

| Goal Number | Goal Title | Goal Champions | Number of Objectives | Percent Complete* |
|-------------|-------------------------------|----------------------------|----------------------|-------------------|
| 1-7 | Overall Strategic Plan | Oversight Committee | 39 | |
| 1 | Academic Excellence | Boniecki and Valente | 7 | |
| 2 | Institutional Effectiveness | Troup and Thompson | 9 | |
| 3 | Student Development | Daniels and Guerrera | 5 | |
| 4 | Community Relations | Thompson and Sanders | 6 | |
| 5 | Professional Development | O'Donnell and Pallis | 5 | |
| 6 | Diversity | Swanson and Stango | 4 | |
| 7 | Workforce Development | Ward | 3 | |

*** Overall completion is the average of the seven Goal scores, and Goal completion is the average of the Goal Objective scores.**

Completion Levels for Goal Objectives and Action Points

- W-CEAC – Written recommendation being advanced to the Curriculum and Education Affairs Committee of CAS
- W-ASC – Written recommendation being advanced to the Academic Standards Committee of CAS
- W-SAC – Written recommendation being advanced to the Student Affairs Committee of CAS
- W-WB – Written recommendation being advanced to the President for entry into the Weekly Bulletin process
- W-ADMIN – Written recommendation being advanced to the administrative body with authority to take action (LIST ADMIN)
- W-PERSON – Written recommendation being advanced to another appropriate person (LIST PERSON)
- A-ACTION – Initiative being implemented and no further approvals are required (LIST ACTION TAKER)
- A-OTHER– Other action being taken (BRIEFLY EXPLAIN)

Goal 1: Academic Excellence

Goal One: NVCC will strive for academic excellence.

Goal Window: NVCC will provide academic standards and best practices that foster student achievement by identifying the individual learning needs and goals of our regional community. Our educators will continue to use a variety of pedagogies. Our commitment to academic excellence is measured in student successes both within and beyond our institution and is the hallmark of our identity.

| Objectives & Actions | | Objective Initiators & Action Points | Additional Resources Needed for Action | Measurable Outcomes | Progress Report | Percent Complete |
|----------------------|--|--------------------------------------|--|---|--|------------------|
| 1.1 | Evaluate placement testing scores and make recommendations for change. | Simon, Boniecki | | | | |
| 1.1.1 | Evaluate placement scores - Math | W-(Math Dept) | None | Statewide evaluation of appropriateness of math placement scores | Math Dept. rep is attending statewide meetings. Action has been taken to rewrite scores in a common format to aid in comparison. | |
| 1.2 | Evaluate whether remediation affects overall success rates in college-level classes. | Simon, Boniecki | | | | |
| 1.2.1 | Evaluate success of remediation - ESL | A-ESL and OIR | None | Evaluation of ESL student success in college level composition | Starting work | |
| 1.3 | Establish and evaluate educational competencies. | Bouffard, Cummings, Valente | | | | |
| 1.3.1 | Establish general education competencies | A-Faculty Senate | | Faculty Senate will be making recommendations for general education competencies. | In progress | |
| 1.3.2 | Evaluate general education competencies. | A-sub-committee | | | | |

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| 1.3.3 | Establish discipline specific competencies | A-sub-committee | | | | |
| 1.3.4 | Evaluate discipline specific competencies. | A-sub-committee | | | | |
| 1.4 | Increase number of articulation agreements by 5% each year over the next three years. | Ottman, Williams | | | | |
| 1.4.1 | Obtain a baseline of what articulations exist | A-Other (sub-committee) | None | Count of the number and types | A compilation of existing agreements was done. The list will be sent out to the college units for review, editing, and updating. | |
| 1.4.2 | Establish a "contact person" for all agreements college-wide | W-Holmes, Valente | Personnel for tracking & updating agreements | An office assigned for holding formal agreements. A person assigned to track agreements and keep information up-to-date. | TBD | |
| 1.5 | Expand program review model to evaluate academic disciplines. | Simon, Boniecki, Hornbecker | | | | |
| 1.5.1 | Pilot program review model | W-(Bouffard) | None | Piloted by DAT program in 2007 | | |
| 1.5.2 | Review several discipline review models | A-(Simon, Boniecki, Hornbecker) | None | At least three models reviewed | Review initiated. | |
| 1.5.3 | Develop a discipline review model for NVCC | A-(Bouffard and Goal 1 Team) | None | Draft disseminated | In progress. | |
| 1.5.4 | Refine the discipline review model | A-(Bouffard and Goal 1 Team) | None | Draft #2 is approved for pilot project. | In progress. | |
| 1.5.5 | Evaluate and refine discipline | W- | None | New model used in pilot | Yet to be started | |

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| | model | (Bouffard) | | project in Fall 2006 | | |
| 1.6 | Promote continuous improvement in delivery and content of distance learning courses through ongoing faculty participation in training on distance learning course development. | Valente, Williams | | | | |
| 1.6.1 | Assess the training and skill level needs of low faculty users of WebCT Vista | A-DL Director, Faculty Mentors, Ed. Tech. Specialist | None | Assessments completed | In progress | |
| 1.6.2 | Develop and coordinate schedule of training to address needs identified in 1.6.1 | A-DL Director, Faculty Mentors, Ed. Tech. Specialist | Continued funding for Ed. Tech. Specialist (EA) and Faculty Mentors | Training schedule developed and coordinated | In progress | |
| 1.6.3 | Provide open lab, equipment, and staff dedicated to web-enhanced, online, and hybrid course development | W-Dean of LSD, Dean of Admin A-Library Director, DL Director, Ed. Tech. Specialist | One HP LaserJet 1022, two Apple iPods (Nano 2GB), two Koss SB40 headsets, continued funding for Ed. Tech. Specialist (EA) | Maintain Course Development Lab utilization log | In progress | |
| 1.7 | Create advanced learning communities | Boniecki, Holmes, | | | | |

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| | | Valente | | | | |
| 1.7.2 | Create freshman seminar | W-Goal 1 Committee | None | Establishment of pilot freshman seminar | 3 pilot courses running. | |
| 1.7.3 | Create Honors Program | Boniecki, Valente | None | Honors Program proposal written and submitted. | | |

Goal 2: Institutional Effectiveness

Goal: NVCC will develop and maintain a state of the art facility.

Goal Window: NVCC will establish and integrate effective planning, implementation, and evaluative procedures linked to resource allocation. These procedures will include establishing benchmarks, increasing resource development, making data based decisions, developing state-of-the-art facilities, improving communications, and strengthening ties within the legislature.

| Objectives & Actions | | Objective Initiators & Action Points | Additional Resources Needed for Action | Measurable Outcomes | Progress Report | Percent Complete |
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| 2.1 | Develop criteria for program expansion, reduction, and elimination. | Lippincott | | | | |
| 2.1.1 | Survey employees on best practices | A-Action | None | Survey results obtained | Ongoing | |
| 2.1.2 | Perform research on other colleges' processes for best practices and guidelines for informed resource allocation decision-making | A-Action | None | Information acquired | Working | |
| 2.2 | Identify appropriate benchmarks to use in administrative and academic continuous improvement. | McGowan, Troup | | | | |
| 2.2.1 | Identify college offices to undergo periodic assessments, similar to those that academic programs and disciplines perform | W- (President & Cabinet with OIR) | None | A list of offices and a schedule for assessment | Pilot initiative with Office of Institutional Research in 2007-08 | |

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| 2.2.2 | Have College units complete an "Excellence in Higher Education Organizational Checklist" | W- (President & Cabinet with OIR) | None | A snapshot of institutional effectiveness to help build a more comprehensive assessment program | Checklist acquired. Drafting a proposed assessment plan | |
| 2.2.3 | Have College offices identify assessment measures and instruments | W-Admin (President & Cabinet with OIR) | None | Measures on which to assess office functioning, customer satisfaction, etc. | Working on a proposed assessment plan. | |
| 2.2.4 | Implement assessment plan | W-Admin (President and Cabinet with OIR) | None | A plan in which the College offices study themselves periodically to determine where things are going well and where things could be improved | Working on a proposed assessment plan | |
| 2.3 | Identify, structure, and communicate data systems and analysis for College decision-making. | McGowan | | | | |
| 2.3.1 | Create a document summarizing types and sources of data available at the College and what types of reporting can be done with them. | A-Action (OIR and a data committee) | None | A document that will help faculty and staff know what kind of data are available and where they are located | In progress. Brainstorming list and organizing committee to locate and systematize data sources | |
| 2.4 | Establish a planning and funding system to ensure state-of-the-art facilities, including technology, equipment, and infrastructure. | Faryniarz, Calabrese | | | | |
| 2.4.1 | Establish campus-wide IT OE Budget. | A-Action Associate Dean IT, Academic Computer Team | TBD | Separate campus budget line item for IT to Fund the following: 1) COWs equipment for academic divisions; 2) replacement equipment as needed; 3) in-house repair service; 4) necessary outside | | |

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| | | | | repairs; 5) install subsequent infrastructure wiring due to new instructional demands, remodeling or moving. | | |
| 2.4.2 | Implement Phase II of Smart Classroom Technology Plan | A-Action | | | Year 2 2008-09 | |
| 2.4.3 | Infrastructure VI campus hallway presentation Internet television system | A-Other System Office | STI Funding required | Vendors contacted in FY05-06; plan has been developed. | Awaiting funding. | |
| 2.5 | Develop a plan to improve facility maintenance. | Divjak, Calabrese | | | | |
| 2.5.1 | Implement the Association of Physical Plant Administrators (APPA) national custodian staffing standards to improve facility maintenance. | W-ADMIN President, Dean of Admin, Custodial Supervisor, Dir. Campus Services | None | NVCC adopts and implements the APPA Custodial Staffing Guidelines for Educational Facilities. | | |
| 2.5.2 | Establish a method to standardize classroom attributes, such as paint color, flooring, furniture, window covering, whiteboards, etc | W-ADMIN Dean of Admin. | None | Enhance the cost effectiveness and standardization of all available spaces within the Agency. Require funding to move ahead. | | |
| 2.5.3 | Identify and implement a plan for updating and maintaining the infrastructure of the physical plant and to provide for redundancy to enhance reliability and maintenance capability | A-Action | W-PERSON | When the physical plant has been updated and this task will most likely be performed with the assistance of a consultant. This action is closely related to the construction of the new Technology Building. | Procedures manual under development. | |

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| 2.5.4 | In an effort to provide for campus beautification, it will be necessary to improve the general attitude towards littering and would require the assistance from the SGA to provide the students with general awareness. | A-ACTION | W-PERSON | A cleaner campus | President is appointing a Campus Pride committee | |
| 2.6 | Improve resource conservation and establish waste reduction systems. | Divjak, Troup | | | | |
| 2.6.1 | The Recycling Law in Connecticut was passed in 1987, and was one of the nation's first recycling laws. Recycling has the potential to save money while protecting the environment. | W-Admin (Dean of Admin & Dir. of Facilities) | W-PERSON | Compliance with state law, cost saving, and environmental protection | Strategic Waste Solutions, LLC, requires no significant expenditures, and they will split the savings 50/50 with NVCC | |
| 2.7 | Improve and strengthen communications throughout the College by utilizing existing systems more effectively and exploring new technologies. | Faryniarz, Calabrese | | | | |
| 2.7.1 | Implement a Hazardous Communication Program including purchase of Material Safety Data Sheet software | W-Admin, Chem. Hygiene Officer, Dean of Admin, Dir. Campus Facilities, Public Safety Director | \$5,000 | Hazardous Communication Program is implemented and software is purchased and installed. | | |
| 2.8 | Establish a process to evaluate the effectiveness of all advisory groups across the College. | Lippincott | | | | |
| 2.8.1 | Contact applicable college players for input on advisory process and best practices for evaluation | A-Action | None | Input gathered | Ongoing | |

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| 2.8.2 | Survey other organizations for best practices and guidelines | A-Action | None | Survey results gathered | Ongoing | |
| 2.8.3 | Review and identify the timing and evaluation processes of college advisory boards | A-Action | None | Understand processes | Ongoing | |
| 2.8.4 | Determine processes and timetables for evaluation | A-Action | None | Timeline established | Ongoing | |
| 2.9 | Develop a plan for campus public safety issues related to critical incident/event response and management. | Rinaldi, Hardy | | | | |
| 2.9.1 | Identify the value and function of a campus emergency response team on this campus | A-Action | | | | |
| 2.9.2 | Identify and appoint members of a campus emergency response team. | A-Action | | | | |
| 2.9.3 | Develop a training plan for the campus emergency response team. | A-Action | | | | |
| 2.9.4 | Identify the value and function of a threat and risk assessment team on this campus. | A-Action | | | | |
| 2.9.5 | Identify and appoint members of a threat and risk assessment team. | A-Action | | | | |
| 2.9.6 | Conduct a campus threat and risk assessment. | A-Action | | | | |
| 2.9.7 | Develop a plan to address the needs identified by a campus threat and risk assessment. | A-Action | | | | |

Goal 3: Student Development

Goal: NVCC will encourage the intellectual and personal development of our students.

Goal Window: NVCC will encourage the intellectual and personal development of our students through opportunities for student leadership and participation in campus-wide and community-based activities. The college will provide career development and a variety of extra-curricular activities as well as counseling resources and financial services to support student development which could result in job placement, advancement, and/or college transfer.

| Objectives & Actions | | Objective Initiators & Action Points | Additional Resources Needed for Action | Measurable Outcomes | Progress Report | Percent Complete |
|----------------------|---|--------------------------------------|--|--|--|------------------|
| 3.1 | Establish a Retention Committee that will investigate measures to improve student retention, including implementation of the BSS retention program model across all divisions. | Bouffard, Guerrero | | | | |
| 3.1.1 | Goal 3 Committee will be kept apprised of the progress of the Enrollment and Retention task force. | A-Action | None | Report on the progress of E & R task force at Goal 3 meetings. | Request sent to E & R task force team leaders for feedback regarding progress. | |
| 3.2 | Provide effective student orientations focusing on the diverse needs of students and increase student participation by 5% per year over the next three years. | Daniels | | | | |
| 3.2.1 | Design follow-up survey | A-Other (subcommittee) | None | Return of survey | In progress; data to be collated | |
| 3.2.2 | Assessment of survey results | A-Other (subcommittee) | None | Data analysis of results | To be conducted in Fall 2006 | |
| 3.2.3 | Refinement of orientation | A-Other | None | Orientation revision | To be done Fall 2006 | |
| 3.2.4 | Evaluate refined orientation | A-Other | None | Data analysis of results | Awaiting results of survey from Monster | |

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| 3.3 | Evaluate ease of course transfer for students going on to four-year colleges or universities | Guerrera | | | | |
| 3.3.1 | Evaluate ease of course transfer for students going on to four-year colleges or universities | A-Other (subcommittee) | OIR support | Student satisfaction with transfer of credits to other schools | Committee in process of developing survey | |
| 3.4 | Increase number of students who participate in extracurricular programs, clubs, and activities. | Daniels, Stango | | | | |
| 3.5 | Explore feasibility of providing effective personal counseling and impact on student retention. | Daniels | | | | |
| | 3.5.1. Data will be gathered regarding counselors' time spent in the areas of personal and career counseling and academic advising. | A-Action | Unknown | Unknown | A plan is being developed to track data. | |

Goal 4: Community Relations

Goal: NVCC will improve community relationships and college visibility.

Goal Window: NVCC will strengthen relationships with community agencies and other constituencies to increase opportunities for collaboration expand college visibility, and position students to fulfill their roles as citizens, volunteers, and leaders in the region. The College will advance its reputation, promote college programs, and connect with the community.

| Objectives & Actions | | Objective Initiators & Action Points | Additional Resources Needed for Action | Measurable Outcomes | Progress Report | Percent Complete |
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| 4.1 | Improve and expand positive relationships among NVCC students, staff, and community. | Rusnak | | | | |
| 4.1.1 | Promote campus-wide volunteerism and communicate information on NVCC volunteer activities to the community. | | | | | |

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| 4.2 | Provide high quality services to students and the community. | Thompson, Muca | | | | |
| 4.2.1 | Improve campus signage and directories as part of the site development plan for the new building. | A-Action | Staff time and signs | Attractive signs providing event info; maintenance posts event info; need to monitor inappropriate signage and remove signs after events; elimination of unprofessional appearance and litter | Maintenance ordered attractive signs on which they post events; unsightly signs continue to be posted on inappropriate sites | |
| 4.3 | Increase the visibility of the College in the community. | Sanders, Labet | | | | |
| 4.3.1 | President coordinates representation at community events | A-Action (President and Deans) | Staff time | NVCC is represented at major local events | Done, ongoing | |
| 4.4 | Improve the image of the College in the community. | Klemeshefsky Thompson | | | | |
| 4.5 | Market and promote the College as a whole, in addition to credit and non-credit programs | Wang, Sveda | | | | |
| 4.5.1 | Establish and participate in an advisory committee to the college web site development initiative | | | | | |
| 4.6 | Develop a coordinated college-wide communication system that improves our electronic, media, and written outreach to the community. | Boniecki | | | | |
| 4.6.1. | Produce a bi-annual "Report to the Community" and a plan for ensuring the activity continues in the future | A-Action (College Marketing, ORD, President) | Considerable staff time and substantial printing/m | High quality report published | Funding being sought by ORD and College Marketing | |

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| | | | ailing costs | | | |
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Goal 5: Professional Development

Goal: NVCC will promote employee excellence through access to professional development opportunities.

Goal Window: NVCC will provide access to professional development opportunities that enhance and promote employee excellence. The college will provide fair and equitable benefits to support a work environment that encourages innovation, productivity, accountability, and personal commitment.

| Objectives & Actions | | Objective Initiators & Action Points | Additional Resources Needed for Action | Measurable Outcomes | Progress Report | Percent Complete |
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| 5.1 | Increase faculty and staff participation in non-mandatory professional development activities. | Brown, Altman | | | | |
| 5.1.1 | Create a "Standard of Excellence" for PD | W-Admin | None | Teaching and non-teaching staff will achieve "Standard of Excellence" and be recognized by the President | Ongoing | |
| 5.2 | Explore alternative funding sources for professional development. | Fichtel | | | | |
| 5.3 | Measure the effectiveness of current PD | TBD | | | | |
| 5.3.1 | Completion of evaluation of effectiveness at all College sponsored Professional Development activities. | A-Other | None | Evaluations completed after all events and annual report is written. | Committee discussion | |
| 5.3.2 | Activity evaluations sent to all staff who | A-Other | None | Evaluations distributed, | Committee discussion | |

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| | attend outside Professional Development activities using college and/or union funds. | | | collected and evaluated for the majority of individuals using funds. | | |
| 5.4 | Increase PD opportunities and accessibility | TBD | | | | |
| 5.5 | Promote continuous improvement in pedagogy through participation in CFT and other professional activities | TBD | | | | |
| 5.5.1 | Increase number of teaching focused PD opportunities on campus | A-Center for Teaching; WebCT Mentors; IT; Admin | TBD | Increased number of activities offered relative to past three years. | Ongoing with continuous evaluation | |
| 5.5.2 | Increase participation in teaching focused PD activities | A-Other; Admin | | Number of faculty who participate in activities increases from last academic year. | Ongoing | |
| 5.5.3 | Formalized evaluation process for on-campus PD opportunities related to teaching | A-Other; Admin | None | Completion of evaluations for all teaching focused PD; analysis of evaluations. | Ongoing | |

Goal 6: Diversity

Goal Six: NVCC will foster cultural diversity.

Goal Window: NVCC will be more representative of our region's demographics. We will foster a climate of mutual respect, supporting the value of diversity in all aspects of College life. The College respects responsible citizenship, sensitivity towards others, historical and cultural diversity, and an awareness of the global community.

| Objectives & Actions | Objective Initiators & | Additional Resources | Measurable Outcomes | Progress Report | Percent Complete |
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| | | Action Points | Needed for Action | | | |
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| 6.1 | Establish a Multicultural Council consisting of faculty, staff, and students to work towards establishing understanding, acceptance, and solidarity in the college community. | TBD | | | | |
| 6.1.1 | Determine Composition of Multicultural council | A-Action | None | A list of representative areas will be developed. | | |
| 6.1.2 | Recommend to Cabinet that the position of "Director of Multicultural Affairs" be established and filled. | W-Admin | \$50,000 Annually | A search will be conducted. | | |
| 6.1.3 | Establish budget for Office of Multicultural Affairs. | W-Admin | \$44,000 Annually | A separate line item will be added. | | |
| 6.2 | Research best practices for infusing diversity initiatives into college planning, programming, curriculum and syllabi, and faculty and student orientations as appropriate. | Majeski | | | | |
| 6.2.1 | Institutional membership in and annual attendance at CTNAME | W-Admin | \$1,000 Annually | Committee members will remain current on issues related to diversity, inclusion, and social justice. | | |
| 6.2.2 | A three-person team consisting of one faculty member, one staff member, and one administrator to attend the annual NCORE conference | W-Admin | \$6,000 Annually | Attending members will share knowledge and findings in order to more fully inform our initiatives, particularly as to organizational models. | | |
| 6.2.3 | Continue to develop a collection of seminal texts and videos for inclusion in a diversity pathway in the LRC | W-Admin | \$500 Annually | The diversity pathway for texts and video will be further developed and | | |

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| | | | | advertised to faculty, staff, and students. | | |
| 6.2.4 | Research organizational models for infusing diversity into the fabric of the College | A-Action | None | Various models will be presented with recommendations given. | | |
| 6.3 | Require participation in diversity training from all college faculty and staff every three years. | Swanson | \$5,000 | | | |
| 6.4 | Student Life | Stango | | | | |
| 6.4.1 | Provide annual diversity training to SGA members. | A-Other. Taking action through SGA and Student Activities Director's Council. | SGA fund approx. \$140 per student | 05-06 56 students attended; evaluations were favorable. 06-07 74 students attended; evaluations were favorable. Training to be repeated next year. | Training provided 05-06 and 06-07. | |
| 6.4.2 | Increase multicultural images on campus to create a more welcoming and accepting environment at the college. | A-Seeking SGA partnership | \$1200 | Items to be displayed in Café West. | Requested funds from GAGE. Prepared a proposal for SGA funding/partnership. | |

Goal 7: Workforce Development

Goal Statement: NVCC will lead the region in workforce training and career development.

Goal Window: NVCC will enhance employability of all learners by becoming the regional leader in career development and workforce training. The college will establish new partnerships and collaborations with employers and businesses, key economic development organizations, higher education institutions, and K-12 districts, and existing relationships will be improved. NVCC recognizes the importance of a highly effective workforce and will provide focused education and training solutions responsive to current and emerging community needs.

| Objectives & Actions | Objective Initiators & Action Points | Additional Resources Needed for | Measurable Outcomes | Progress Report | Percent Complete |
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| | | Action | | | |
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| 7.1 | Strengthen and expand articulation agreements with our campus partners (WCSU & CCSU), service area universities (UConn-Waterbury and Post University) and others to support increasing numbers of NVCC Associate Degree graduates continuing on to baccalaureate degree programs needed to meet projected regional/statewide workforce demands.. | Goal 7 Team | | | |
| 7.1.1 | Determine status of existing articulation agreements and methods used to track number of NVCC graduates transferring to 4 year programs. | | | | |
| 7.1.2 | Survey each NVCC Division to determine number/type of articulation agreements currently pending approval and those planned through 2010 that anticipate regional/CT workforce needs. | | | | |
| 7.1.3 | Recommend actions and estimate staffing/funding requirements to better communicate the benefits of articulation and increase number of NVCC AA/AS graduates who transfer directly to articulated BA/BS programs needed in the regional/CT workforce. | | | | |
| 7.2 | Expand and improve partnerships throughout our service region, establishing NVCC as a premier resource for career pathways and work-related learning opportunities. | TBD | | | Foundation work conducted |
| 7.2.1 | Document the partnerships that exist | | | | |

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| | at the college with other schools and community organizations. | | | | | |
| 7.2.2 | Define the outcomes of partnership programs in terms of career opportunities for students. | | | | | |
| 7.2.3 | Communicate about the partnerships we have both internally and externally. | | | | | |
| 7.2.4 | Document what is already in place and make recommendations to strengthen and expand our career, co-op and internship programs. | | | | | |
| 7.3 | Recommend supplemental measures of student success outside the traditional earning of a credit level certificate or degree as related to workforce development. Recommend methods to expeditiously respond to this need and capitalize on student and/or employer interest. | TBD | | | Foundation work conducted | |
| 7.3.1 | Document the current measurements in place and for what purpose and by what organizations they are used. | | | | | |
| 7.3.2 | Document current sources of information (what is already collected) at the college, how and by what mechanism. | | | | | |
| 7.3.3 | Research and recommend alternate measures of success and the tools necessary to collect the data. | | | | | |