goals, and priorities. At the conclusion of the Spring semester, on or before June 1, each faculty member will submit a report indicating the specific activities that were undertaken to meet the obligation of Section 3A (2). The reports shall recommend additional responsibilities for the following year.”

Promotion, tenure, and benefits. Promotion policies and procedures are described in the Collective Bargaining Agreement (Doc 5.4). The existing agreement stipulates a minimum but significant increase at the time of promotion. In addition, the Merit Recognition Award, which consists of a one-time cash award, is given annually to up to four members of the faculty. Similarly, the Educational Excellence and Distinguished Service Award is given to one member of the faculty who also receives a cash bonus and additional monies to be used in designated ways, such as travel to conferences.

The College’s policies and procedures on faculty promotion and tenure are stated in Article IX, Sections 1, 3, and 4, of the Contract (Doc. 5.4). In brief, the Director of Human Resources and Affirmative Action publishes by October 1 of each academic year the names of faculty eligible for tenure consideration. By November 1, the staff member must submit a request for consideration for tenure by a committee comprised of both teaching and non-teaching faculty elected by their peers. Separately, each faculty member evaluates candidates who have requested consideration for tenure and makes tenure recommendations to the President.

Based on these recommendations and recommendations from other administrative personnel, the President makes a recommendation to the Board of Trustees by April 1 of the academic year. If the President’s and the Tenure Committee’s recommendations differ, the Committee may forward a written statement of the reasons for review to the Board of Trustees.

The College’s policies and procedures on pensions and retirement are stated in Article XXI, Section 4, and Appendix D, of the Contract (Doc. 5.4). After at least ten years of full-time service, faculty aged 55 or older may retire at the benefit rate established in Appendix D. Compensation is based upon the average of the three highest years of salary as provided by the Pension Agreement and the General Statutes of Connecticut.

The Collective Bargaining Agreement provides the faculty with rights and opportunities consistent with concerns identified in the Standard. Rights relating to academic freedom, working conditions and workload, promotion, affirmative action, and due process relating to tenure, are assured, as are opportunities for sabbatical leave, retraining, and professional development.

Faculty Handbook and other written documents. The Housatonic Faculty/ACL Handbook includes the roles and responsibilities of the faculty, criteria for recruitment, appointment, evaluation, and promotion. The current reference guide is periodically updated and is readily available both electronically and in a print version (Doc. 5.5). It is comprised of Policies, Employment Information, Wages and Salary Administration, Employee Benefits, Communication Systems, Procedures and Services, and Faculty/ACL Academic Information. Although significant, this guide is not the only source of information for policies and procedures that affect faculty. Other pertinent College publications include the College Catalog, the Advising Handbook (Doc. 5.6), and the Student Handbook.

The role of faculty is described in the Faculty Handbook. The most important role is “imparting knowledge and skills, providing a framework and strategy on how best to think through complex problems, and preparing students for further educational and professional challenges and assuring student success.” Additional faculty responsibilities are also explained.

Incorporated in the Faculty Handbook is a policy section that includes the Code of Ethics. In 1976, the Statement of Professional Ethics 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.”

Additionally, the Handbook provides a policy statement regarding Affirmative Action and Employment Opportunity. Criteria for appointment and reappointment, evaluation and promotion can be found in the Collective Bargaining Agreement, articles IX, XI, and XII. Further, in accordance with the Collective Bargaining Agreement, the Director of Human Resources and Affirmative Action disseminates criteria and eligibility for promotion, evaluation, and appointment each Fall semester.

Evaluation. The Connecticut Community College’s Faculty Development and Review Plan (FDRP) states the rationale and purposes of the evaluation process (Doc. 5.7). The FDRP calls for an “ongoing comprehensive program of professional development and appraisal . . . to ensure continuous improvement of performance.”

The FDRP states that the “primary responsibility of the faculty is to provide instruction which will enhance student learning.” Furthermore, “faculty members are responsible for their own professional growth. The supervisor’s responsibility is to help provide an

atmosphere that encourages instructional excellence. . . .” Finally, the FDRP asserts, “effective and objective evaluation . . . will be accomplished by gathering and analyzing data by the instructor, students, and supervisors. . . .”

First-year and second-year full-time faculty members are evaluated the first semester of each of those years, and thereafter, every other year until tenure. The tenured faculty member is evaluated every three years thereafter in accordance with the Collective Bargaining Agreement (XI. 2). A list of faculty members to be evaluated must be published each year by October 1 of the academic year during which these evaluations are to occur. The evaluation is comprised of student ratings (conducted on a per semester basis), an instructional observation (consisting of a pre-conference, the observation, and a post-conference), self-appraisal, and an overall performance rating of “Satisfactory,” “Adequate, but needs improvement,” or “Unsatisfactory,” and a professional development plan. If a faculty member receives an “Adequate, but needs improvement” or “Unsatisfactory” evaluation, that faculty member in consultation with the supervisor develops an Improvement Plan.

Professional development and activities. The College provides funding for "substantial and equitable opportunities for professional development" from a variety of sources, including:

- 1) 4Cs: Contractually provided professional development funds, distributed according to guidelines set both by the union and an elected committee of faculty and professional staff and updated annually. These funds are available to all full-time faculty for payment of conference, seminar, course, or workshop fees, professional organization dues, and relevant journal and newsletter subscriptions. For the 2001-2002 academic year, faculty are limited to an initial \$750.00 each. Depending on disbursement, additional funds may be available.
- 2) Retraining funds for development of new skills and areas of expertise to assist in achieving the College's mission, also according to the 4Cs Contract.
- 3) “Community College System: requires and provides PC Core Competency training in commonly used computer applications” (Contract).
- 4) Center for Teaching Committee: distributed according to guidelines developed by CFT members. According to these guidelines, these funds must be used to "investigate the art and science of teaching" through synergy grants provided to faculty who work collaboratively to share their knowledge and teaching approaches, communicating within and across disciplinary boundaries; additional funds to attend professional conferences, seminars, and courses on teaching in their field; funds to provide speakers or material to create interdisciplinary learning experiences for both faculty and students.

In addition, CFT offers a series of workshops and other professional development opportunities on campus, free of charge, including new faculty orientation and mentoring programs, academic advising workshops, assessment workshops, informal discussion groups,

and instructional technology workshops. The recent addition of two Teaching/Learning Coordinators, funded by CFT, offers faculty the opportunity to receive additional guidance and support. This is a single position currently shared by two faculty.

5) Waiver of tuition and fees for any credit course at any Connecticut Community College is available.

Academic freedom. Article VI of the Collective Bargaining Agreement promises faculty academic freedom in research and publication, freedom in classroom discussion of subject matter, and freedom of expression as private citizens.

Appraisal

Overall: The faculty is well prepared and well qualified to fulfill the missions and goals of the College. Academic preparation and experience in the classroom and the various disciplines result in a faculty that brings both the knowledge and the skills necessary to provide a high-quality education for our students.

The challenges of rapid growth. The relocation to the new campus has posed a challenge for the College to anticipate and meet the growing demands of a rapidly growing student body for an increasing quantity and variety of course offerings. Thus, even though some full-time positions have been added since then, the ratio of full-time to part-time sections of courses still falls considerably short of the System's recommendation that no more than 35% of course offerings be taught by part-time instructors. In some departments, for example, as many as 60% of the courses are taught by adjuncts.

While part-time faculty are hired on a semester-to-semester basis, an arrangement supported by the professional staff contract, the use of the same employment criteria has had a positive effect in that many part-time faculty are asked to teach semester after semester in their specific area of expertise. In the past, the College has had no contractual obligation to rehire adjunct faculty, which has caused some concern about continuity of instruction. Recently negotiated contract language, however, calls for priority to be given to adjunct faculty with the most seniority, thus guaranteeing them at least one course a semester, subject to course availability. Legislative approval of this new contract is pending.

Hiring. The growth of enrollment and retirements of founding faculty have necessitated the hiring of many new faculty. Although faculty are actively involved in the search process and take this responsibility very seriously, there has been much discussion and debate in recent months about how their recommendations are weighed when the President makes the final appointment decisions. Technically, their role is an advisory one, with the President making the final hiring decisions, but faculty members feel their expertise in a given discipline and their sustained and careful attention to the pool of applicants should be engaged in a more collaborative and collegial way.

While 4 out of 34 faculty searches resulted in serious disagreements, as did 2 non-faculty searches, search committee members report that even in a successful search, the process is often difficult and cumbersome and sometimes contentious. This is particularly disturbing to them, because of the time and dedication this process requires. In fact, a new committee has been formed to revise the search process and make recommendations to the President. A draft document describing the search process is currently undergoing scrutiny.

In addition, the College has encountered problems recruiting highly qualified faculty (particularly, highly qualified minorities) because openings are at entry levels; the first-year instructor pay level is low for the high cost of living in Fairfield County. The College has advertised heavily in national publications directed to qualified minorities, and has sought to use informal networks to recruit candidates into applicant pools. A minority fellowship program, at the system level, seeks to mentor those applicants who are interested in careers in higher education. Active oversight of the search process by the affirmative action officer identifies goal candidates and requests that search committees interview them. Results of such efforts thus far are beginning to meet the goal of diversifying the ethnicity of the faculty, though the College is not yet at parity, as defined by the Commission on Human Rights and Opportunities.

According to survey results, racial balance has not yet been achieved. The teaching faculty remains predominantly white. However, a balance in gender has been reached since the previous self-study for accreditation.

Clarifying non-teaching responsibilities and workload. The non-teaching responsibilities of faculty are often a topic of concern. Because of past disagreements, administration, faculty and the union have stated that specific, measurable criteria for faculty's additional responsibilities are necessary. In fact, a peer review process has been established to help to set priorities for these additional responsibilities. This new process, as called for in the standard (5.8) helps to reappraise and adjust faculty workloads "as institutional conditions change." Recently, for example, faculty were asked to consider particular institutional needs, including reaccreditation, strategic planning, additional advising and tutoring, which both the Academic Dean and the Peer Committee had agreed were important priorities.

However, faculty have expressed concern about their ability to accomplish teaching and other responsibilities within the 35-hour work week specified by the Contract. Most reported that a 35-hour week was insufficient to meet all of the obligations successfully. As reflected in the survey, faculty perceive that they are overburdened with various duties, including committee assignments, advising student organizations, meetings, and other additional responsibilities.

Furthermore, closer examination reveals a disparity between the amount of hours stipulated by the Contract and the stated formula of 9 hours per week for each course taught. With a course load of 4 classes per semester, this equals 36 hours. In addition, faculty must provide an additional 9 hours per week for additional responsibilities and three hours for office hours. This adds up to a 48-hour work week.

Secretarial support. In addition, faculty must also perform clerical duties with inadequate or inconveniently located secretarial support. The recent focus on academic advising and on-line registration, while certainly important and supported by most of the faculty, requires yet another large time commitment to meet with students for intensive conferences as well as to navigate a new computer program. In addition, faculty members lack adequate support staff. As a whole, the faculty has no clerical staff, and the sciences presently lack a laboratory assistant. In an era of declining public support, it has been difficult to find the resources for such staffing.

Promotion, benefit, and grievance procedures. In the past, some faculty refused to apply for promotion because the anticipated increase in pay was so low and the number of slots available was so limited. Now, however, faculty who are eligible apply regularly. The promotion process also encourages ongoing assessment of and improvement of student learning, as it requires faculty to report on how they have “demonstrated competence and growth in [their] teaching,” to describe any “new instructional techniques or course offerings” they have implemented, and to explore how they have “maintained contact with their discipline and developed knowledge in their field.”

Furthermore, the merit awards described previously have encouraged faculty to participate actively in the College community and to improve their teaching, as they specifically call for “superior performance” and “excellence in teaching.” That salaries and benefits are adequate to retain faculty is evidenced by extremely low faculty turnover.

The Collective Bargaining Agreement includes a general description of grievance and its procedures “which may arise between a professional staff member, a group of the professional staff, or the union and the employer.” This description encompasses the scenarios as described in the Faculty Handbook. Faculty express awareness of both grievance policies and procedures and confidence in their ability to resolve conflicts.

Faculty Handbook. The Faculty Handbook contains most of the information needed by faculty. In most cases, this reference guide refers to additional resources that have more specified foci. As long as these guides are readily available, then the Faculty Handbook does not necessarily need to duplicate this material.

Evaluation. According to survey results, faculty reported positive outcomes of the FDRP. The trends in these outcomes are as follows: the FDRP allows for regular and ongoing faculty self-evaluation and assessment, input, reflection, and goal setting, thus resulting in improved teaching effectiveness and student learning. Furthermore, the FDRP is a comprehensive and thorough evaluation, and requires dialogue between evaluator and the faculty member being evaluated. These data are in keeping with the FDRP’s intended objectives, for example, offering an ongoing comprehensive program, allowing for faculty members to be responsible for their own professional growth, and requiring the supervisor’s responsibility to help provide an atmosphere that encourages instructional excellence.

Moreover, the FDRP provides a mechanism through which faculty improve courses and curricula. If a faculty member receives an “Adequate but needs improvement” or “Unsatisfactory” rating, the Improvement plan called for in the FDRP requires faculty, in consultation with their supervisors, to develop specific actions that will strengthen their teaching. Faculty members are also encouraged to meet with one of the Teaching and Learning Coordinators or make a request to the Academic Dean for additional guidance and support. Even those faculty members who receive “Satisfactory” ratings are called upon to consider areas of improvement, as the format of the FDRP asks that supervisors provide “specific suggestions concerning how instruction could be improved.”

However, faculty also reported negative outcomes of the FDRP. The trends are: the FDRP process is too time-consuming and burdensome, redundant and repetitive, involves too much paperwork, and awards only a “satisfactory” rating that does not connote “Instructional Excellence.” In particular, the self-appraisal and professional development plans are underdeveloped and often overlap. Although the FDRP may become a strong evaluative tool, data reveal consistent dissatisfaction with the process.

Professional development. The variety of opportunities for professional development is a strength of the program. Faculty have access to a number of programs through the Center for Teaching. In addition, an overwhelming majority of respondents to the survey of faculty felt that they had equal access to professional development funds. As the survey also indicates, a large percentage of the faculty participates in professional organizations in their discipline and almost all attend professional conferences. Many also write articles and books, present at conferences, take graduate courses, work as consultants or engage in other professional activities.

Despite recent increases in the funding available to each person, a weakness of the program continues to be the limited amount of funding available, which often does not cover the entire cost of a given activity. Roughly half of the respondents to the survey felt that professional development funds were not sufficient for their needs, while half also indicated they had been unable to take advantage of a particular professional development activity due to lack of funds. Similarly, faculty and staff must pay expenses out of their own pocket and wait for reimbursement, which can often serve as a deterrent to undertaking professional development.

Furthermore, as explored earlier, faculty’s perception of their workload may make them less willing to undertake professional development activities, viewing them as an extra. When asked whether or not they had sufficient time to continue professional growth within the 35-hour work week stipulated by their contract, only 6% responded that they always did, while 21% said they usually had enough time. However, 39% reported only sometimes having enough time for professional development. Thirty-one percent reported never having enough time for these activities. Therefore, approximately 70% of faculty believe they do not have enough time for as many of these activities as they would like. Clearly, as other survey results show, faculty members consistently participates in professional development activities but not at a level to their satisfaction.

Therefore, it is not surprising that the Center for Teaching activities and in-house computer workshops have struggled with low attendance, requiring CFT committee members to discontinue many school-wide activities, instead working to reach faculty one-on-one with the CFT-on-wheels program. Also, PC Core competency classes are generally offered in all day sessions, which are difficult, if not impossible, for faculty to attend, unless they cancel classes, which most are loath to do.

Similarly, when asked if they had sufficient time to participate in scholarship and research, 53% said they never did. Yet this is consistent with the mission of the community colleges, which emphasizes teaching over scholarship and research.

Academic freedom. According to the survey, the vast majority of faculty report that their academic freedom is both "foster[ed] and protect[ed]" by Housatonic administration and their department chairs.

Projection

Faculty credentials. Continuing to require that faculty hold advanced degrees and demonstrate experience in both their disciplines and the classroom will enable the College to maintain a highly qualified faculty. This in turn will contribute to the "learner-centered, supportive, and stimulating environment" for which the College mission calls.

Adjunct faculty. Part-timers provide additional cultural, academic, age, and ethnic diversity to the faculty. As the College continues its reliance on adjunct faculty, it is imperative that it continues to make an effort to recognize their contributions and encourage their participation in the College community. Furthermore, with increasing enrollment trends, the College must actively continue to advocate for full-time positions, the better to balance the ratio between full-time and part-time positions.

Hiring processes. Open discussion about faculty contributions to the search process must continue. In order to encourage ongoing faculty participation, faculty must be certain that their recommendations have been seriously considered. If, for example, a hiring decision conflicts with the committee's decision, committee members should have the opportunity to discuss this decision with the President or a designee. This will lead to a more collegial and collaborative hiring process. There is current disagreement about the search committee's role as advisory to the President in the selection of faculty, and the weight the committee's recommendations play in the final selection process. The mechanism for dealing with a difference of opinion between the President and the faculty search committee is not yet in place in the minds of the faculty. Fortunately, there is a faculty committee that has begun work to address these issues and recommend changes in the search committee process to the President.

In terms of diversity of the faculty, the College will continue to use Housatonic's Affirmative Action Plan as the foundation of future hiring practices. In recent months, faculty and staff

have been asked to share position announcements informally with personal contacts and adjuncts in order to help create a more diverse pool of applicants. The goal of diversifying the faculty must continue to be pursued creatively. Attracting qualified goal candidates by extensive advertising and personal contacts of faculty and staff will help to increase Housatonic's opportunities to hire candidates who reflect the diversity of the student body. In addition, the Diversity Committee has been working to collect names and create an e-mail network for diverse candidate outreach among the colleges.

Non-teaching responsibilities and workload. As the above illustrates, faculty and administration need to continue to engage in meaningful and ongoing dialogue about additional responsibilities and workload issues. The peer committee is a good vehicle for such dialogue. Members of this committee should communicate regularly with faculty, encouraging feedback and participation in setting priorities, and reporting periodically on the status of and guidelines for additional responsibilities. Moreover, hiring more full-time faculty would obviously provide more personnel to staff committees and complete other faculty obligations. The collective bargaining process will also need to continue to help to resolve this issue. Finally, given that faculty fulfill a myriad of competing roles, clerical support dedicated to their needs is essential.

Salaries and benefits will need to keep pace with the increase in cost of living in our service area. At present, however, opportunities for promotion and tenure as well as other benefits are sufficient to maintain a stable faculty.

Resources. The specific location of resources referred to but not covered in the Faculty Handbook including page numbers should be noted. Although this document is dynamic, page numbers would assist in its use. The current handbook is currently being provided to all new faculty members during orientation. Additionally, this guide has been revised and will be available to all faculty members as of January 2002.

Evaluation. The evaluation process needs some modification. One possibility for improvement might be to reexamine the establishment of evaluation procedures in collaboration with faculty and department chairs. Based on survey responses, rewriting the questions, lessening the time demanded of evaluator and faculty member evaluated and the amount of paperwork required, and revising the performance ratings to accurately reflect superior or outstanding teaching may be needed improvements. These revisions are issues to be pursued jointly between the professional bargaining unit and administration, and are active agenda items for the Academic Deans' Council at the System level.

Professional development. Thus, although College policies and procedures support and encourage professional development, there is still room for improvement. While the contractually provided funds from the 4Cs have supported the majority of professional development, it is obvious that this level of funding is insufficient to meet current and future needs. In addition, if current perceptions of workload continue, faculty may find it difficult to undertake professional development.

Academic freedom. In recent months, faculty have been discussing the role and definition of academic freedom in light of evolving policies, such as common course numbering and the development of master course outlines, which are part of System and external expectations. This discussion is expected to continue.

Standard Six

Student Services

Description

The mission of Student Services at Housatonic is to provide an environment conducive to helping students realize their full potential. The wide range of services supports, assists, and enriches the lives of students by broadening the educational experience beyond the classroom. Such services meet the needs of an increasingly diverse population. Described below are student support services currently available at Housatonic.

Admissions. The Admissions Office functions as the information center for the College by responding to mail requests, telephone inquiries, walk-ins (clients/customers) and the evaluation of student transfer credits. The services provided by this office are described in Standard Four.

Identification of learning needs. Placement testing of incoming students is an important function in the Connecticut Community-Technical College System because of the wide range of academic backgrounds among students. In 1992, Accuplacer computer-based placement tests were adopted throughout the System. Tests are adaptive and untimed, assuring an accurate indication of the students' true ability. The testing determines if the student's mathematics and English skills are at college level; if not, the testing results in a recommendation of appropriate developmental classes.

A specialized test for students whose first language is not English assists in placement of students in ESL courses. Test results are available electronically for use by advisors. With four hundred current students who have graduated from high schools outside the United States, and with the location of the College in an international port city, ESL is a growth area for the College.

Disabilities support. Housatonic continues to be proud of its disabilities support services. Historically, the College inaugurated a disabilities area well before the ADA. Disabilities Support Services includes services to students with medical, psychological, and learning disabilities, including Attention Deficit/Hyperactivity Disorder. Testing for learning disabilities is provided by referral to outside agencies. Students enter the disabilities support program by documentation of disability in order to request accommodations, including adaptive technology. Students may also see the Disabilities Services Coordinator for academic or personal counseling or for help in resolving disagreements with instructors regarding accommodations. This service is also a growth area for the College, with student numbers nearly doubling, to about 250 students, since the move to the new campus in 1997.

The campus is handicapped-accessible, with free parking, and up-to-date adaptive equipment.

Retention. The entire focus of Student Services is to enhance and enrich the educational process for all students. Other goals are to increase retention and graduation rates, to

improve the quality of campus life, and to assist students in their educational, professional, and personal development. Retention efforts, to improve graduation rates, were a focus of the fifth-year report of the College, submitted to the Commission in 1998. The efforts of the Retention Committee are described more fully in Standard Four.

In addition to ongoing efforts in the area of early intervention, Housatonic continues to gather data that will assist in providing enhanced services to students. Data from the 1999 graduate survey and exit interview (Doc. 6.1) provides information on graduate and transfer rates, full- or part-time status, employment, programs of study, and personal goals. All this data is then used to design enrichment programs to improve retention and graduation rates. A permanent retention committee was formed in 1998 to look at all institutional processes and practices that impact these rates.

One result was a position, Assistant Director of the Academic Support Center, which was redesigned to include responsibility for chairing the Retention Committee and coordinating advising in recognition of its importance in retention. The Assistant Director now tracks and assigns advisors to every student by program. The Retention Committee is a place where faculty and student services staff work together to monitor the success of various College programs to foster student success.

Advising. At Housatonic, all students are advised and must receive a “permit to register,” a requirement for commencing the registration process. Universal advising is a point of pride at the campus and sets Housatonic apart from its sister institutions in the Community-Technical College System. Program coordinators and other faculty advisors notify students of advising dates and times and hold both large group and individual advising sessions. A difficult transition to a new campus and a new administrative software platform, both in 1997, led to a temporary situation where students were not assigned advisors.

An Advising Task Force established in 1998 readily recognized the problem and further recognized that, in order for advising to be effective, other professional staff members from across the College needed to be involved. The Advising Task Force is an area where faculty and staff work together to assess student learning, student programs, and student success.

As a result of the task force’s recommendations, an advising center, currently under the supervision of the Academic Support Center, was established in 1998. Advisors were assigned to students. Where advising occurs for students (usually new or non-matriculated students) who do not have a current advisor, a new electronic “permit to register” has assisted in the regulation of prerequisites and the concentration of advising with a particular advisor. The electronic permit also helps to identify advising errors so that any misunderstandings are rectified appropriately.

Registration. Registration is an ongoing process, and students have a variety of ways in which they can register. The College accepts forms via mail, FAX, or Internet. Students on campus may 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.

Orientation. Orientation of new students involves welcoming students to the College, introducing them to available College resources, advising students about course selection and financial aid, guidance through registration, information about policies and procedures including expectations for students, review of the Student Handbook for basic information, and connecting students with various student clubs, in the hope that students will become involved in the life of the College. Connecting faces and places with services is an important part of the orientation. Orientation is also recognized as a retention tool. Emphasis on student responsibility and effort have become more important topics in orientation in recent years. A classroom outline for the Fall 2001 orientation is available in the team room (Doc. 6.2).

The need for an ongoing course in student orientation, as identified in the Strategic Plan, has been addressed by a new course, Academic Skills Development, offered for the first time through the Developmental Studies Department in Fall 2001. The syllabus is available in the team room (Doc. 6.3). Since several of the student services staff also teach the Academic Skills Development course, this is another area of collaboration in assessing student experiences and addressing student needs.

Special Services Program. The Special Services Program at Housatonic has been serving the needs of degree-seeking students identified as at risk for success in college either because they are “first generation” college students, or from low-income families, or are physically handicapped. This U.S. Department of Education TRIO Program has been hosted by the College for over 20 years, and is recognized as a model of success. The Program has helped hundreds of at-risk students achieve academic success while facilitating their personal and social development.

An integrated program of counseling, tutoring, and socialization, Special Services staff work one-on-one with students to supplement faculty advising. Staff and counselors offer an ongoing series of workshops, rap sessions, and cultural and social events. A basic skills learning center with professional resource specialists and student tutors provides tutoring five days a week for both day and evening students. Further information about Special Services is available in the team room (Doc. 6.4).

Counseling. The goal of the Counseling Center is to clarify and maintain the integrity of its role and to validate the impact of counseling on retention. A monthly data report, calculating the total number of students served for the month, helps determine the greatest areas of need and projects where those needs will shift.

Currently, Housatonic employs two full-time counselors, and one part-time counselor. The Director of Student Support Services supplements their efforts, as does the Student Life Coordinator during the summer, when student activities typically quiet down. Life adjustment counseling, academic advising, transfer advising, financial advice, and career development counseling are all provided on a limited basis. Referrals to community agencies are also made available to students who need extensive assistance. Students are informed

about Counseling Center services in orientation programs and through classroom visits and advertised programs designed to meet student needs.

Financial Aid. Housatonic makes every effort to assist students in financing their education. Among the colleges in the Community-Technical College System, Housatonic has the largest amount of financial aid offered to students. About 41% of current students receive some form of financial aid. Financial aid is made available to students based on financial need, availability of funds, and other aid the student may be receiving. Federal programs include Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, and Stafford and Perkins Loans. State programs include grants from Connecticut Aid for Public College Students and Connecticut Community College Grant Program, and a work-study program provided by the State of Connecticut. The Financial Aid Office is responsible for all decisions on awards of financial aid.

A list of current scholarships is maintained in the Counseling Center and is available for student use in the Career Resource Room. Students are provided assistance with applications as requested.

Some financial assistance to students is also available through the Housatonic Community College Foundation. Some of the Foundation's scholarships have been established for specific purposes and programs. A list of current Foundation scholarships is also available to students in the Career Resource Room.

The Women's Center was an established entity prior to 1992 at Housatonic; with the retirement of the director, the Center closed but was reestablished in the Fall of 1999, recognizing the persistent needs of students and the recommendations of faculty, the external community, and the College Senate. Space was allocated for a Women's Center located on the main floor of the building. The Center is next to a well-used entrance to the College and close to the Counseling Center and Health Services Office.

A volunteer committee of staff, students and community volunteers has staffed the center and implemented programming on a variety of issues, including domestic violence, women's health, breast cancer awareness, women and gun control, empowerment of women, and others. Collaboration with clubs such as the Gay/Straight Alliance and the Black Student Union has been fruitful and helpful. A list of programs offered by the Women's Center is available in the team room (Doc. 6.5).

Health Services. This area provides services including first aid, health maintenance, prevention counseling, and health and wellness programs. This is also the office that provides medical records for immunization verification, as required by the State of Connecticut. Recent programs include blood drives, breast cancer awareness, blood pressure screening, programs in HIV, STDs and hepatitis. Currently the office offers a series of workshops and discussions on male health issues, to address the needs of a growing number of men on campus. The Health Services Coordinator collaborates with the Women's Center on domestic violence prevention and other women-focused issues.

About half of the coordinator's time is spent on immunization compliance issues and record keeping; a quarter of the time is spent on first aid and individual health concerns; and the final quarter in College-wide programming. As a ten-month operation, the Office has no coverage or services in July or August.

Student activities complement the academic programs at Housatonic and enhance the overall educational experience of the students. Educational and culturally diverse activities are centrally important. Political forums, cultural festivals, diversity dinners, musical concerts, cabarets, and guest speakers, including the President [Clinton] of the United States, have all been hosted on campus in recent years.

The Student Senate sponsors a variety of activities. Student Senators receive credit towards their degree programs for their participation, as they learn about the school system, parliamentary procedure, and political systems. The Student Senate is also the governing body of the students and is responsible for regulating and dispersing activity funds. The Student Senate meets weekly and is responsible for overseeing student clubs and organizations and planning events for the student body.

Student Organizations. There are 20 student clubs supported by the Senate. The College is proud of the variety and diversity of organizations which include: the Association of Latin American Students, French Club, Black Student Union, Multi-Cultural Club, Literary Club, and Christian Studies Club. These clubs sponsor events and programs which provide a significant portion of the diversity initiation within the Housatonic community. A complete list of student clubs is available in the team room (Doc. 6.6).

Horizons, the student newspaper, maintains an effective forum for exchange of information and views on campus life, controversial ideas, and simple reporting of events for those on campus. *Horizons* introduces the contributing students to the best platform to express themselves while they refine their reporting and writing skills. Sample copies are available in the team room (Doc. 6.7). Faculty contribution to this paper adds an efficient way to maintain dialog with students.

Athletics at Housatonic were active in the earlier years of the life of the campus, but were suspended in 1996-97 because of limited financial resources. The Strategic Plan calls for the establishment of athletic programming; implementation is still in the planning stages, given the tightness of State and College budgets.

Other services. The Early Childhood Laboratory School functions as a laboratory for the Early Childhood Education Program as well as a service for students with young children. The operations of the Center and a brief description are included in the team room documents (Doc. 6.8).

Food services and bookstore services are available to the entire College community. These services are provided by outside contractors.

Student ethical conduct. Standards and procedures regarding proper conduct are included in the Housatonic Student Handbook and Planner in Appendices I and II. The policy on student discipline, established by the System Board of Trustees, is included in the Student Handbook as well. Housatonic's expectations regarding student behavior reflect the belief that students are entitled to an atmosphere on campus that is conducive to learning, and that students must be responsible for their own behavior. Violations of student rights are dealt with through the grievance procedure, also detailed in the Handbook. A review of these expectations and procedures is part of new student orientation, when all new students are given a Handbook.

Staff qualifications. All staff meet the standards of the Community-Technical Colleges for their job functions and titles. A master's degree in an appropriate area is required for counselors, and all counselors are appropriately trained and reviewed for performance in accordance with the Collective Bargaining Contract.

Student records. The College is fully compliant with FERPA regulations on student records, including their confidentiality and release. Electronic storage of information has become the norm, with student access to their records now available through an on-line student system with password protection.

Appraisal

Staffing. Both the Admissions and Student Services Offices are staffed by experienced professionals, dedicated to giving students quality service. However, providing the needed services continues to be a challenge due to staff shortages and inadequate budget allocations, both at the local and State levels. In particular, Admissions is currently responsible for the processing of applications for all new, readmit, international, and transfer students utilizing Banner software, which is not a user-friendly system.

With limited funds for additional staffing, it is difficult to keep up with the demands of increasing enrollment, serving students' needs, and providing adequate and reasonable customer service without experiencing "burnout." Quality services become virtually impossible when the demands become greater than the supply. The Student Services area of the campus, recognized as an important part of the student's experience here, has continued to deliver services in the face of growing student demands, decreases in staff, and funding levels.

For example, according to the American Counseling Association, counselor-student ratio should be 250 to 1. As of September 1999, the national average was 561 to 1. Housatonic counselors, who also do academic advising and extensive programming, have a student load of approximately 1,500 to 1. However, supervision of both Admissions and Student Services by the Dean of Students Affairs has increased the opportunities for collaborative efforts and the pooling of resources.

In addition, the growing number of foreign students and changing immigration laws have created a need for a director or advisor of foreign students. Students have expressed a desire for early intervention, career development counseling, and job placement services for

graduation preparation. Current needs for staff also include career counseling and placement specialists, admissions support, Women's Center supervisor/coordinator, and fitness staff. A level institutional budget and unclear budget outlook at the State level have impaired services in this vital portion of the College.

The Women's Center has remained viable through grant support for programming. Staffing is still on a volunteer basis. Without at least a part-time director, all organizational tasks fall on the committee members who are doing their part with the hope that the College will eventually take over staffing and funding.

The Women's Center should also be seen as a recruitment and retention tool for a campus where the population is 65% female. The Center should be appropriately staffed and supported. There is need for at least a permanent part-time coordinator to stabilize hours and offer consistency of services.

Additional staffing as well as the 'ability to benefit' considerations in disabilities must be addressed. Students with disabilities require accommodations and have a great potential to impact retention and graduation rates. Naugatuck Valley Community College, a sister institution in nearby Waterbury, has three professional staff to accommodate approximately 400 students with specialized services. By comparison, Housatonic has one professional who accommodates 250 students.

Placement testing. Part of the budget concerns includes the budgeting for placement tests that have not been budgeted for separately. An on-line version of Accuplacer, now available, requires institutional decision, technical support, and updated computers for testing.

Academic advising. Although the Early Warning System at Housatonic is an excellent vehicle to obtain information on student progress, Housatonic must address the need for early intervention at the initial stage of a student's College career. Modifications to the registration and intake procedures for new students at Housatonic are under consideration, specifically to assist in assessing the goals of the student; meeting the health services needs of an increasing student population; programming in crisis intervention; and the availability of student services during evenings and on weekends.

The Strategic Plan at Housatonic indicates an intent to develop an athletics program; a survey was conducted to determine student interest, and is available in the workroom (Doc. 6.9). A fitness coordinator must be in place for any activity to result in this area.

Security of records. As Banner becomes more widely used in the System, the integrity of student record security will continue to be a high priority for the implementation team. Effectiveness of information accessibility for advisors and others will be greatly improved. The College will continue to offer the extensive training needed by staff and faculty to use the Banner system effectively and appropriately, and will continue to communicate with students about their access and use of the system.

Student Senate. Throughout the past few years, the Student Senate has had difficulty understanding and fulfilling its role at Housatonic Community College. Internal conflict continues to be a problem, and the lack of leadership from the staff responsible in overseeing the Student Senate has hindered its success as a governing body.

Currently, the Student Senate has begun to restructure its procedures and reevaluate its role in the College community. The current officers are working on documentation to assist clubs and organizations in the consistency of their operations. In particular, the establishment of fair, consistent budgets for clubs is a high priority.

Institutional effectiveness. Assessment of out-of-class student learning outcomes is progressing. At the current time, student services staff are in the process of designing an assessment tool that can be used by the division to gather data leading to a more precise evaluation method. A copy of this tool is available in the team room (Doc. 6.10). Graduation surveys are also in place, as is an exit evaluation from students in the new Academic Skills Development course, which will be used for assessing, monitoring, and evaluating Student Support Services. Finally, a student services program review protocol is in development at the System-wide Council of Deans of Students.

Projection

Housatonic is an institution whose rapid growth, as evidenced by tremendous increases in enrollment over the last five years, has produced unique needs and challenges. Some of the challenges are:

- The need for increased staff and resources in the Student Services area
- The need for the creation of more precise methods of evaluation of student co-curricular needs and success of current programs
- The increased demands on the offices of Admissions and Institutional Research
- The increased need for financial aid to support the education of HCC students
- The need for a full-service academic advising center
- The need for continued training of staff in the Banner System
- The continuing need for increased collaboration between faculty and Student Services staff.

HCC has begun to address these challenges by recreating a Dean of Students position, under which Admissions, Health Services, Counseling, Student Life, Special Services, and Academic Support Center all function. This facilitates coordination of services and the pooling of resources for maximum effectiveness and delivering of services to students.

The Admissions Office will also be collaborating with Outreach Services, particularly the offices of Institutional Research and Marketing & Public Affairs, to address issues of image and campus safety and recruitment strategies in secondary market areas. Special recruitment tools and strategies (pamphlets and videos) are also in development to attract the College's growing number of traditional aged students, seeking to transfer to four-year colleges.

The Counseling and the Academic Support Centers will continue working with faculty to address advisement issues as the College moves towards the development of a full-service academic advisement center.

Although the food service facility is adequate, the quality of the food prepared would be greatly improved by expanding the menu to more healthy choices and moving away from the fast food style. This also includes the use of vending machines. Machines that include healthy sandwiches, fruit, and dairy products are welcomed additions and accommodate evening and weekend students. Eventually, as Housatonic expands into the adjacent building, a satellite dining facility, perhaps with a salad and soup bar, would better suit the needs of the College.

Emphasis on student leadership development and growing leadership sophistication of the Student Senate will continue in the hope that students at large will feel that their voices are heard and their reasonable needs are met. A Student Life Coordinator was hired at the end of the 2000-2001 Academic Year. This position had been vacant for nearly a year. The Coordinator plays a crucial role in advising the Student Senate. This Coordinator has begun to work with faculty advisors to help the Senate with problems it is currently experiencing. This faculty resource will greatly enhance the effectiveness of the Student Senate as a governing body and educate them on proper governing procedures.

The Coordinator has implemented several policies to greatly enhance the effectiveness of the Student Senate and its programming throughout the HCC Community such as:

- A Student Life philosophy
- An Event Assessment tool for clubs & Student Senate
- Leadership training for senators
- The enforcement of strict procedures and policy guidelines which the Senate & clubs must follow
- Designing and presenting programs, including fitness and wellness, that benefit large numbers of students
- Following State budget policies more closely to avoid auditing questions.

The introduction of a new parliamentarian in the fall of 2001 has also had a positive impact on the Student Senate.

The student newspaper staff will more actively pursue the invitation to the College's Administrative Team to utilize the venue of *Horizons* more often to communicate with the student body. In the fall of 2001, under the leadership of a new advisor, *Horizons* began publishing articles which address this goal.

Standard Seven

Library and Information Resources

Description

The Library fulfills the College's Mission Statement by making Library and media services readily available to students, faculty, staff, and the community in an atmosphere that is conducive to learning. The budget allows for the acquisition of diversified and varied resources which are made available by competent staff who train visitors to the Library on the usage of the facility and its resources. The Library Mission Statement is available in the team room (Doc. 7.1).

The Library is open and professionally staffed about 3,000 hours per year (72 hours per week during the Spring and Fall semesters). The primary goal of the eight full-time and two part-time professional staff is to assist and instruct students and faculty with their academic work. The Library serves approximately 4,000 students, faculty, staff, and community borrowers.

Acquisitions. The "Library Materials Selection Policy" adopted in 1978 by The Board of Trustees for Community-Technical Colleges is the legally mandated document that guides Housatonic's Library selection policies (Doc. 7.2). The Library attempts to ensure the quality of materials purchased by consulting with faculty and by reading reviews in appropriate journals. These materials are examined carefully for their usefulness to a community college audience and for their conformity to the diverse course and program offerings taught at the College. Materials on controversial issues and minority interests are selected with care to ensure that more than one side of an issue is explored. It should be noted that the Library has had a staff member serve on the Curriculum Committee for the past 20 years in order to keep current on new disciplines and changing curricular trends.

Library staff works with faculty to determine that the Library collections and services are relevant to curricula and research needs, and monitor and improve upon the quality of collections and services. Faculty submit requests for purchase of library materials. The Library notifies them when materials are received and makes provisions to catalog and process these new arrivals very quickly if they are needed immediately. Since the faculty rated the quality of library materials as the weakest aspect of the Library, Library staff have tried approaching faculty to let them know that there are funds available to request materials. Library staff have also used emails to remind faculty of this approach. Faculty all have access to on-line library catalogs from their own offices, and the Library has sent email to everyone notifying them of how they can search for specific information about the collection.

Books requested by students, faculty, and support staff are also purchased if related to the mission of the College. The Library attempts to provide current copies of heavily used textbooks for selected courses as well as to purchase materials which supplement the curriculum. Books are purchased following the Library's Collection Development Policy (Doc. 7.3).

At this College, the Library has the responsibility of providing the campus with audio-visual materials handled through the Media Services section. Purchases are made using the same selection policies and standards as are used for print materials.

In addition to materials that focus on the curriculum, the Library also provides resources that support the intellectual and cultural development of the students and faculty. An example is the videotape collection of almost 3,800 titles. This collection contains materials covering or supplementing the College curriculum as well as materials that treat cultural areas in general.

The Library staff is responsible for purchasing, processing, and providing the resources described here to the College community.

Holdings/access to information. The Library holdings include 35,000 books, subscriptions to 230 journals in paper or microfiche formats, back issues of another 130 serial titles, 3,800 videotapes and DVDs, thousands of microfilm and microfiche, 300 filmstrips and hundreds of other Media Services materials. Subscriptions to more than fifteen on-line databases, twelve of which are full-text, also provide electronic access to many thousands of other periodicals. The Library added more than 1,750 new items to this collection in the 2000 fiscal year. Yet by the above count, the Library barely qualifies as adequate by the Association of College and Research Libraries' (ACRL's) standard for the minimum sized collection for a college with between 1,000 and 3,000 FTEs (Doc. 7.4).

To supplement its own holdings, the Housatonic Library participates in an active inter-library loan service. All students can make use of this service at no charge. The Library is a member of the OCLC Network, with its ties to 16,000+ libraries worldwide, and has all its materials listed on their computers. In 2000, 118 books were borrowed from other libraries; 425 books were loaned to other libraries.

Among the full-text online databases currently available through the Library are eight Gale Resources for Colleges databases, including InfoTrac OneFile, Business & Company Resource Center, Health & Wellness Resource Center, ABI/Inform Global, Expanded Academic ASAP, General Reference Center Gold, the Professional Collection, and the Spanish language database Informe. The Library also subscribes electronically to Ethnic Newswatch, Statistical Universe, The Hartford *Courant* newspaper, Literature Resource Center and Lexis-Nexis. There are eight computer workstations set aside for accessing these databases. More than a dozen of these databases are accessible to students, faculty and staff via the Internet from home, from faculty and staff offices, and from the College computer labs available to students. Menus at all electronic magazine workstations are uniform for ease of use.

Recently, the Library has been receiving monthly reports from commercial vendors of on-line databases. This includes the ICONN databases, from the Virtual Library of Connecticut. These reports allow Library personnel to determine the exact usage of the different databases, make usage comparisons among them, and decide if a particular database is economically worthwhile to the students and faculty.

The Library has five workstations equipped to access the Internet via the Housatonic Library Web Page. The Library Web Page (<http://www.hcc.commnet.edu/library/index.html>), designed and maintained by the Library staff, provides many different links to resources for students and staff as well as the opportunity for users to ask and receive answers to reference questions via e-mail. There are also two CD-ROM workstations.

The Library Web Page is configured to link to the Bridgeport Public Library's catalog. The Bridgeport Public Library shares the same city block with the College and is the largest public Library in Connecticut. The Page also has links to the catalogs of the four Connecticut State universities as well as a link to the ReQuest Network, which provides access to the collective catalogs of more than 300 Connecticut public and academic libraries.

Media Services. Media Services makes available the wide variety of media equipment the College owns. This department also maintains and repairs equipment and materials, and instructs professors in their use. Media Services also downlinks and sets up viewing facilities for one satellite program, on average, in a normal week, during the Fall and Spring semesters.

By Connecticut State statutes, basic cable television services are required to be provided to every college in the State. Ever since the move to the new campus five years ago, the College has been without basic television cable service. This service was lost with the move to the new building because the cable company had not laid cable in the College's area of Bridgeport. Initial estimates by the cable provider for laying the cable were approximately \$30 thousand, to be borne entirely by the College. This cost was unacceptable to the College. The College partially compensated for this loss by securing access to satellite television channels.

However, in Fall 2001, the local cable provider finally connected the Library with two of their networks, at no cost to the College. One network now provides basic television channels, a service that is immediately useful for students and faculty. Secondly, the cable provider linked us to a second network called INET, a service that could permit the College eventually to supply locally generated programming from HCC, and transmit to other surrounding educational institutions. Making this work will require both new equipment and additional staff.

Staff. The Library staff meets ACRL requirements with regard to qualifications, since all but one professional staff member have the required Master of Library Science degree, and that person has a Master's degree in Instructional Media and Technology.

Facilities. All Library services are conveniently located, since the Library is situated in the approximate center of the College, on the first floor. It occupies a space of about 16,000 square feet, an increase of approximately 5,000 square feet since the move to the new campus five years ago.

As a patron enters the Library, the Circulation Desk is immediately accessible. Newspapers and reserve materials are available at this location. Computer workstations for staff and

student workers, complete with Internet capability, are also in this area. There are three coin-operated copy machines adjacent to the Circulation Desk and the Library entrance.

New to the Library in this building are three group-study rooms with tables that seat up to six people. All study rooms have clocks and blackboards. Over ninety individual study carrels are provided in several configurations. In addition, there is seating for 40 students around tables, 14 seats inside the group study rooms, seats at more than a dozen public computer workstations, and 12 seats in the audio-visual viewing room. Total public seating in the Library is more than 180.

The Reference Desk is located close to the six on-line OPAC computers and quite close to the main circulation Desk. The general circulating collection is housed on well-lit, unencumbered double stacks and creates a division between the study area and the electronic information/Media Services section.

A viewing room equipped with a number of combination VCR/televisions is available for watching and/or listening to educational media materials. There are also microform machines for viewing or printing. Each Library staff member has a computer, and there are six additional workstations set aside for staff or student workers' use.

The atmosphere in the Library is conducive to learning and serious study. The Library is divided into sections that are well marked with excellent signage. The placement of the book stacks, study carrels, computers, Media Services, reading areas and support service areas allow a spacious feeling to the Library. Large south-facing windows overlooking the courtyard provide natural lighting, with vertical blinds used to adjust the light.

Overall, the Library is very quiet. The carpeting helps to mute the subtle noises. Lighting is both concealed fluorescent and pendant fixtures. A variety of the College Museum's artwork is displayed throughout the Library. In the magazine area, there are six tables with four chairs to each table in the center. This arrangement offers an excellent reading area. The Library works hard at providing an atmosphere that encourages study.

Accessibility. Policies on access and usage of Library and information resources are clearly stated in several convenient, one-page lists and are readily available to all students at all times. The lists cover circulation and the Internet, and all are available at the main Library desk. In addition, one of these lists is given to each student when a Library card is issued, and another is given to students at each orientation/instructional session. Availability and dissemination of these policies are extensive and adequate; copies of the policies are available in the team room (Doc. 7.5).

The Library is committed to accessibility of information for all. The Library Web Page in particular is accessible to users who need special access. Housatonic's Library is the only one of the twelve community colleges to have a web site in compliance with the World Wide Web Consortium's Web Accessibility Initiative. Blind and visually impaired students are also accommodated with speech and large print access tools to on-line databases and other areas of the Internet, as well as with a print-magnifier. Other hardware and software for the

vision-impaired is located in the Academic Support Center, adjacent to the Library. Training for blind and visually impaired students is provided on three computers there, as time permits, by a mathematics professor who uses this technology regularly and who is committed to keeping the software current.

Access for students needing wheelchairs is accommodated in compliance with ADA standards. The text on all computer workstations in the Library itself can be enlarged for those who are visually impaired through the use of the accessibility options now present on all machines running Windows.

Off-campus students use the main campus Library. Off-campus classes are offered only at Jonathan Law High School in Milford, a distance of six and a half miles from the College. Students taking courses in Milford can make use of the College Library for their needs. Interstate 95 runs right through Milford. The College's location, less than a minute away from two major highways (including Interstate 95), makes access from off campus very convenient.

Library instruction and reference assistance. Library staff and faculty work collaboratively to help students develop appropriate information literacy skills and insure active use of the library by students and faculty in connection with class-work. Before each orientation/instructional session for students, librarians discuss with faculty what faculty wishes their classes to learn. There is also a follow-up discussion with the faculty member, to assess if the instructions are helpful. Tests are administered to all students and the results are collected and graded and returned to the faculty. The reference librarians annually do more than one hundred such sessions.

Library staff makes presentations to all English 101 sections, where it is mandatory, and other classes upon request. These classes include a lecture/multi-media presentation on the use of Library resources and services, a visit to the Library, and assignment of an exercise that tests the student's knowledge of basic research methods. The test is completed in the Library with staff guidance, is corrected, and returned to the instructor. Students are given an accompanying informational package which consists of handouts detailing Library resources and how best to use them for research; copies of handouts are available in the team room (Doc. 7.6).

The purpose of these classes is twofold--to give students an introduction to the Library so that they will feel comfortable with going to the Library, and to equip them with some basic research skills that will allow them to take full advantage of the Library's diverse resources.

In addition to formal instruction, the Library offers a reference service for students, staff, and faculty. During all hours of operation at least one professional librarian is on duty to answer questions and provide assistance. It should be noted that the Library staff recognizes that students benefit most from one-on-one instruction. The librarians take a proactive stance in this regard by working to ensure that someone coming to the Library is asked if he or she is finding what is being sought. The reference department has also recently developed a 24-hour electronic mail reference service accessible from the Library Web Page.

Security. Security for Library materials is provided by having all users enter and exit the Library only through the main door, where users have to pass between security gates, or exit through the always-locked Media Services workroom. The security gate and the locked doors into the Media Services area insure that the collection remains in the Library unless it is properly checked out. All books and videotapes have security strips in them to prevent their unauthorized removal. Access to borrowing from the collection requires a Library card.

Effectiveness. The Library regularly performs a number of different evaluations for adequacy and use of resources. There is an annual assessment of graduating students and their Library experiences (Doc. 7.7).

Keeping accurate records of Library usage statistics has always been an important function; they date back to 35 years ago when the Library first opened. These statistics allow staff to see what major formats are being used, how heavily they are used, and any change in usage (Doc. 7.8).

Appraisal

Effectiveness. Assessment of the Library was undertaken in part by taking several surveys of faculty, staff and students to learn about usage of Library resources and satisfaction levels. These surveys were conducted in various ways: electronically using a touch-screen computerized survey, the traditional paper survey, and a week-long intensive “walk-around survey” by Library staff to learn about the variety and number of resources used by students. The use of electronic databases was not counted in the usage statistics. Although the Library is well known for the quality of its staff and services, there are areas that will require ongoing efforts to improve.

Graduates of the College are surveyed each year about their level of satisfaction with Library resources and services. Out of 102 responses to the 1999 survey, 95% of the respondents were satisfied or very satisfied in all categories with Library services (Doc. 7.7). This result is a real testament to the dedication and hard work of the staff.

Use of the Library by students has increased markedly since the move to the new campus. To illustrate, the Library often has more than 4,000 visitors each week. During the week in which a survey was conducted to determine actual Library usage, the count was over 4,370 people as compared to 1,750 on the former campus (Doc. 7.9).

A Fall 2000 survey of Library users discovered that satisfaction with individual and group study areas ranked second and fourth out of 17 possible choices (Doc. 7.10). In a similar survey, faculty rated the atmosphere of the Library second in satisfaction, second only to their satisfaction with Library staff (Doc. 7.11).

Furthermore, it is clear from the faculty survey comments that the College community enjoys the convenience and layout of the Library Web Page. Remote access via the Web Page is expanding to an increasing number of Library services. In December 2000, the Library

automation system moved from a system mainframe onto a server run by the Endeavor Company. This server allows, for the first time, all twelve community college libraries to share the same network and share access to materials. Ultimately, students will have greater flexibility in accessing electronic information remotely including the availability of materials on reserve.

Library systems impact. Endeavor permits the host Library the opportunity to perform many new operations that are exciting to the staff and which increase Library service, but that have involved a steep learning curve for staff. The Library's systems administrator especially has had to learn a vast amount of configuration details so that the new system will function properly. Formerly, an outside vendor, Bibliomation Inc., performed many tasks that now must be performed in-house, creating a large increase in workload. Bibliomation Inc. did almost 95% of the behind-the-scenes work to make the Library automation system function. They ran all reports, tested all new software, planned and oversaw all changes to the system. Library staff did very little of this work. Since the move to the Endeavor system the Library staff's tasks now include configuring, maintaining, updating the system and creating and running reports. The downside of this has been a great deal of extra work for the Library staff. The upside is that the Endeavor System will save the Community-Technical College System hundreds of thousands of dollars, as well as give a more flexible automation system.

Maintaining circulation records has become more efficient by making excellent use of the students' College-issued "Banner" ID. A sticker with a barcode is added to the ID card, thus turning it into a Library card and simplifying record keeping tasks for Library staff and providing immediate access to the Library for students.

Media Services. Media Services has seen an explosive growth in the number of equipment requests by faculty in the last several years. During Spring 1999, this department handled fewer than 300 equipment requests. In Spring 2000, the number of requests increased to just under 800 items. The addition of newer, more sophisticated hardware such as digital cameras, laptop computers and portable projectors has contributed to increased demands. This usage growth is over and above the daily use of this type of equipment housed permanently in classrooms. Data on Media Services use is available in the team room (Doc. 7.12).

Availability and access. Even though not all of Housatonic's students are satisfied with the number of hours the Library is open, it is instructive to note that the Library is open more hours during the academic semester than any of the eleven sister community colleges, except for one. And there are always professional librarians present whenever the Library is open.

It is encouraging to note that more students and staff have been requesting music CDs to replace the now obsolete record collection. In addition, separate surveys of students and faculty indicated that 38% of students and 14% of faculty and staff responding reported that they have access to a DVD player at home. DVDs and music CDs are now part of the Library's circulating collection.

The Library Web Page is easily accessible to users who need special access. It has become clear from student, faculty and staff comments that access to large print and speech output on computers for visually impaired users needs to be provided within the Library itself.

Bibliographic instruction. Library instruction outcomes are assessed through the Library exercise that is assigned and completed in the Library at the end of each class. Instructional librarians and professors often meet before and after class to determine if objectives are being met. Librarians respond to suggestions from instructors and changes in reference sources by continually retooling and updating their presentation content. Reference, like other facets of the Library, responds to technological changes. For example, the e-mail reference service mentioned above. In the Fall 2000 survey, "Library instruction/tours" was rated the third highest of 18 categories by the faculty (Doc. 7.11).

Resources for scholarly support provide teaching faculty with materials that assist them in teaching courses at the two-year level. This is the aim, but analysis of the Fall 2000 Teaching Faculty Survey indicates that Library materials for faculty/staff rated the poorest of 18 possible choices in level of satisfaction. The second lowest-rated satisfaction level by faculty and staff was the selection of materials for student use (See above reference Doc. 7.11).

Circulation. Despite these weaknesses, annual Library circulation statistics since 1988 reveal an overall upward increase in the use of books borrowed from the Library. In-Library use of reserve materials is at its highest point ever and the number of videotapes circulated is almost at an all-time high. The number of books borrowed decreased in 2000 by 4.5% from the year before, after increasing each year since 1996 (Doc. 7.13).

An analysis of the number of magazine articles Housatonic borrows from other libraries (as distinct from books) indicates a precipitous decline over the last five years, from an average of 100 articles per year, down to just nine articles last year. Increased student and staff use of full-text on-line databases has accounted for this decline. It should also be noted that more students indicated that they are either "dissatisfied" or "very dissatisfied" with inter-library loan service than any other service rated (Doc. 7.10).

Allocation of space, budget and staff. Space in the Library is fully utilized with no room for expansion. The increased number of students already necessitates an increase in space for, among other things, more workstations, storage for more videotape/DVD/music CDs, additional study rooms, a Library instruction laboratory, an archives area, staff offices and the Media Services area.

There is some concern about budget allocations for the Library. Financial support provided by the College over the last four years is as follows:

| YEAR | PERSONNEL COSTS | ALL OTHER FUNDS | TOTAL LIBRARY EXPENDITURES |
|------|-----------------|-----------------|----------------------------|
| 1997 | 271,995 | 84,164 | 356,159 |
| 1998 | 279,208 | 167,211 | 446,419 |
| 1999 | 324,422 | 153,036 | 477,458 |
| 2000 | 358,150 | 139,885 | 498,035 |
| 2001 | 438,601 | 140,992 | 579,592 |

Total Library expenditures as a percentage of the College's total budget are as follows:

| | |
|------|------|
| 1997 | 3.1% |
| 1998 | 3.6% |
| 1999 | 3.5% |
| 2000 | 3.1% |
| 2001 | 3.5% |

Total Library expenditures, as a percent of the College's total budget, has averaged about 3.5%, far short of the recommendations of the "Standards for Community, Junior, and Technical College Learning Resource Programs" as adopted by the Association of College and Research Libraries (1994). This document states that a college's total percentage of expenditures for the "Learning Resources Budget" should fall between 6% ("minimum") and 9% ("excellent") (Doc. 7.4).

Another concern that has occurred in fiscal year 2001 was that 60% of the Library's non-personnel budget was not released for spending until seven months after the beginning of the fiscal year. This Library was the only Library out of the twelve Connecticut Community-Technical Colleges that had this limitation imposed. Having such a large portion of the budget unavailable has had a major negative impact on Library staff. Tasks that were normally completed over ten months had to be finished in just three months. This budget constraint also made it difficult to respond to faculty requests for materials to support their classes in a timely manner. This budget issue was resolved for fiscal year 2002.

The current Housatonic Library staff of eight is not sufficient in meeting ACRL standards and requirements with respect to staffing levels. There are eight full-time and three part-time staff members (each working an average of fourteen hours per week), a total of nine and one-fifth staff. Housatonic's FTE student level is 1,884. The following ACRL table from the 1994 "Community College Standard" compares staff requirements for a single-campus to what actually exists.

Library service with an FTE number of 1,000-2,999 vs. actual numbers:

| | <u>Required</u> | <u>Actual</u> |
|---------------------------------------|-----------------|---------------|
| Total | 10-18 | 9.2 |
| Administrators | 1 | 1 |
| Professional | 3-5 | 6.2 |
| Technical | 3-6 | 2 |
| Other (Secretaries, Clerks, Aides) | 3-6 | 0 |

There is the requirement of additional staff when the enrollment is 50% greater than the FTE count. At Housatonic, the Fall 2000 enrollment total was 3,912, 103% greater than the FTE (Doc. 7.4).

There is a need for additional professional staff, which must include full-time support staff (aids, clerks, secretaries), especially in the area of the Circulation Desk. The College Library presently has no trained support staff. Eight student workers assist in this area. The staffing requirements of the ACRL shown above exclude student labor assistants.

The Library staff is concerned about maintaining excellent level of service with the steep learning curve and increased workload associated with the new Endeavor System. Mastering the software to implement current and new services will require more training for the present staff and additional staff to properly run the Circulation Desk.

Although Library resources are varied and plentiful, there is little planning for their maintenance. Aging and damaged books and videos need to be repaired or replaced on a regular basis. This matter needs to be addressed.

Although there are three coin-operated copier machines with dollar bill changers, the photocopiers had the lowest level of satisfaction of all areas reported on by students in the Fall survey. Twenty-two percent of the respondents found this equipment as “unsatisfactory” or “very unsatisfactory” (Doc. 7.10). These machines take a considerable beating--they are the only copying machines available to students on the entire campus.

Although surveys have indicated some weak areas, the staff is encouraged by the results that indicate that Library services and resources are varied and appreciated. More regular assessment needs to be done.

Projection

Acquisitions. The Library will become proactive about seeking input from faculty and staff regarding the selection of materials to be purchased. Both hardcopy and electronic communication methods will be used to ask for this input. Meetings with departments and individual faculty members will also be held. Additional dollars will be requested from the College for purchasing materials that supplement current and new programs. In order to facilitate these purchases, the College should create and implement a policy that allows for the use of an institutional credit card so that materials can be procured on-line.

The Library will examine more closely the reason why the number of books borrowed decreased by 4% in 2000 to determine if this statistic is indicative of a downward trend resulting from a move to a greater use of electronic information.

Library staff will continue to work with the Academic Dean to secure increased funding and will continue to search for grant-based funding. An additional \$5,000 was added to the book budget for 2001-2002. Book money was also freed up when the State of Connecticut assumed payment of many electronic databases (ICONN) that the Library had been paying for previously. These funds are being used to purchase more library materials requested by faculty.

Holdings/access to information. The Library will develop better methods of informing faculty and students about new materials, equipment, facilities and services available for their use. Lists of materials organized by discipline for faculty will be made available on the Library's Web Page, and updates will be sent out by e-mail. Larger, more attractive display racks will be purchased. If staffing permits, a Library newsletter might be instituted to further publicize these updates and available services. Faculty, staff and students would learn more about the opportunity to request materials for purchase by the Library if that information were publicized regularly. One way to accomplish this might be to put the purchase information in a column in the College newspaper.

To achieve better communication with students, it is recommended that a box be appropriately positioned to allow students to request materials and to permit Library staff to post notes indicating the receipt of requested items. It is expected that students will have e-mail accounts. When that occurs, e-mail will be another vehicle of communication to further publicize current Library information.

Staff will explore methods for the faster delivery of inter-library loans and investigate alternatives to using the U.S. mail for shipping and receiving these materials.

Staff. The Library will request a full-time position and will search for a candidate who is thoroughly acquainted with the Endeavor Circulation System. The number of professional staff must be increased beyond this single position, and the Library must hire support staff including secretarial assistance and aides to work in circulation.

Facilities. The lack of basic cable television access has been remedied by the connection to basic cable service from the area's local cable service provider. The Media Services area has added a "head-end" system for simultaneous distribution of video signals throughout the College.

New resources cannot be properly housed and implemented without the required space. Space for additional computer workstations, including space for Internet workstations is another example of the Library's critical need for space. The Library staff will work to insure that the Library is afforded more space as the College moves toward acquiring the Sears Building.

The Library will attempt to facilitate students' problems with the photocopy machines by surveying and talking with those who use the equipment and contacting the company that provides these machines to resolve the problem.

Accessibility. Since the College is converting to a new form of photo ID for students, the Library will work with the data processing department to ensure that the barcode can continue to be added onto the new ID. The Library has recently adopted a policy where students who have already registered for HCC Library cards can borrow materials when they forget their Library cards, simply by presenting their driver's licenses.

Library instruction and reference assistance. The ultimate goal of the Library Instruction Program is to ensure that students develop the research skills necessary to succeed in College. While Library staff reaches most of the student population with the present schedule, the staff would like to do more. It is evident that some students are not learning how to use the catalog, reference collection, databases, etc. Therefore, the Library foresees an expansion of Library instruction, possibly as part of the new Academic Skills Development classes that began in the Fall 2001 semester. Another option would be to offer several classes at different times during the semester that students could attend on a voluntary "need to know" basis.

Effectiveness. Finally, assessment efforts that have begun in earnest will continue on a regular basis. Any assessment process is dynamic. Therefore, careful consideration of their effectiveness will be given to the planning and execution of these efforts. The Library staff has made a distinctive effort to be helpful to students and staff. The Library has succeeded to a high degree, and the College faculty and staff clearly recognize these efforts. The students also recognize that efforts to help them have been successful. It is heartening to see that the staff's hard work has been rewarded by positive feedback during assessment. The Library will continue to maintain a leadership position in providing excellent service to all members of the College community.

Technology. Recognizing that the Commission would expect more from the College in meeting technology standards in the future, the self-study committee for this standard surveyed all academic departments and selected other relevant departments about uses of technology, primarily in the classroom. The results of this survey are included in a team room document (7.14).

Standard Eight Physical Resources

Introduction. Of all the many changes that Housatonic has undergone since the last NEASC visit, the move to the new campus, on January 27, 1997, is the most obvious. This new campus, a totally renovated and reconfigured shopping mall, contains approximately 184,000 gross square feet on two floors, spanning three wings. A description of the planning process for this building is available in the team room (Doc. 8.1). The Housatonic Museum of Art, an integral part of the College's teaching mission, was built into the design of the campus. The description, appraisal, and projection of the Museum is included at the end of this standard.

Description

The campus is located at the junction of major highways, Interstate 95 and Connecticut routes 8 and 25, providing superb commuting access. The College has the use of a 1300-car garage immediately adjacent to the building. The garage is owned and operated by the Connecticut Department of Public Works, which also provides security personnel. This garage was renovated for campus use, and the College is at present the sole tenant.

Technology plan. One of the important decisions in the design of the building was the investment in a state-of-the-art data distribution system. The design created a data infrastructure that would service the College from the day it opened as well as into the future as far as possible. The design resulted in a high quality, flexible system to accommodate growth in the number of users, technology changes, and academic programs as yet unforeseen.

An advanced network backbone is designed to ensure that users have access to all computer resources by connecting desktop computers and peripherals to centralized servers. This connectivity is accomplished by installing data jacks at all locations where telephones are located. All workstations are provided with Category 5e connections, and each location is connected to the Data Center through patch panels in local data closets. These panels provide the ability to change the wire pathway by changing to another open data jack.

The data closets are connected back to the services in the Data Center by fiber optic cable, allowing for the maximum data transmission at the highest available speed. Present specifications for computers are in place, with a cascading replacement system, whereby instructional computer classrooms receive the newest equipment, and other, older equipment is relocated to less demanding users.

The technology plan also provides necessary replacement of hardware, internal components, and software in administrative and academic offices, in order to maintain requirements of future versions of Banner.

Laboratories and instructional spaces. The five science laboratories were each constructed with unique configurations of bench space, utilities, and storage requested by faculty in that

discipline. Twenty-eight classrooms, a 90-seat lecture hall with a demonstration bench and overhead projection system, computer labs and classrooms, art studios receiving northern light, were all designed to support the educational mission of the College. A maintenance and painting program supports the effort to keep the campus looking as close to new as possible.

Several classrooms have ceiling-mounted high intensity projectors, allowing teaching options through a variety of electronic inputs. Computer competency in the core curriculum has created demand for greater connectivity in general classrooms.

Support areas. Student counseling services are now provided with private offices, a career resources workroom, a common reception area, and storage. Faculty offices are created to a unified set of standards, with department chairs and program coordinators provided with private offices, and each faculty member with a computer on the desktop. College administrators have offices that include space for support staff, storage, and small meeting space either in, or adjacent to, offices.

Security. The shopping mall that is now the College's campus was struggling to survive when the State took over the property. The general image of the downtown area was unsafe, and the parking garage was notorious for its crime rate. One of the major design considerations in the new campus was that it must create a sense of safety and security for staff, students, and the public.

The Office of Public Safety is located in full view of the atrium, the major reception area in the College. Windows look out into the atrium to ensure a public presence of security staff. Another office is located at a second entrance to the College, near the Early Childhood Laboratory School, to assure patrons at this entrance proper security. A closed circuit television system, with over fifty cameras, is located throughout the campus.

Three VCRs provide tape back-up to this system. Twenty-five "blue light" emergency intercom stations throughout the building and on the grounds ensure quick response to emergencies. The Security Office has voice contact with callers accessing these stations. Ten locations in the College are equipped with hard-wired holdup/panic alarms, with a push button that sounds an alarm at the panel in the Security Office. All security personnel carry two-way radios programmed to the College's licensed frequency. Extended hours for public safety staff have reassured the campus community of their personal safety.

In addition, the College also makes available to full-time employees a personal alarm device. These wireless devices can send an alarm to a computer system in the Security Office. This system stores information about individual employees and indicates a location of the alarm, for rapid response to emergencies. A student escort patrol supplements security staff in the evening hours.

The Public Safety Office provides the campus with its safety report, which is available to all who request it. Students are provided with the federal legislation that requires safety reporting, the "Jean Clery Disclosure of Campus Security Policy and Campus Crime Statistic

Act” at new student orientation each semester. A copy of the campus crime report is available in the team room (Doc. 8.2).

All incident reports on campus are reviewed; if they fit within the definitions of the Uniform Crime Reporting Handbook, they are included in the safety report and analysis.

Safety. World events and a new statewide focus on safety and emergency procedures have all helped the College to focus more clearly on its safety. Copies of recent campus communications and documents from Fall 2001 are available in the team room to show progress made on various issues such as evacuation plans and signage (Doc. 8.3).

Inventory control. The warehouse/receiving function of the College was transferred to the Facilities Division in January 1998. The position of building superintendent was created and assigned the responsibility for inventory control. Capital equipment, map collections, videos and collectibles of the Library, artwork, expendable warehouse supplies and other minor equipment of the College are accounted for by the superintendent. The facilities coordinator collects changes in the values of such items from individuals responsible for each of the areas and completes a form that is filed with the State Comptroller’s Office each year.

Off-campus facilities are described in Standard Four.

Accessibility. The campus is fully compliant with ADA regulations for physical facilities. Further details are discussed in Standards Six and Seven.

Appraisal

The campus. The current campus was constructed on a “design-build” process, without benefit of a master plan. The building also did not benefit from the application of System standards for classroom size or assignable square feet per student. Spectacular growth was also not considered, though the final building plan did include architectural plans for a 20% expansion if needed.

Almost from the time the building opened, the campus identified a need for more classrooms, faculty, and other facilities to support its mission. Renovations of currently available space for classrooms and offices, as detailed in the team room (Doc. 8.4), scheduling of courses on weekends and in Winter intercession, and relocation of various offices have accommodated needs, but have also taken over any available opportunity space for further campus and program developments. Especially short-changed in these reallocations of space have been Business and Industry Services and Continuing Education.

In anticipation of the College’s acquisition of a new campus addition, an adjacent building currently owned by the State, the College began a master planning process. The educational plan effort, performed by Rickes Associates of Boston, assessed current campus facilities usage and design. The study also includes an information technology plan and projection, as well as meetings, surveys, and other forms of input from faculty, staff, students, and administrators campus-wide. The complete report is available in the team room (Doc. 8.5). This report and plan will form the basis of a request through various channels for acquisition

and renovation of the adjacent site, currently referred to as the Sears Building, its identity in its earlier usage.

Technology. So good was the initial architecture of the technology that it served the College without substantial change or investment for most of the first four years of operation at the new site. In that interval, the College has more than tripled the number of connected devices available on campus.

Within the past year, the original technology plan was put to good use when the slowest part of the backbone, the switches controlling data flow in local closets, was replaced with new equipment allowing for ten times the speed of connectivity. This change will allow a large number of users to connect with the System Data Center in order to use Banner while maintaining good working speed. This level of connectivity is especially important during periods of heavy Banner use, including registration.

The campus computing system was state-of-the-art when the campus opened its doors in 1997. Given the rate of change in technology, the effort to keep current for instructional and administrative needs has been ongoing. A mere four years after the arrival at the new campus, the College is replacing computers in computer labs and classrooms. Administrative computers are being updated to be Banner-compliant.

Security. A good measure of the effectiveness of the security efforts at Housatonic is apparent in the maintenance of reportable crime rates. Given the tremendous growth of the campus since 1997, crime rates have remained low and constant, despite the increase in open hours, in students, and in guest traffic.

In order to anticipate any security risks, the College recently added a certified Police Officer to supervise the second shift with arrest and detain powers. The renewal of the statewide contract for guard services included multiple levels of guards with increasing levels of training. The College has opted to provide a higher level of contract guard services to supervise contract guards on site. Better levels of communication with the contractor and to the staff on site have enabled State officers to concentrate more on supervision and coordination of security.

Recent training for designated personnel on threat assessment and workplace violence prevention, and the activation of the campus threat assessment team are witnesses of campus preparation for security emergencies.

Inventory. Internal auditors from the State review all aspects of fiscal control. The most recent audit cited the need for a perpetual inventory of common warehouse items, which the College will seek to implement.

Accessibility of the building is excellent. But classrooms need to be made computer accessible. In particular, screen magnification and screen reader software need to be networked to allow visually impaired and deaf students to participate fully in computer courses. Although these accommodations are available in the Academic Support Center,

there are no similar accommodations in classrooms. A review of the building's accessibility is part of the Office of Civil Rights ten-year compliance review, scheduled for March 14-15, 2002, which will be available in the team room (Doc. 8.6).

Projection

Facility and planning. The acquisition of new space is still some years away, given the rate of State processes that are involved in such an acquisition. Given competition for space in the current campus, off-campus and distance learning options will be explored, as part of the strategic planning process for the next strategic plan. With the College reputation growing in the service region, off-campus and other arrangements would both alleviate space demands and continue growth. Support services for off-site and distance education programs must be provided to insure success.

The efforts to acquire the adjacent expansion site will continue, backed by the campus Master Plan and Information Technology Plan. In the interim, between the present and the future when the building will be available for occupancy, regular assessment of space needs will occur. Funding for renovations and rental of other facilities will continue to be considered, even as resources become increasingly scarce from State sources.

While plans for expanded facilities proceed, the College will certainly continue to work hard to ensure the excellent appearance of the current facility, which will become increasingly difficult as traffic through the campus expands, and as more full-time students enroll on campus and therefore stay on campus longer.

Technology. It is difficult to keep pace with the changes in technology, given the pace of change and the cost of equipment. Expanding computer facilities, wireless technology, and current student personal equipment will be part of the plans for any further changes in the technology. Investigating outside funding for technology and equipment are important issues for the College to pursue.

Security. The Office of Public Safety will continue to be at the forefront of any further changes in hours of operation, increases in student headcount and programs, and future facilities. The continued emphasis on safety will be included in the design of any new campus, as it is obvious that campus success in security and safety are part of the current design. Any further campus changes will not be allowed to introduce chances for untoward incidents that would compromise the reputation for safety that has been so hard to establish.

Inventory. Two important changes will impact inventory control. First, the fixed asset module of the Banner System will be implemented. A new base line inventory of equipment and tag numbers has been assigned to an independent accounting firm. Capital equipment inventory will therefore reflect the new base line and will be current.

Second, new GASBI 34 and 35 accounting standards are being introduced as standard practice in all State agencies, which will result in overall supervision of inventory being assigned to the Business Office. This accounting standards change may also have an impact on replacement funds for capital equipment.

In any case, the College will comply with the audit findings on common warehouse items.

Accessibility will continue to be a campus goal, in order to support the growing numbers of students and staff who arrive with accommodation requirements. Computer classrooms must be made accessible to visually impaired and deaf students by installing the proper screen reader and screen magnification software on the network.

Housatonic Museum of Art

Description

Mission. The mission statement for the Housatonic Museum of Art is available in the team room (Doc. 8.7). Founded in 1967, the Museum has one of the largest permanent collections of any two-year college in the country and is an integral part of the teaching mission of the College.

The College sees the Museum as a vital part of its outreach to the community, with thousands of visitors each year who visit the Museum first, and then see the College that surrounds it. The College Foundation supports the Museum with special funding for some exhibits, such as the Ansel Adams exhibit of Winter 2001, which displayed 75 photographs never displayed before on the east coast; the Foundation hosted a major fund-raising gala to open the exhibit. Framing, transportation, and some other funds are supplied through the generosity of the Foundation.

Resources and services. The Museum publishes invitations, catalogues, and brochures that contain informative essays about the works, written by the Museum Director or leading scholars or artists in the field.

By bringing in a variety of writers, speakers and artists, gallery programs augment more traditional studio and art history classes, as well as offering interdisciplinary topics related to current exhibitions. For example: *Ancient Forests - City Trees* provided not only an opportunity to meet the artist and discuss painting and collage techniques, but the subject itself, the destruction of ancient forests, created opportunities to discuss ecosystems, biology and conservation with a leading specialist in the field, Sierra Club author Robert Leverett. This interdisciplinary approach allows dialogue between programs that may otherwise seem unrelated.

The Museum offers films, lectures, and demonstrations bringing in art conservators, curators, historians, authors, poets, performance artists and photographers. Some speakers of note include photographer and author Philip Trager, novelist and CNN reporter Christine Negroni, master printer Jim Reed, art historian and author Kim Sichel, and author, filmmaker and critic, Michael Rush.

The Museum and the collection create an atmosphere that is especially conducive to learning providing opportunities for quiet contemplation and reflection.

Financial support. The Museum receives a portion of its funding through the College, approximately \$15,000 for the maintenance, care, and conservation of the collection as well as to support changing gallery exhibitions. In addition, the director of the Museum pursues outside funding through local, State and federal grant programs, direct mail campaigns, direct cash donations and in-kind donations of such services as printing. Recently, funding was received through the federal government (Heritage Preservation Program) to conduct a conservation assessment survey to determine which works were in critical need of repair and to generate an initial report that would support the development of a conservation plan and provide written support to pursue outside funding.

The Museum has established limited, though on-going, partnerships with other museums such as the Aldrich Museum in Ridgefield, Yale University, and Sacred Heart University, and developed limited, but on-going, program partnerships with area schools such as Housatonic's own Early Childhood Learning Laboratory School and Luis Munoz Marin Elementary School. For example, educational outreach funding was received from People's Bank in support of a unique partnership with the Aldrich Museum, Luis Munoz Marin Elementary School in Bridgeport and the Museum to create a Peer Docent Program.

Security. The public galleries have four security monitors, two in each gallery. The Security Office does not actively monitor the screens. Access to the Director's Office is monitored for those the Director has allocated permission. Unauthorized entry into storage has been noted to the Security Office on those occasions that entry has been obvious.

Staffing. The director performs all duties. The director develops all exhibitions, coordinates printing of all materials, develops all subsequent public relations, programming, installation, de-installation, packing and shipping. In addition, she develops funding proposals that are submitted to the Development Office for official submission to funding sources. Student help is provided by the College but requires heavy supervision.

Policies. The director developed a policy governing the collection over one year ago. The policy is based on standards in the field and guidelines as established by the American Association of Museums. The proposed policy based on standards within the museum community, as written by the Museum Director, is undergoing revision by the Administrative Team.

Appraisal

Collections maintenance. Many of the works of art are in need of general cleaning; others have been, over the years, framed with inferior materials at the expense of the art itself. Many works are damaged by acidic mats and now are in need of paper conservation. Several important oil paintings have been damaged due to extremes in temperatures.

Housing. The storage facility itself is inadequate to house the number of works currently in the collection, and the collection continues to grow. The current director has applied to several sources for funding (\$30,000) to upgrade the storage area and improve space management. Additional racks and shelving units are needed to safely store and utilize the

collection. Many works currently on display throughout the building have been assessed for damage and need to be returned to storage until conservation treatment can be obtained.

Security. The overall provision of security for this important resource is not yet adequate. The conservator's report documents concerns (Doc. 8.8). The collection, valued at almost nine million dollars, is extremely vulnerable, and the security concern could be easily remedied.

Staffing. The number of staff is being reviewed, with consideration both to the needs of the museum as a museum, and the appropriate balance between museum needs and the other staffing needs of the College.

No scholarly support is provided.

Effectiveness. A preliminary assessment of the educational effectiveness of the art collection was conducted by three sociology classes in Fall 2001. Results are available in the team room (Doc. 8.9).

Projection

Overall support for the Museum, and the appropriate balance between institutional and external funding must be resolved so that the Museum can continue its operations in secure knowledge that its needs will be met. The balance between the Museum, and the College that surrounds it, with competing viewpoints and needs for resources, will continue to be a discussion item for the College and the Museum. The College will engage in a discussion of the importance and funding of the Museum as part of its regular operations.

An adequate storage facility is of paramount importance if the College is going to effectively care for this asset. The funding sources for restoration and maintenance must be identified and applied to the collection.

The College currently has only one trained museum professional on staff, the museum director. It may be appropriate for the museum to have peer review evaluations, especially by peers from community colleges with museums. The museum director has already initiated this process by applying for the Conservation Assessment Program.

Standard Nine Financial Resources

Introduction. Prior to 1997, the College used a variety of State and internal (community college) financial software programs. Since 1997 the College has operated on SCT's Banner Financial Software (BFS). The following SCT's BFS modules have been implemented: General Ledger, Purchasing, Accounts Payable, Accounts Receivable, Budget, and Payroll. The actual payroll checks are issued from the Treasurer's Office of the State of Connecticut using the Statewide MSA computer software package. The payroll information is fed to the SCT Banner Payroll System and then into the SCT Banner General Ledger System. Also, since 1997 other non-financial SCT Banner software modules were instituted such as the Student, Personnel and Financial Aid Modules. Although these modules are not SCT Banner Finance Software Modules per se, they do directly feed the various Banner Finance Modules' databases.

With the implementation of the BFS, the state Community-Technical College System, including Housatonic, has operated on the single fund concept. Prior to this, the College had three major funds: the tuition fund which represented all tuition and fees paid by students for academic services; the extension fund which included all Continuing Education, Community Services, summer school, and Business and Industry courses; and the auxiliary services fund which encompassed all miscellaneous revenue centers (cafeteria, daycare, etc.). Grant funds are managed under this same one-fund concept but are administered on an individual basis. In addition, General Funds (appropriated State funding) are used exclusively to pay salary costs, and Capital Bond Funds (also State appropriated funding) are used for equipment and special projects.

The College also maintains two local funds (Student Activity and Institutional Welfare) through a personal computer-based software package. The Student Activity Funds are used to finance Student Senate events and are funded by a fee assessed to all General Tuition students. The Institutional Welfare Fund is used for funds deposited by third party institutions to pay for student awards. Both of these local funds have agency check writing capability.

All fiscal service functions including financial reporting, audit, budgets, and cash management are under the direct supervision of the Business Manager. The Business Manager reports directly to the Dean of Administration, who is a member of the College's Administrative Team. This group coordinates a participatory process through which the College community develops revenue and expenditure budgets for the College on an annual basis.

Description

Financial stability. With the relocation to the new campus in the Winter of 1997, the College has increased its cash and fund balance to a favorable position through increased enrollment and cash management practices. The Administrative Team has the authority/ability to reallocate these funds as necessary to address any financial situation that

may develop. Currently, Housatonic is interested in acquiring a new building of approximately 150,000 square feet adjacent to our campus. The current fund balance is being restricted for the initiation of a campus master plan to include this new structure and will be used for mitigating any shortfall in funding from the State Bond Commission for renovation and equipment. Plans are currently evolving to use the fund balance for renovations to the present site, including more office space and a complete overhaul of the Performing Arts Center.

Spending plan. By special legislation from the State of Connecticut, each institution of higher education can collect and disburse a portion of funds that are generated by that institution. The tuition and fee rates are established by the Board of Trustees of the Community-Technical College System. All records for these services--the collection of funds and the disbursement of funds--are contained within the BFS.

The Administrative Team, through a participatory process which involves the College community, establishes both revenue and expenditure budgets on an annual basis. These budgets reflect the allocation of resources that the Administrative Team believes will adequately fund the mission and strategic plan of the College. The budgets are reviewed by the Chancellor's Office and combined with the other eleven community colleges to comprise a System-wide budget for the Board of Trustees to review and submit to the State of Connecticut. Surplus funding, funds remaining after all expenses are paid, reverts to the College's fund balance that continues the long-term financial viability of the College and insures its continued development.

Budget process. The Administrative Team establishes guidelines for both revenue and expenditure budgets on an annual basis. Their guidelines are based on anticipated State appropriations, tuition, fees and other operating services' revenue for the upcoming year.

In preparing the revenue operating budget the Administrative Team solicits information from all revenue-generating areas pertaining to future anticipated revenue. The Business Office supplies historical information on past revenue generation. From this input the anticipated revenue operating budget for the next fiscal year is compiled.

Once the anticipated revenue operating budget is prepared, all federal- and State-mandated matching programs and statutory waiver costs are deducted. This establishes a minimum "base line" expenditure budget. This remaining anticipated dollar value is then deemed "undistributed" and is available for disbursement to the College in general.

Each dean solicits expenditure budgetary requests from line directors, managers and department chairs for allocation of these "undistributed" funds. These supervising personnel obtain input from their constituents regarding requests/needs of their affected areas. These requests could be in the form of expanding or initiating new academic programs, enrollment/marketing initiatives, equipment and daily operational expense requests, etc.

Of particular importance in the budget process beginning with fiscal year 2002 was the incorporation of the Strategic Plan elements into the budget. Each division indicated how its

expense requests related to the achievement of the Strategic Plan. These requests are discussed with the supervising personnel where they are evaluated and prioritized and then forwarded to the respective dean. Each dean reviews, evaluates, and prioritizes these requests for presentation to the Administrative Team. The Administrative Team convenes to discuss all requests, prioritize them in light of the goals of the College as stated in the Strategic Plan, and then allocates funding up to the amount of the “undistributed” funds.

After the beginning of the fiscal year, the Administrative Team reviews the budget and expenditure issues on a monthly basis (based on expenditure reports from the BFS). Reallocation of funds or an increase in allocations for specific areas can occur by a decision of the Administrative Team as a result of many factors: an increase in anticipated revenues related to enrollment increases, cost saving measures, delayed completion dates of funded special projects, etc.

State appropriated (General) funds are used explicitly for payroll/salary expenses. These budgets are prepared by the Dean of Administration and the Business Manager for positions approved by the Administrative Team. Budgeting for capital projects and equipment is performed by the Administrative Team based on the College’s needs and special State bonded allocations. These are considered restricted funds and may be used only for specific projects or items.

All grant programs (federal, State, private) have budgets prepared on an annual basis by the respective grant program coordinator. After the budgets have been approved by the respective divisional dean, they are forwarded to the Business Office. The budgets are monitored by the Business Office for compliance, and budget to actual printouts on both revenue and expenditures are forwarded to the program coordinators on a monthly basis from the BFS.

Financial management and reporting. The BFS has allowed the Business Office to provide expenditure financial reports to the Administrative Team on a monthly basis. These reports outline all financial transactions by budgeted line item for all cost centers of the College. Copies of these reports are distributed to all cost centers by their respective deans. These documents allow the directors, managers, and department chairpersons to compare their year-to-date expenditure activity to their approved budgets on a fiscal year basis. It also makes available a timely tool which can be used to project any shortfall or surplus in a department’s annual budget in order for the College to take proper and timely action.

Fundraising efforts. As a State entity, Housatonic does not actively conduct fund-raising efforts. The task of fundraising for the College has been assumed by the Housatonic Community College Foundation. A copy of the Foundation's mission statement, along with an independent auditor’s report and accompanying financial statements as well as a copy of the Foundation's annual report, are available in the team room (Doc. 9.1). The substantial accomplishments of the Foundation in support of the College, especially in recent years, are also detailed in that document.

Audits. As a State of Connecticut institution, Housatonic is audited on a fiscal year basis (July 1 to June 30) by the Division of Auditors of Public Accounts (Doc. 9.2). These auditors are employees of the State reporting directly to the legislative branch of government and are charged with the task of insuring all State funds are spent in accordance with the Connecticut State Statutes as outlined in the State Accounting Manual and GAAP standards. Their recent audits are on file in the Business Office of Housatonic and are reviewed by the institution's Administrative Team. Auditor's recommendations are addressed by this group, and action is taken to implement corrective measures as quickly as possible.

The Housatonic Foundation is also audited by independent auditors on an annual basis. These audits are forwarded to the State Auditors of Public Accounts. The Foundation's Board of Trustees takes action on any of their independent auditor's recommendations.

Appraisal

Currently, Housatonic is a financially viable and stable entity. With the College's current enrollment and cash management practices, sufficient funds are obtained each year to meet not only its current educational objectives but also to provide ample reserves to address any expansion, financial emergencies, or unforeseen circumstances in the near future. The College is also in a position to ensure the viability of future institutional needs and ensure continued progress in maintaining and increasing the quality of educational programs.

Over the past several years, with the College relocating to a new campus and with the huge increase in enrollment, the traditional model for budgeting on an annual basis no longer functioned as well as it did in a more static environment. The traditional method of preparing annual budgets with minimum flexibility no longer meets the needs of a rapidly growing entity. As a result, the College has moved toward a greater level of participation in budget development.

New/expanding budgeting preparation timeframes allow more discussion within departments and divisions in order to establish more realistic revenue and expenditure budgets. These increased timeframes for discussion of annual budgets will also eliminate difficulties caused by the Chancellor's Office or State Budget Offices changing budget input requirements/timeframe as occurred in fiscal year 2001, resulting in budgets being established at the same level as fiscal year 2000 with no input by anyone except the Administrative Team.

Furthermore, quarterly review (eventually monthly review) of both revenue and expenditure budgets allows the College greater latitude/flexibility to address fluctuating semester trends. This action ensures the College maintains a satisfactory fund balance as well as provides an informative guide for the Administrative Team to formulate decisions on reappropriating operating budgets to respond to unforeseen strategic needs of the College. Also, individual departmental needs can be addressed in a more responsive timeframe.

In a non-flexible/traditional budget model, the College could not proactively address these areas of need. Departments had to operate within their assigned budgets; only the Administrative Team could re-appropriate funds. In the eyes of the respective departments

the resulting budget traditionally was presented as a *fait accompli*. Departments would submit budget requests to their respective deans but were never informed as to how/why decisions were made at the Administrative Team level that resulted in their final annual budget. Traditionally, finalized budgets are presented to the community once a year, usually in late Spring at a community meeting. Recently the College has been faced with reductions in state funding levels due to a down turn in the economy. The College has been able to minimize those reductions by using fund balance reserves, which in effect has held the individual departmental budgets harmless.

Projection

With the increase in budget awareness by all levels of employees, this communication regarding budgets and how the College is financially managing its resources must be increased. The lack of communication and shared information tended to foster an atmosphere of apathy and mistrust. By using a more informed approach to budgeting, combined with a systematic review of revenues and expenditures, the problem of communication concerning financial information will be overcome.

Although not fully utilized at this time, the BFS provides information on year-to-date revenues. This information, as with the expenditure information, is on an actual-to-budgeted format. When fully utilized, it will allow the Administrative Team to react and take appropriate action in a more timely manner to increase/decrease the College's expenditure budget to be in alignment with anticipated resources.

As the College becomes more familiar with the BFS and its corresponding printouts, the reaction time for financial decision making will lessen. This lessened reaction time will enable the Administrative Team to address the needs of the College and change the traditional annual budgeting process from its current rigidity to one with more flexibility. This flexibility will allow the College to address trends in the marketplace and still allow for a strong financial platform within its fund balance to build for future long-term endeavors. This flexibility will also allow the College to develop a more fair budgeting process, which will more equitably distribute the resources of the College among its various components/divisions as needs of the College change.

The College is still in the process of developing a budget process that is timely for input and response, fair to all concerned, and open for discussion with awareness of the budget situation by all. At this time the focus, timeliness, effectiveness and trustworthiness of budget information are still open issues. This area, the somewhat "hidden life" of the institution, will continue to need attention as the College community and the State of Connecticut continue to respond to demands for increased service and enrollment with flat or declining budget appropriations.

Standard Ten Public Disclosure

Description

At the time of our last report, major publications and news releases were handled through a Director of Public Information and Marketing. This position reported directly to the President and was also responsible for all materials produced by outside vendors. Since our last Self-Study Report, the College has undergone significant restructuring and growth in this area. This is evident in the number of positions now dedicated to the Outreach Services area, from one full-time to two full-time and one part-time employee directly dedicated to Public Information. Furthermore, the location of this function, in direct supervision by the Dean of Outreach Services, who is supported by a full-time administrative assistant, clearly emphasizes the importance of public information to the College.

The College discloses information to the public in a variety of ways, including publications, advertising, the Internet and coverage in the local media. The coordination of the College's marketing, advertising, and publications is centralized under the Dean of Outreach Services, who is charged with the planning and implementation of the College's public information and marketing, a Public Relations Associate/Media, who is responsible for external media relations, internal communications, and advertising, and a Public Relations Associate/Publications who is responsible for the design and production of all internal and external publications.

In 1999, the College developed a comprehensive Strategic Plan that provides a framework for ongoing marketing activities. The marketing and outreach section of the Strategic Plan includes a description of a central marketing infrastructure that provides public relations, advertising, and support for all College initiatives; a plan to enhance Housatonic's public image and broaden its visibility; marketing initiatives to increase student recruitment and student retention; and a plan to intensify internal and external communication marketing opportunities. The Plan includes specific objectives to achieve these goals, the names of the individuals responsible for each objective, a time frame to complete projects, and the expected outcomes. The College stresses the message of affordability, quality, scheduling flexibility, transfer possibilities, accessibility, and student support services. Individuals in Outreach Services evaluate the effectiveness of current marketing strategies and recommend changes in strategies and their implementation as needed.

The College consistently strives to present clear and accurate information about itself. For example, the College Catalog, published annually, is a comprehensive document of current and accurate information that is subject to intensive review. Students and the community get appropriate, pertinent, and relevant information to aid them in making informed decisions about their education and future. The Catalog sets the tone for all publications and other forms of communication, all of which are written in keeping with the College's mission. The College is as thorough as possible in disseminating all this information in the Catalog and other appropriate publications. Many of these publications are also available on the College's web site, www.hcc.commnet.edu.

Included in these various publications are references to or entire texts of:

- Mission Statement;
- Objectives and educational outcomes;
- Admissions requirements, procedures, policies;
- Financial Aid information;
- Transfer of credit information;
- Student fees, tuition, and refund policies;
- Rules regarding student conduct;
- Attendance and withdrawal regulations;
- The Housatonic Foundation Annual Report;
- Listing of academic programs, courses offered and other educational opportunities;
- Academic policies and procedures; and
- Requirements for degrees and other forms of academic recognition (Doc. 10.1).

The College Catalog lists current full-time faculty, professional, and administrative staff, various advisory board members and Trustees. Listings include degrees held and institutions attended. It also includes a part-time adjunct faculty list, as well as a list of the College's clerical and technical staff. The Catalog, like other public documents at the College, is thoroughly reviewed prior to publication. Before any course material gets published and distributed to the public, Outreach Services circulates proofs to appropriate academic administrators. They are then responsible for reviewing this material with individual program coordinators to identify any inaccuracies. The College may list courses that eventually are canceled due to unanticipated low enrollment.

The College makes readily available a description of the size and characteristics of the student body as well as a description of the campus settings and learning and physical resources. All of this information as well as a listing of co-curricular and non-academic opportunities is available in the College Catalog, Student Handbook, and a range of brochures produced by individual departments. Admissions and Outreach Services respond to requests for literature in a timely manner. Co-curricular and non-academic opportunities and activities are also publicized in the student newspaper, *Horizons*, and the Housatonic Newsletter, published electronically each month aimed primarily at employees. The institution is responsive to all reasonable requests for information. Copies of the College's most recent audited financial statements are available in the Business Office.

The College's statement about its accredited status is accurately worded and published in the College Catalog and other pertinent publications. The Office of the Dean of Outreach Services analyzes publications for accuracy, focus, and content. Subcommittees of that group review specific publications periodically. Personnel from appropriate areas proofread all publications for content and accuracy.

Appraisal

The College has made great strides in the appearance, information content, and marketing effectiveness of its publications and advertising. The use of the Housatonic Museum's

artwork for major publications has enhanced the visual qualities of all publications, and has given publications a premier quality. Course schedules, a major marketing tool for credit coursework, are particularly improved.

Since the last self-study, Housatonic has become significantly more proactive in its approach to marketing and publications. Effective mechanisms have now been put in place to help avoid a reactive approach, and to promote long-range planning and on-going assessment. Efforts are centralized under a Dean of Outreach Services, allowing for consistency in strategic planning, and short-term as well as long-range planning.

The College's Strategic Plan serves as a framework for initiatives in this area. The Office of Public Relations requests input from employees outside the marketing and recruitment areas. This Office is currently analyzing the College's advertising plan as well as its course schedule. Using performance measures such as surveys, focus groups, and reply card return rates, the College will be able to evaluate the effectiveness of marketing efforts as well as make modifications to improve these efforts.

Current tracking mechanisms in marketing now enable the College to pinpoint what is successful in generating new leads. For example, the Admissions Office is now able to track leads from ads in the local area newspapers through the use of names collected in marketing surveys by the Office of Public Relations. Resources in the area are now reallocated to achieve the greatest results based upon this research.

Housatonic's service area has three major daily newspapers, weekly newspapers and several radio and television stations. The College is proactive in media relations, providing the resources to ensure steady coverage. As an example, the Office of Public Relations periodically puts together into a packet the articles that appeared in the local media.

Students have access to up-to-date information through regular publication of the College Catalog and the Student Handbook. In addition, specific program sheets and brochures are updated and published as needed. Courses that have been inactive for two consecutive years and will not be taught during the third year are dropped from the catalog.

The College's web site, which did not exist at the time of the last accreditation, is continuously improving and its content is up-to-date. It meets the goal of providing public information to the on-line public, especially potential and current students. The Student On-line System (SOS), which allows students to access, among other things, academic records, has been made increasingly accessible to students through computer kiosks that have been strategically placed throughout the campus.

Data illustrating academic and career advantages for students attending Housatonic are available through Outreach Services (Doc. 10.2).

Projection

Focusing on consistent improvement in information disclosure will continue to be a vital part of the College's Strategic Plan. Although significant improvement has been made in recent

years, Housatonic must remain dedicated to providing the College community with the most complete and accurate information possible. To this end, the College should continue to pursue the full implementation of on-line information sharing and registration processes.

Further development of a more integrated approach to public disclosure would be invaluable. Key in this effort will be leadership from the Dean of Outreach Services with the assistance of the following departments: Admissions, Public Relations, Academic Affairs, Academic Support Center, Registrar, Continuing Education, Special Services, Business and Industry, and Academic and Student Affairs. This would optimize internal communication, information sharing, and accurate and timely data distribution.

Finding new ways to gauge the impact of marketing and advertising would enhance their effectiveness. A Marketing and Advertising Advisory Board including internal and external individuals with expertise in those areas would be invaluable. This group could also help with necessary feedback analysis. Results of a recent survey indicate that most faculty, staff and students rate publications as either very good or excellent. This instrument will continue to be used by the Dean of Outreach Services to calibrate the usefulness and quality of publications at Housatonic Community College (Doc. 10.3). A survey of faculty and staff on public disclosure issues is also available in the team room (Doc. 10.4).

Standard Eleven Integrity

Description

Ethical standards. Housatonic Community College subscribes to, exemplifies, and advocates high ethical standards and integrity in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public. 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 Connecticut Community-Technical Colleges.

The College receives its legal directive and authority from its State charter and the Office of the Community College Counsel. Housatonic 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 Council and program advisory committees.

Policies: students. All of the above policies and standards that affect Housatonic Community College's relationship with its students are identified in the Student Handbook or College Catalog; some policies are mentioned, with references to the full policies in other documents. All policies are available in full text in the Library.

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. Alternative means of communication which seek to inform students of academic information and policies include the College newspaper, the semester course schedule, the College Web Site (<http://www.hcc.commnet.edu>), and frequent informational mailings to the student's residence (Doc. 11.1-3).

Additionally, students have the opportunity to give input and express their opinions through open forums with the College President, or through their representative body, the Student Senate. The College's academic honesty policy pertaining to students is also clearly set forth in the Student Handbook and College Catalog.

Policies: faculty. Faculty and staff are guided by policies and standards set forth in the Employee Handbook, the code of ethics for State employees and System policies regarding affirmative action, sexual harassment, diversity training and academic freedom. Faculty and staff are also guided by policies contained in their collective bargaining agreements.

Housatonic Community College continues to adhere to non-discriminatory policies in the areas of recruitment, admissions, employment, evaluation and advancement. The College Mission Statement, set forth in the College Catalog, expresses the commitment of the College to provide an educational environment that will "empower" all its students to reach their full potential and become "lifelong learners."

The College Catalog contains statements pertaining to senior citizens, foreign students and veterans, and lists the disability, academic support, and counseling services available to enable all students to succeed in their educational goals (Catalog, inside back cover). Students at the College are also provided with the Student Handbook and Planner, which informs them of their rights and the policies regarding communicable diseases, sexual harassment, people with disabilities, racism, acts of intolerance and non-discrimination. The Student Senate at the College supports numerous student clubs and organizations that reflect the diversity of the College community.

The Employee Handbook informs faculty and staff of all Board of Trustees and College standards and policies regarding Affirmative Action, Equal Opportunity, sexual harassment, and non-discrimination. Additionally, the President's ad hoc Diversity Committee plans regular workshops and training sessions that address diversity issues. In accordance with Public Act 99-180, all employees are provided with diversity education and training (Doc. 11.4).

As stated in the President's policy statement regarding Affirmative Action and Employment Opportunity, the College continues to follow the Affirmative Action/Equal Opportunity policy of the Board of Trustees for Community-Technical Colleges in recruitment, admissions, employment, evaluation and promotion. Students are afforded an "open-door" admissions policy and support services that include programs for students with disabilities, tutoring, and English-as-a-Second Language (see Standards Four and Six).

Employment practices. With respect to employment, members of advisory search and selection committees comply with established search process guidelines and are advised to be culturally sensitive in their dealings with candidates. The evaluation and promotion process also operates within established guidelines.

Employment vacancies at Housatonic Community College are filled through a process that includes advertising in various national, state and local publications. Search committees are formed for the hiring process, and are comprised of both faculty and staff from all areas of the College. Search process information is available in the team room (Doc. 11.5). Hiring decisions are ultimately made in accordance with the Affirmative Action hiring goals set forth by the President and the Affirmative Action Plan of the Community-Technical Colleges, as required by the Commission on Human Rights and Opportunities.

Grievance procedures. Housatonic Community College has established and published clear policies regarding the fair resolution of grievances brought by faculty, staff, and students. The Board of Trustees' policy on the Affirmative Action Grievance Procedure for Employees (2.1.3, Doc. 11.6), states that the purpose of the grievance procedure is "to provide an informal structure for expeditious resolution of allegations of unlawful discrimination, while ensuring that legal options for filing complaints with enforcement agencies are not foreclosed." The Affirmative Action Grievance Procedure for employees is published in the Employee Handbook. Employees may file formal discrimination complaints with any state, federal or local agency that has appropriate jurisdiction over the alleged discrimination.

Generally, complaints must be filed within 180 days of the alleged discriminatory act. However, Connecticut State law requires that the complaint be filed within thirty (30) days of the alleged discrimination. This discrepancy is noted only for information; it is not an action item that the College intends to pursue.

The Board of Trustees' Policy on the Grievance Procedure for Students (BOT policy 5.2.2) is published in the Student Handbook (49).

Academic freedom. Housatonic Community College maintains respect for academic freedom. In the Collective Bargaining Agreement, the Board of Trustees recognizes that "professional staff members are entitled to academic freedom" (Doc. 11.7, 9) in research, publications, and classroom discussions. With respect to students, the Board of Trustees Policies and Procedures Manual states that students, as citizens, "enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy . . ." (246). This same manual also protects the academic freedom of College Library materials, and states that materials "should not be excluded because of the origin, background, or views of those contributing to their creation" (130).

Additionally, the College has recently adopted the "Intellectual Freedom Principle for Academic Libraries" (derived from the Association of College and Research Libraries Intellectual Freedom Committee, Doc. 11.8), which further solidifies the College's commitment to academic freedom and the First Amendment.

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 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 prepared are available for general review. Additionally, policies regarding the collection of fees and refunds are broadly published in the Student Handbook and College Catalog, and are reiterated in each semester course schedule.

Relationship with commission. In its relationship with the Commission on Institutions of Higher Education, the College has demonstrated honesty and integrity by complying with the NEASC's request for a five-year self-study report in 1998, and a focused report in 1999 (Doc. 11.10). In anticipation of the accreditation visit, the College began a rigorous two-year program of self-study, involving more than 100 faculty, staff, and administrators who served on eleven committees and elicited input from the entire College community. All new policy initiatives, such as those pertaining to distance education and learning outcomes, have been distributed to appropriate offices within the College in a timely manner.

Finally, Housatonic adheres to those requirements related to institutional integrity embodied in all other Commission Standards. Evidence for this can be found in the many other

sections of this report that address issues of integrity.

Student disciplinary process. Policies regarding student discipline and student rights are published in the Student Handbook in their entirety (Appendix I and II, 49-52). 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.

As disciplinary panels 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 process is being conducted in accordance with policy.

Appraisal

Many groups operate as the “checks and balances” system of ongoing evaluation and accountability for the College, thus ensuring integrity of operations. The Chancellor's Office, the Board of Trustees, the Regional Advisory Council, program advisory committees, State auditors, in-house advisory committees, and the College and the Student Senate are all bodies charged with monitoring the activities of the College. A working system of governance is in place to deal with issues as they arise. Assessment is a mechanism built into every program and activity at Housatonic Community College, and the daily and efficient operation of this institution indicates that the College is meeting its stated goals. Overall, Housatonic Community College evidences effective policies and procedures and mechanisms for their implementation.

Notwithstanding the College's success, there is always room for improvement. One main area of concern is facilitating student access to policies and information. There is presently no regular method to assess the effectiveness of ethical policies and procedures as they relate to faculty and staff at the College, except through the intervention of this self-study.

Furthermore, there is no regular method to periodically assess the effectiveness of ethical policies and procedures as they relate to the student population. General student polling by the self-study committee has revealed that most students do not have a Student Handbook in their possession or know where to locate student policies in the literature. Although the College does widely disseminate this information and does reinforce it at freshman orientation, students who do not attend orientation must obtain this literature on their own, and many do not know where to find it or why it is important.

Part of the College's effort to address this lack of awareness is a new course, DS 099, Academic Skills Development, which was instituted in the Fall 2001 semester. There were 18 sections of the course taught by instructors in the Developmental Studies and Support

Services Departments. Course content covered study skills, orientation to the College classroom, school resources and services, academic policies and diversity issues. DS099 has a standard text and requires use of the College Catalog and Student Handbook.

A department final examination was issued in all sections this Fall. This examination served as a comprehensive final for all DS099 students, and will be used as an overall assessment tool for the course. The Developmental Studies Department is also conducting follow-up to see how the course is contributing to retention efforts at the College. While the College has high hopes for this course's effectiveness in addressing student awareness of policies and procedures, its effectiveness is difficult to measure, given the newness of the course.

Housatonic faculty and staff seem to be well aware of the College's grievance procedure and their rights under the Collective Bargaining Agreement. Although the Employee Handbook is on the network, and can be printed, it is a large document, and many employees do not have the time or resources to do this. Furthermore, in informal conversation, many faculty and staff said that they were unaware that the Handbook could be obtained from the computer system, and many stated that they had "never seen a Handbook." A newly revised, hard-copy version, with page numbers for easy access, is scheduled for distribution in January 2002.

Housatonic Community College continues its long-standing tradition of upholding academic freedom among the faculty, College Senate, and in all Library materials. In January 2001, an accreditation questionnaire regarding academic freedom was distributed to 53 administrators, counselors, and librarians (ACLs) and 62 faculty members (for a total of 115, Doc. 11.11). Anonymous responses demonstrate that the majority agrees that the College is both conscious and respectful of academic freedom.

Overall, the administrative operations at Housatonic Community College are integral components of a larger State system, and are thus required to function in compliance with all State laws, guidelines, and regulations. With respect to institutional publications, there have been discrepancies noted in several College policies that are published in multiple manuals, brochures, and handbooks. In the past, the oversight of College publications was the responsibility of three separate individuals. People wishing to make policy changes or disseminate information were required to contact the individual responsible for each publication in order to make these changes. As a result, current information did not always reach all publications in a timely or accurate manner.

Projection

Distribution of policies, consistency of policies, and assessment of policies are areas where the College must focus attention.

One way to resolve the lack of knowledge about policies and procedures would be to initiate a standardized orientation program for all new employees, where they are given a handbook and asked to sign that they have received it. As the Employee Handbook is revised, new hardbound editions or hard-copy updates should be disseminated to all faculty and staff via inter-office mail. The Faculty and ACL Handbook is being made more widely available to

current employees as well, with a January 2002 revision of the document.

Housatonic has recently hired a full-time individual in charge of all College publications. With one person receiving and disseminating information from a central location, problems with uniformity and accuracy of publications should be greatly reduced. However, as this individual is not charged with verifying the accuracy of information as it is presented, it is still the responsibility of all parties concerned to ensure that only current and accurate information is submitted for publication. Centralizing responsibility for accuracy is a strong need.

Assessment methods must be improved, as the assessment of policies and procedures seems to be conducted only in hindsight. Currently, the College evaluates whether policies work in the context of whether their implementation was successful in resolving a problem or issue at the College. More proactive methods of regular assessment would examine whether these procedures and mechanisms are effective in preventing problems from occurring.

Mailing the Student Handbook with a cover letter to all registered new students would alleviate student lack of knowledge about procedures and policies. A new course for many developmental students, DS 099, includes the Student Handbook as a textbook, and will help to address student knowledge of rights and responsibilities.

The Student Handbook should include a statement of intellectual freedom to be created for the Student Senate to enable them to fully participate as a governing body at this institution. Additionally, some method of periodic student assessment should be implemented in the appropriate department, perhaps in Student Services, to ensure that students are actually aware of policies as they pertain to them. Currently, the Student Senate is working on such a statement, which will likely be ready for inclusion in the next edition of the Handbook.

Clarifying policy and procedure information at the College, and dissemination of that information to the widest possible audience would enable more regular assessment to determine whether the College community at large is aware of their rights and responsibilities.

CIHE DATA FORM I
CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED)

Please use attached definitions

| FISCAL YEAR ENDS MONTH 06 DAY 30 | 3 YEARS PRIOR (FY 1998) | 2 YEARS PRIOR (FY 1999) | 1 YEAR PRIOR (FY 2000) | MOST RECENTLY COMPLETED FY (FY 2001_) | CURRENT BUDGET (FY 2002) |
|---|--|--|---------------------------------------|--|---|
|---|--|--|---------------------------------------|--|---|

CURRENT FUND REVENUES
RESTRICTED & UNRESTRICTED

| | | | | | |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| 1) TUITION & FEES | \$ 4,346 | \$ 4,501 | \$ 4,940 | \$ 5,365 | \$ 6,122 |
| 2) GOVERNMENT APPROPRIATIONS | 8,988 | 9,650 | 11,098 | 11,066 | 8,857 |
| 3) GOVERNMENT GRANTS & CONTRACTS | 2,075 | 2,946 | 3,278 | 3,794 | 4,330 |
| 4) PRIVATE GIFTS, GRANTS & CONTRACTS | - | - | 54 | 3 | 9 |
| 5) ENDOWMENT INCOME | - | - | - | - | - |
| 6) AUXILIARY ENTERPRISES | - | - | - | - | - |
| 7) OTHER | 537 | 267 | 365 | 400 | 280 |
| 8) TOTAL REVENUES | \$ 15,946 | \$ 17,364 | \$ 19,735 | \$ 20,628 | \$ 19,598 |

CURRENT FUND EXPENDITURES
RESTRICTED & UNRESTRICTED

| | | | | | |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
| 9) INSTRUCTION | \$ 5,281 | \$ 5,720 | \$ 6,855 | \$ 7,480 | \$ 6,787 |
| 10) RESEARCH | - | - | - | - | - |
| 11) PUBLIC SERVICE | 8 | 34 | - | - | - |
| 12) ACADEMIC SUPPORT | 1,827 | 2,514 | 3,072 | 2,595 | 2,897 |
| 13) STUDENT SERVICES | 1,889 | 1,887 | 1,914 | 2,232 | 2,296 |
| 14) INSTITUTIONAL SUPPORT | 2,020 | 2,555 | 2,890 | 3,624 | 2,768 |
| 15) OPERATION, MAINTENANCE OF PLANT | 918 | 1,092 | 1,392 | 1,278 | 1,279 |
| 16) SCHOLARSHIPS & FELLOWSHIPS | 2,259 | 2,330 | 2,516 | 3,401 | 3,706 |
| 17) MANDATORY TRANSFERS | - | - | - | - | - |
| 18) NONMANDATORY TRANSFERS | 280 | 170 | (145) | 236 | 573 |
| 19) AUXILIARY ENTERPRISES | - | - | - | - | - |
| 20) OTHER | - | - | - | - | - |
| 21) TOTAL EXPENDITURES | \$ 14,482 | \$ 16,302 | \$ 18,494 | \$ 20,846 | \$ 20,306 |

| | | | | | |
|---|----------|----------|----------|----------|----------|
| 22) REVENUE LESS EXPENDITURES | \$ 1,464 | \$ 1,062 | \$ 1,241 | \$ (218) | \$ (708) |
| 23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES | \$ 1,464 | \$ 1,062 | \$ 1,241 | \$ (218) | \$ (708) |

| | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| 24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT | \$ 907.00 | \$ 907.00 | \$ 907.00 | \$ 943.00 | \$ 944.00 |
|--|-----------|-----------|-----------|-----------|-----------|

**CIHE DATA FORM II
CHANGES IN FUND BALANCES AND INDEBTEDNESS (000 OMITTED)**

| FISCAL YEAR ENDS MONTH <u>06</u> DAY <u>30</u> | 3 YEARS PRIOR (FY 1998) | 2 YEARS PRIOR (FY 1999) | 1 YEAR PRIOR (FY 2000) | MOST RECENTLY COMPLETED FY (FY 2001_) | CURRENT BUDGET (FY 2002) |
|---|--|--|---------------------------------------|--|---|
|---|--|--|---------------------------------------|--|---|

CURRENT-UNRESTRICTED

| | | | | | |
|--------------------------------|----------|----------|----------|----------|----------|
| FUND BALANCE BEGINNING OF YEAR | \$ 823 | \$ 2,041 | \$ 2,896 | \$ 4,248 | \$ 3,979 |
| NET INCREASE/(DECREASE) | 1,218 | 855 | 1,352 | (269) | (457) |
| FUND BALANCE END OF YEAR | \$ 2,041 | \$ 2,896 | \$ 4,248 | \$ 3,979 | \$ 3,522 |

CURRENT-RESTRICTED

| | | | | | |
|--------------------------------|------|------|------|------|------|
| FUND BALANCE BEGINNING OF YEAR | \$ - | \$ - | \$ - | \$ - | \$ - |
| NET INCREASE/(DECREASE) | \$ - | \$ - | \$ - | \$ - | \$ - |
| FUND BALANCE END OF YEAR | \$ - | \$ - | \$ - | \$ - | \$ - |

LOAN FUNDS

| | | | | | |
|--------------------------------|--------|--------|-------|---------|---------|
| FUND BALANCE BEGINNING OF YEAR | \$ - | \$ (9) | \$ 23 | \$ 26 | \$ (17) |
| NET INCREASE/(DECREASE) | (9) | 32 | 3 | (43) | 17 |
| FUND BALANCE END OF YEAR | \$ (9) | \$ 23 | \$ 26 | \$ (17) | \$ - |

ENDOWMENT & SIMILAR FUNDS

| | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|
| FUND BALANCE BEGINNING OF YEAR | | | | | |
| NET INCREASE/(DECREASE) | | | | | |
| FUND BALANCE END OF YEAR | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

ANNUITY & LIFE INCOME FUNDS

| | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|
| FUND BALANCE BEGINNING OF YEAR | | | | | |
| NET INCREASE/(DECREASE) | | | | | |
| FUND BALANCE END OF YEAR | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

PLANT FUNDS

| | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|
| FUND BALANCE BEGINNING OF YEAR | \$ 153 | \$ 408 | \$ 583 | \$ 469 | \$ 563 |
| NET INCREASE/(DECREASE) | 255 | 175 | (114) | 94 | (268) |
| FUND BALANCE END OF YEAR | \$ 408 | \$ 583 | \$ 469 | \$ 563 | \$ 295 |

INDEBTEDNESS ON PHYSICAL PLANT

| | | | | | |
|---|--|--|--|--|--|
| BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR | | | | | |
| ADDITIONAL PRINCIPAL BORROWED DURING YEAR | | | | | |
| PAYMENTS MADE ON PRINCIPAL DURING YEAR | | | | | |
| BALANCE OWED ON PRINCIPAL AT END OF YEAR | | | | | |
| INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS | | | | | |

CIHE DATA FORM III
Current Fund Revenues and Expenditures (000 Omitted)
 Please use attached definitions

| FALL TERM (YEAR) | 4 YEARS AGO (FY 1997) | 3 YEARS AGO (FY 1998) | 2 YEARS AGO (FY 1999) | 1 YEAR AGO (FY 2000_) | CURRENT YEAR (FY 2001) |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|

Freshman

| | | | | | |
|---|------|------|------|------|------|
| Completed Applications | 1487 | 2105 | 2193 | 2243 | 2302 |
| Applications Accepted | 1487 | 2018 | 2170 | 2011 | 1961 |
| Applicants Enrolled | 901 | 1194 | 1273 | 1287 | 1372 |
| Statistical Indicator of Aptitude of Enrollees used by Institution (describe below) | | | | | |

Transfers - Undergraduate

| | | | | | |
|------------------------|-----|----|-----|-----|-----|
| Completed Applications | n/a | 28 | 292 | 296 | 316 |
| Applications Accepted | n/a | 27 | 288 | 285 | 310 |
| Applicants Enrolled | n/a | 16 | 198 | 284 | 218 |

Master's Degree

| | | | | | |
|------------------------|--|--|--|--|--|
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applicants Enrolled | | | | | |

First Professional Degree - All Programs

| | | | | | |
|------------------------|--|--|--|--|--|
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applicants Enrolled | | | | | |

Doctoral Degree

| | | | | | |
|------------------------|--|--|--|--|--|
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applicants Enrolled | | | | | |

CIHE DATA FORM IV
Student Enrollment Data (Fall Term)
Credit Seeking Students Only, Including Continuing Education

| UNDERGRADUATE | 4 YEARS AGO (FY 1997__) | 3 YEARS AGO (FY 1998__) | 2 YEARS AGO (FY 1999__) | 1 YEAR AGO (FY 2000) | CURRENT YEAR (FY 2001__) |
|--|------------------------------------|------------------------------------|------------------------------------|---------------------------------|---|
| First Year: Full-Time Headcount | 490 | 569 | 606 | 619 | 818 |
| Part-Time Headcount | 2236 | 2325 | 2369 | 2388 | 2403 |
| Total Headcount | 2726 | 2894 | 2975 | 3007 | 3221 |
| Total FTE | 1218.2 | 1356.7 | 1396.7 | 1431.9 | 1599.2 |
| Second Year: Full-Time Headcount | 146 | 146 | 175 | 204 | 250 |
| Part-Time Headcount | 419 | 511 | 687 | 691 | 776 |
| Total Headcount | 565 | 657 | 862 | 895 | 1026 |
| Total FTE | 324.4 | 359.3 | 412.4 | 451.8 | 523.7 |
| Third Year: Full-Time Headcount | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount | 0 | 0 | 0 | 0 | 0 |
| Total FTE | | | | | |
| Fourth Year: Full-Time Headcount | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount | 0 | 0 | 0 | 0 | 0 |
| Total FTE | | | | | |
| Unclassified: Full-Time Headcount | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount | 0 | 0 | 0 | 0 | 0 |
| Total FTE | | | | | |
| Total Headcount Undergraduate | 3291 | 3551 | 3837 | 3902 | 4247 |
| Total FTE Undergraduate | 1542.6 | 1716 | 1809.1 | 1883.7 | 2122.9 |

GRADUATE

| | | | | | |
|---------------------------------|----------|----------|----------|----------|----------|
| Full-Time Headcount | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount Graduate | 0 | 0 | 0 | 0 | 0 |
| Total FTE Graduate | | | | | |

| | | | | | |
|------------------------------|---------------|-------------|---------------|---------------|---------------|
| Grand Total Headcount | 3291 | 5267 | 5646.1 | 5785.7 | 6369.9 |
| Grand Total FTE | 1542.6 | 1716 | 1809.1 | 1883.7 | 2122.9 |

CIHE DATA FORM V
PROJECTED FINANCIAL, TUITION and ENROLLMENT DATA FOR NEXT THREE YEARS

| Fiscal Years | FY 03 | FY 04 | FY 05 |
|---------------------|--------------|--------------|--------------|
|---------------------|--------------|--------------|--------------|

Projected Financial Data (000s omitted)

| | | | |
|--------------------------------|-----------|-----------|-----------|
| Total Current Fund Revenues | \$ 20,382 | \$ 21,299 | \$ 21,938 |
| | \$ 20,915 | \$ 21,333 | \$ 21,866 |
| Revenues less Expenditures | \$ (533) | \$ (34) | \$ 72 |
| Other Transfers | - | - | - |
| Change in Current Fund Balance | \$ (533) | \$ (34) | \$ 72 |

Year

| | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Projected Tuition and Fees Charge for Full-Time Student | \$990.00 | \$990.00 | \$990.00 |

Projected Enrollment - Fall Term

(Credit Seeking Students Only, including Continuing Education)

Year

| | 2003 | 2004 | 2005 |
|----------------------|-------------|-------------|-------------|
| Undergraduate | | | |
| Full-Time Headcount | 1089 | 1111 | 1133 |
| Part-Time Headcount | 3246 | 3307 | 3374 |
| Total Headcount | 4335 | 4418 | 4507 |
| Total FTE | 2166 | 2209 | 2253 |

Graduate

| | | | |
|---------------------|----------|----------|----------|
| Full-Time Headcount | | | |
| Part-Time Headcount | | | |
| Total Headcount | 0 | 0 | 0 |
| Total FTE | | | |

CIHE DATA FORM VI
Faculty Profile (pg 1)

| 4 YEARS AGO (FY 1997) | | 3 YEARS AGO (FY 1998) | | 2 YEARS AGO (FY 1999) | | 1 YEAR AGO (FY 2000) | | CURRENT YEAR (FY 2001) | |
|--------------------------|----|--------------------------|----|--------------------------|----|-------------------------|----|---------------------------|----|
| FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |

NUMBER OF FACULTY

| | | | | | | | | | | |
|--------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| PROFESSOR | 23 | | 22 | | 22 | | 23 | | 21 | |
| ASSOCIATE | 4 | | 5 | | 6 | | 9 | | 8 | |
| ASSISTANT | 5 | | 7 | | 8 | | 10 | | 8 | |
| INSTRUCTOR | 17 | | 15 | | 21 | | 17 | | 24 | |
| OTHER | 2 | | 2 | | 3 | | 3 | | 3 | |
| TOTAL | 51 | 136 | 51 | 138 | 60 | 127 | 62 | 141 | 64 | 180 |

AGE (RANGE/MEAN)

| | | | | | | | | | | |
|------------|------------|--|----------|--|------------|--|------------|--|------------|--|
| PROFESSOR | 44-69/56 | | 45-70/57 | | 46-71/57 | | 47-66/51.5 | | 47-66/58.5 | |
| ASSOCIATE | 46-56/49.5 | | 40-58/51 | | 41-59/52 | | 50-69/57 | | 50-69/57 | |
| ASSISTANT | 31-70/46.5 | | 39-59/51 | | 33-60/48.5 | | 36-61/50 | | 36-61/50 | |
| INSTRUCTOR | 26-59/43.5 | | 28-61/42 | | 28-62/36 | | 25-63/36 | | 25-63/36 | |
| OTHER | 40-56/48 | | 41-57/49 | | 42-58/45 | | 43-59/46 | | 44-60/46 | |

MALE/FEMALE

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | 16/7 | | 15/7 | | 14/8 | | 13/8 | | 12/10 | |
| ASSOCIATE | 3/1 | | 3/2 | | 3/3 | | 4/3 | | 2/4 | |
| ASSISTANT | 2/3 | | 2/5 | | 2/6 | | 4/6 | | 5/5 | |
| INSTRUCTOR | 7/10 | | 7/8 | | 12/9 | | 11/8 | | 10/13 | |
| OTHER | 0/2 | | 0/2 | | 0/3 | | 0/3 | | 0/3 | |
| TOTAL | 0 |

YEARS AT THIS INSTITUTION
(RANGE/MEDIAN)

| | | | | | | | | | | |
|------------|------------|--|------------|--|---------|--|-----------|--|-----------|--|
| PROFESSOR | 6-28/26 | | 7-29/27 | | 6-30/21 | | 9-31/26.5 | | 8-31/23.5 | |
| ASSOCIATE | 4-19/12 | | 5-20/9.5 | | 6-21/7 | | 7-22/8 | | 8-23/9 | |
| ASSISTANT | 0-9/5 | | 3-17/5 | | 0-6/4 | | 1-7/5 | | 2-25/6 | |
| INSTRUCTOR | 0-5/1 | | .5-7/2 | | 0-7/1 | | 1-9/1 | | 0-6/2 | |
| OTHER | 10-23/16.5 | | 11-24/17.5 | | 0-25/12 | | 1-26/13 | | 2-27/14 | |

HIGHEST DEGREE EARNED

DOCTORATE

| | | | | | | | | | | |
|------------|---|--|---|--|---|--|---|--|---|--|
| PROFESSOR | 3 | | 3 | | 3 | | 3 | | 3 | |
| ASSOCIATE | | | | | | | | | | |
| ASSISTANT | | | 1 | | 1 | | 1 | | | |
| INSTRUCTOR | 1 | | | | 1 | | 1 | | | |

CIHE DATA FORM VI
Faculty Profile (pg 2)

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| OTHER | | | | | | | | | | |
| TOTAL | 4 | 0 | 4 | 0 | 5 | 0 | 5 | 0 | 3 | 0 |

MASTER'S

| | | | | | | | | | | |
|--------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| PROFESSOR | 20 | | 19 | | 19 | | 20 | | 18 | |
| ASSOCIATE | 4 | | 5 | | 6 | | 9 | | 7 | |
| ASSISTANT | 5 | | 6 | | 6 | | 8 | | 7 | |
| INSTRUCTOR | 16 | | 15 | | 19 | | 15 | | 23 | |
| OTHER | 2 | | 2 | | 3 | | 3 | | 3 | |
| TOTAL | 47 | 0 | 47 | 0 | 53 | 0 | 55 | 0 | 58 | 0 |

BACHELOR'S

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | | | | | | | | | | |
| ASSOCIATE | | | | | | | | | | |
| ASSISTANT | | | | | 1 | | 1 | | 1 | |
| INSTRUCTOR | | | | | 1 | | 1 | | 1 | |
| OTHER | | | | | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 |

PROFESSIONAL LICENSE

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| PROFESSOR | | | | | | | | | | |
| ASSOCIATE | | | | | | | | | | |
| ASSISTANT | | | | | | | | | | |
| INSTRUCTOR | | | | | | | | | 1 | |
| OTHER | 2 | | 2 | | 3 | | 3 | | 3 | |
| TOTAL | 2 | 0 | 2 | 0 | 3 | 0 | 3 | 0 | 4 | 0 |

TEACHING LOAD

FALL TERM ONLY FOR EACH YEAR (RANGE/MEDIAN IN CREDIT HOURS)

| | | | | | | | | | | |
|------------|---------|--|---------|--|---------|--|---------|--|---------|--|
| PROFESSOR | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | |
| ASSOCIATE | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | |
| ASSISTANT | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | |
| INSTRUCTOR | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | | 6-12/12 | |
| OTHER | 0-6/6 | | 0-6/6 | | 0-6/6 | | 0-6/6 | | 0-6/6 | |

BASE SALARY FOR ACADEMIC YEAR (RANGE/MEAN)

| | | | | | | | | | | |
|------------|----------|--|----------|--|----------|--|----------|--|----------|--|
| PROFESSOR | 35-41/36 | | 37-43/38 | | 36-45/38 | | 36-48/40 | | 39-46/39 | |
| ASSOCIATE | 35-50/42 | | 38-52/49 | | 41-55/45 | | 42-55/47 | | 44-48/46 | |
| ASSISTANT | 45-58/52 | | 46-61/52 | | 39-63/49 | | 50-63/54 | | 51-69/57 | |
| INSTRUCTOR | 52-70/65 | | 55-71/67 | | 58-73/69 | | 61-75/70 | | 57-79/74 | |

| |
|---|
| CIHE DATA FORM VII Student Headcount by Undergraduate Major and Graduate Program |
|---|

Student headcount by program

| Degree | Major | FA97 | FA98 | FA99 | FA00 | FA01 |
|--------|-------------------------------|------|------|------|------|------|
| AS | Accounting | 137 | 128 | 162 | 148 | 157 |
| AS | Accounting Asst | 9 | 8 | | 9 | 12 |
| CT | Accounting-CT | | 2 | | 8 | 15 |
| AS | ACCT ASST OPT | | | 11 | | |
| AS | ACCT: CAREER | | 1 | 1 | | |
| AS | ACCT: TRANSFER | 1 | 2 | 1 | | |
| CT | ADVANCED ESL | | | | 10 | 11 |
| AS | Aviation Maint | | 2 | 7 | 6 | 3 |
| AS | Banking | 1 | | | 5 | 7 |
| CT | BANKING CERT | 5 | 2 | 3 | | |
| CT | BOT: Admin Support Asst-CT | 5 | 3 | 4 | 9 | 9 |
| AS | BOT: Executive Asst | 24 | 27 | 28 | 27 | 35 |
| CT | BOT: Legal Assisting-CT | | | | 5 | 5 |
| AS | BOT: WORD INFO PROC | 30 | 25 | 24 | 22 | 23 |
| AS | BOT:PROF SEC | 15 | 13 | 8 | 3 | 1 |
| AS | Bus Adm: Customer Srvc/Mktg | | | | | 8 |
| AS | Bus Adm: DP | 69 | 63 | 64 | 58 | 75 |
| AS | Bus Adm: Finance | 33 | 41 | 52 | 47 | 42 |
| AS | Bus Adm: General | 144 | 155 | 184 | 157 | 173 |
| AS | Bus Adm: Health Care Mgmt | | | | | 5 |
| AS | Bus Adm: Human Resource Mgmt | | | | | 9 |
| AS | Bus Adm: Management | 66 | 75 | 90 | 94 | 100 |
| AS | Bus Adm: Non-Profit Mgmt | | | | 1 | 5 |
| AS | Bus Adm: Small Bus Mgmt | 31 | 32 | 45 | 40 | 38 |
| AS | Bus Adm:Micro Appl Spec-CT | | 14 | | | |
| AS | Clinical Lab Sci/Biotech | | | 2 | 5 | 6 |
| AS | Clinical Lab Sciences | | | 4 | 17 | 23 |
| AS | Computer Information Systems | | | | | 35 |
| CT | Corrections-CT | | 1 | 4 | 5 | 3 |
| CT | Criminal Investigation-CT | 4 | 3 | 10 | 11 | 10 |
| AS | Criminal Justice | 192 | 215 | 197 | 179 | 212 |
| AS | DARC | 13 | 11 | 15 | 19 | 28 |
| AS | Early Childhood Ed | 164 | 181 | 196 | 175 | 234 |
| CT | Early Childhood Ed-CT | 30 | 34 | 36 | 38 | 60 |
| AS | Early Childhood: Spec Ed | 31 | 28 | 31 | 33 | 28 |
| CT | Electrical-CT | 1 | 1 | | 1 | 2 |
| AS | Engineering Science | 7 | 15 | 16 | 8 | 11 |
| AS | Exercise Science | | | | | 1 |
| AA | Fine Arts: Art | 26 | 36 | 46 | 40 | 43 |
| AA | FINE ARTS:MUSIC | | | 1 | 1 | |
| AS | General Studies | 1036 | 1058 | 1073 | 1248 | 1341 |
| AS | Graphic Design | 42 | 47 | 79 | 71 | 89 |
| AS | Graphic Design: Comp Graphics | | | | | 1 |
| CT | Graphic Design-CT | 6 | 5 | | 9 | 12 |
| CT | HS: Behav Hlthcare Spec I-CT | 1 | 3 | 7 | 13 | 9 |
| CT | HS: Behav Hlthcare Spec II-CT | | 1 | | | 2 |
| CT | HS: Child/Youth Mntl Hlth-CT | | | 2 | 8 | 12 |
| CT | HS: Disabilities Spec-CT | | | | 1 | 5 |
| CT | HS: Mental Health-CT | 23 | 26 | 19 | 21 | 18 |
| CT | HS: Victim Services-CT | | | 2 | 2 | 5 |

| | | | | | | |
|-------------------|------------------------------|------------|------------|------------|------------|------------|
| AS | Human Services | 179 | 155 | 146 | 145 | 153 |
| CT | In-Home Child Care-CT | 1 | 1 | 3 | 3 | 3 |
| AA | LAS: Computer Science | 67 | 118 | 128 | 173 | 155 |
| AA | LAS: Hum/Behav & Social Sci | 65 | 63 | 89 | 81 | 82 |
| AA | LAS: Journalism/Comm | 31 | 45 | 36 | 38 | 55 |
| AA | LAS: Math/Science | 29 | 27 | 31 | 22 | 29 |
| AA | LAS: Pre-Engineering Sci | 20 | 22 | 15 | 18 | 25 |
| AA | LAS: Pre-Environmental Sci | 8 | 8 | 10 | 7 | 12 |
| AS | MEDICAL LAB TECH | 33 | 28 | 25 | 11 | |
| CT | Micro Repair Tech-CT | 5 | 12 | 8 | 15 | 22 |
| CT | Microcomp Network-CT | 12 | 19 | 15 | 14 | 13 |
| CT | Microcomputer Appl Spec - CT | 7 | | 7 | 14 | 9 |
| AS | B ADM:COBOL PROG | | 2 | | | |
| AS | Nursing | 120 | 121 | 170 | 71 | 56 |
| AS | Occupational Therapy Asst | | | 9 | 12 | 12 |
| AS | PHLEBOTOMY | 27 | 21 | 3 | 2 | 1 |
| AS | Physical Therapist Asst | 59 | 52 | 45 | 54 | 55 |
| CT | SECURITY OPERATIONS CERT | | | 1 | | |
| AS | Tech Studies: Electrical | | 2 | 7 | 5 | 7 |
| AS | Technological Studies | 6 | 10 | 6 | 7 | 6 |
| AS | URBAN PROF ASST | | 1 | | | |
| non-degree | NON DEG/NON MATR | 476 | 586 | 659 | 656 | 629 |
| | Total Headcount | 2815 | 2965 | 3178 | 3246 | 3618 |

