

STRATEGIC PLAN 2015-2017

*Tunxis Community College
Farmington, Connecticut*

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Strategic Plan 2015-2017

*Tunxis Community College
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College Mission

Tunxis Community College offers its students a quality, yet affordable, education in an accessible and supportive environment, fostering the skills necessary to succeed in an increasingly complex world.

College Vision Statement

Tunxis Community College will be a vibrant educational and cultural center responsive to current as well as emerging student and community needs.

Strategic Mission

Focus all decisions, policies, and initiatives on meeting the educational/co-educational needs of Tunxis Community College students. Moreover, make the goals and purposes of our educational programs and support services explicit and public.

Strategic Vision Statement

Tunxis will continue to be a model of **quality teaching, student-centered learning, and institutional effectiveness** in implementing **outcomes/ability-based education and evidence-based decision making**. Each of the strategic initiatives outlined below is transformational involving a major cultural change designed to significantly enhance **student success** and the **organizational strength** of the College. Building on a deserved reputation for excellence, dedicated and creative faculty and staff, visionary leadership, and the significant progress already made, Tunxis is well placed to fully realize its potential as a preeminent educational and cultural center.

Values and Principles

INTEGRITY

We value and demonstrate openness and honesty, resolving differences with civility and without reprisals. We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.

RESPONSIBILITY

We value institutional and individual accountability, defined as doing what needs to be done in a timely and competent manner. By acceptance of personal responsibility for our own actions and decisions, we help to create a college at which we are proud to work.

RESPECT

We treat others fairly and with dignity. We value and honor each other in our diversity.

EXCELLENCE

We value continuous improvement and growth in every area of college life. We value collaboration, cooperation, teamwork, innovation, and creative problem solving in our continuous improvement efforts. We value the courage to take risks and provide leadership.

OPEN COMMUNICATION

We share information, ideas, and feelings—listening carefully, speaking forthrightly, respecting diverse views, participating productively in dialogue and conversations. We welcome paradox and constructive conflict as we move toward consensus.

HUMOR AND WELL-BEING

We value laughter, play, love, kindness, celebration, and joy in our learning and work—taking our learning and work seriously and ourselves lightly.

Strategic Goals

- 1. Student Success**
- 2. Assessment**
- 3. Community**
- 4. Resources**
- 5. Innovation**
- 6. Equity**

Strategic Rationale and Action Items

1. Student Success

Strategic Rationale

Student success is central to all we do and thus it is the primary strategic objective. Student success is defined by student demonstration of the General Education Abilities and continuous improvement in Student Success Outcomes (employment preparation and placement, transfer preparation, developmental education effectiveness, and student persistence, goal attainment, graduation, and satisfaction).

Action Items

*NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this goal. They are not in priority order, and our capacity to undertake them will be limited by anticipated cuts in state funding. Other projects and efforts may be identified and undertaken by the College's work groups as part of the Tactical Planning Process, but **the committee strongly believes that all departments and the college as a whole should address and advance as many of the items below as possible.***

- 1.1. *Require the First Year Experience course and offer program specific sections.*
- 1.2. *Explore and implement strategies to improve student success in math, particularly developmental math, and create college level math courses that are appropriate for students in programs that do not need algebra (statistics, quantitative literacy, etc.).*
- 1.3. *Improve academic advising. Develop a degree/certificate completion centered advising plan:
Create a plan of study for each program to provide a clear path to graduation;
Specify courses that are "directed electives";
Give students the plan and emphasize graduation in advising;
Faculty continue to emphasize the plan and graduation in courses
Utilize Advisor Trac software to improve and evaluate academic advising.*
- 1.4. *Utilize Early Alert software to identify students who are struggling for intervention purposes; all staff contact 20 students.*
- 1.5. *Implement mandatory orientation meetings by program major; reward students who participate.*

- 1.6. *Implement an Accuplacer prep course and retest students before beginning classes; delayed start of classes for students who participate.*
- 1.7. *Provide college wide services for evening students one night per week until 7 p.m.*
- 1.8. *Provide supplemental instruction in developmental and gateway math and English courses.*
- 1.9. *Continuously improve the success of developmental students in gateway math and English courses.*
- 1.10. *Continuously improve the success of African American and Latino students.*
- 1.11. *Make it possible for all students to take a program specific course in their first semester, perhaps through learning communities that include developmental courses when necessary.*
- 1.12. *Develop relationships with underrepresented groups and the community organizations that serve them.*
- 1.13. *Recruit diverse faculty and staff who will provide a variety of perspectives for all students and strengthen our understanding of the specific challenges faced by many members of our minority student body.*
- 1.14. *Improve outreach to service area high schools to improve student preparation for college.*
- 1.15. *Strengthen the commitment to co-curricular activities which reflect and enhance the curriculum and/or support community involvement, service learning, and internships.*

2. Assessment

Strategic Rationale

Assessment provides adequate and reliable decision-relevant information to enhance our capacity for continuous improvement and assures our ongoing ability to meet student needs. Such information will inform strategic and tactical planning efforts by providing data to identify strengths, weaknesses, threats, and opportunities and also by providing a wealth of data to assess their significance.

Ability-based assessment is a consistent and comprehensive method of assessing learning that compliments the traditional grade-based system. Properly conceived, this method will allow the College to focus on student-centered teaching and learning, assess the effectiveness of our programs in helping students to learn, substantiate grant requests, fulfill the requirements of accreditation, and foster confidence in our ability to manage and deploy resources. This assessment system for the College will provide evidence of our students' ability to demonstrate competence in specific skills and abilities on a continuing basis.

Action Items

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- 2.1. *Ensure that departmental tactical plans are more closely aligned with the action items under the major goals in the strategic plan.*
- 2.2. *Departments need to assess strengths and weaknesses utilizing data and evidence-based methodology, particularly with respect to student outcomes, annually and address weaknesses in department plans.*
- 2.3. *Within all the student support services, develop effective data collection systems and determine how we will evaluate the effectiveness of our services in assisting students. Provide software (Advisor Trac and something to document prospective students) to facilitate assessment in Student Services.*
- 2.4. *Program reviews should be done on a systematic basis (every five years) and be explicit about assessments.*

- 2.5. *Use research data to implement evidence-based decision making in all spheres of the College's activities.*

Ability-Based Education:

- 2.6. *Continue to include broad representation with staff from administrative/student services, full-time and adjunct faculty, deans, and students in Ability Groups.*
- 2.7. *Programs need to map all the new competencies/abilities in degree programs.*
- 2.8. *Language about 2014 abilities needed for syllabi.*
- 2.9. *Regularly gather student input through a variety of methods, including committee assignments, forums, and focus groups.*
- 2.10. *Establish and maintain a continuous and structured schedule of meetings and activities to advance the work of the Ability Groups. Make principles and outcomes explicit and public.*
- 2.11. *Continue work with program coordinators on baseline, interim, and capstone assessments of the abilities in each program.*
- 2.12. *Compile, discuss, and refine assessments through interaction between Ability Groups and faculty.*
- 2.13. *Develop appropriate departmental and institutional assessment tools.*

3. Community

Strategic Rationale

Tunxis Community College is a significant asset to the region but has the potential to add even more value to the communities it serves. To make that possible, it is necessary to expand our current efforts to inform the public, schools, businesses, governmental entities, and community organizations of the many strengths and areas of excellence at the College.

We should adopt a more comprehensive view of marketing and admissions recruitment efforts, in which a variety of promotional vehicles are utilized. As part of the marketing strategy, focus should also be given to developing and managing special relationships and partnerships, as well as product (service/program) development and research. These efforts require the collaboration of marketing and admissions with faculty, as well as institutional research, academic affairs, and workforce development and continuing education.

Rather than simply “selling” our programs to potential students, we should continue to increase the visibility of the College in the whole community and address all relevant publics.

Action Items

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- 3.1. *Sustain our vibrant cultural center responsive to community needs through the library, workshops, field trips, concerts, symposiums, guest speakers, and visiting artists.*
- 3.2. *Present the community college as a cost effective alternative for college-level students who wish to pursue a high-quality Liberal Arts and Sciences curriculum or career transfer program for transfer to baccalaureate institutions.*
- 3.3. *Maintain ongoing contact with the community and area businesses to identify and pursue opportunities to expand non-credit offerings.*
- 3.4. *Utilize advertising and other strategies to increase the enrollment of adults age 25-40, the age group that has recently declined in enrollment, and other markets identified through research.*

- 3.5. *Focus a significant amount of the College's public relations efforts on university transfer.*
- 3.6. *Explore and implement expanded opportunities for high school students to complete college courses while still in high school.*
- 3.7. *Move a sufficient number of classes from "prime time" to 2:30 on Mondays through Thursdays and to Fridays to alleviate the shortage of parking. Publicize the changes to counter negative publicity about parking problems for students.*
- 3.8. *Increase advertising to help reverse enrollment declines.*

4. Resources

Strategic Rationale

Like many other states, Connecticut is continues to face a fiscal crisis, and resources for all public services, including community colleges, are scarce. Accordingly, the College needs to prudently and carefully utilize the resources that are available and seek additional resources to support critical services and needs.

Action Items

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- 4.1. *Systematically examine the cost and viability of programs, departments and offices in the context of available resources.*
- 4.2. *Link budget planning to strategic goals.*
- 4.3. *Expand technology resources, including computer labs, ePortfolio lab hours and assistants, and departmental needs, to meet growing student demand.*
- 4.4. *Pursue external funding opportunities through the Tunxis Foundation, Tunxis Alumni Association, and grants from external agencies and organizations.*
- 4.5. *Advocate for additional full-time faculty to reach the system goal of full-time faculty teaching 60% of classes.*
- 4.6. *Cross train staff to work in different areas of the College during times of peak demand in accordance with collective bargaining agreements.*
- 4.7. *Add additional staff when possible to support existing services with increased demand.*

5. Innovation

Strategic Rationale

Tunxis Community College embraces and supports the goals of the Connecticut State Colleges and Universities system, one of which is innovation. Given the increased demands for higher education institutions to streamline processes, increase access, improve student outcomes, and conserve resources, innovation in all we do is critical to a successful future. Perhaps the following quote from Abraham Lincoln expresses the need for innovation in this critical time in the life of our college:

“The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew.”

Action Items

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Develop and implement innovative activities and approaches to:

- 5.1. Improving student outcomes;*
- 5.2. Increasing access to higher education;*
- 5.3. Streamlining services;*
- 5.4. Using technology;*
- 5.5. Conducting assessment and placement of entering students;*
- 5.6. Delivering developmental education;*
- 5.7. Conserving resources; and*
- 5.8. Seeking new resources.*

6. Equity

Strategic Rationale

Equity is another major goal of the Connecticut State Colleges and Universities and is important in ensuring that all citizens in the state have an equal opportunity to enjoy the benefits of higher education.

Action Items

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Eliminate disparities in access and achievement among different ethnic/racial, economic, and gender groups as well as those between college ready and underprepared students.

Disaggregate and track enrollment and student outcomes data by:

Black or African American

Hispanic or Latino

White

Men

Women

College ready students

Underprepared students

Age

Socio-economic status

**Tunxis Community College
Institutional Effectiveness Committee**

Highlights from Environmental Scan

January 31, 2014

Innovation

The Board of Regent is requiring each institution to submit an annual report on innovations that support and advance BOR goals, particularly Student Success. We need to have something to report, particularly with respect to remediation.

Student Success (BOR Goals: Student Success; A Successful First Year; Equity)

Rather than give you a stack of data tables, I'm going to summarize what's in them below. Bottom line is that our most unsuccessful students are African Americans, Hispanics, and students who place into the lowest level of remediation in math and English.

- Our graduation rate for the Fall 2010 cohort is down slightly from the Fall 2009 cohort, as is our transfer rate. (9.3% vs. 9.6% graduation rate; 29.7% vs. 32.6% transfer rate).

	Graduation	Transfer
White	11.6%	29.7%
African American	5.3%	36.8% (most leaving with GPA < 2.0)
Hispanic	3.6%	27.7% (ditto above)
ENG 065	3.9%	20.3% (ditto)
MAT 075	3.8%	20.9% (ditto)

- What is perhaps more interesting is the trend in the negative outcome, "Left with GPA < 2.0", and mean "Last GPA".

	% Left w/ GPA < 2.0	Mean Last GPA
All	28.0%	2.04
White	24.4%	2.13
African American	31.6%	1.61
Hispanic	41.1%	1.89
ENG 065	38.4%	1.86
MAT 075	39.1%	1.80

- Between 51.4% and 64.3% (Fall 2005 – 2010 cohorts) of the students who start in English 065 never take English 101. However, between 61.4% and 87.8% of those who do take it pass it, which is comparable to those who start in English 101. By comparison, only around 25% of those who start in English 075 never take English 101.

- Around 75% of the students who start in Math 075 never take Math 137 (math numbers are more consistent from year to year). Unlike English, of those who start in Math 075 and do take Math 137, only 58% pass it compared to 72% of those who start in Math 137.
- Early in its implementation, the First Year Experience course had a significant impact on student success. Those students who passed FYE from the Fall 2006 cohort, for example had a 87% fall to fall retention rate compared to 55% for those who did not take it. Most recently, however, that impact has disappeared with those in Fall 2012 who took FYE having a 53.3% fall to fall retention rate compared to 61.2% for those who did not take it. Enrollment in FYE between 2006 and 2012 has increased by 50%, so it is likely that enrollees include more at-risk students now. FYE did appear to have a positive impact on three year outcomes, with only 18% of those enrolled in Fall 2010 leaving with a GPA < 2.0 compared with 28% for those who did not take it.

- Six Year Outcomes (Fall 2006 cohort):

Not found enrolled or graduated	55.3%
Still enrolled at Tunxis	5.2%
Enrolled at other 2-year	2.9%
Enrolled at 4-year	6.8%
Graduated Tunxis	14.7%
Graduated other 2-year	2.7%
Graduated 4-year	12.2%
 Graduated somewhere (total)	 29.6%

- One of the BOR's outcome measures is the percent of new students who complete English 101 and Math 137 in their first year:

	ENG101	MAT137
Full-time	36.8%	25.0%
Part-time	17.2%	11.4%

Demographics

- In the New Britain schools, 63.2% of the students are economically disadvantaged; 50.2%, Hispanic; 17.5%, black.
- The New Britain schools appear to have over a 50% drop-out rate between the freshman and senior year.
- In Bristol, 25.5% are economically disadvantaged; 17.3% minority.
- In Hartford County, between 2013 and 2018, there will be a 5% decrease in high school age students. There will be a similar percentage increase in residents between 25 and 34 years of age, however.

- In Hartford County, between 2013 and 2018, there will be a 3% decrease in white residents, a 10% increase in Hispanics, a three percent decrease in African Americans, and a 21 percent increase in Asians.
- We are already seeing these changes in new student enrollment. In Fall 2010, 35.1% and 9.7% of new students from New Britain and Bristol respectively were Hispanic. In Fall 2013, it was 50.8% and 14.3%. African Americans on the other hand declined from 18.7% to 10.2% from New Britain and 6.0% to 5.3% from Bristol.

Comparison Institutions

Ten institutions have been chosen, with our input, by the Board of Regents for us to “benchmark” against. They are:

Adirondack Community College (Queensbury, NY)
 Carroll Community College (Westminster, MD)
 Cayuga County Community College (Auburn, NY)
 Cumberland County College (Vineland, NJ)
 Jefferson Community College (Watertown, NY)
 Massachusetts Bay Community College (Wellesley Hills, MA)
 Mount Wachusett Community College (Gardner, MA)
 Richland Community College (Decatur, IL)
 Ulster County Community College (Stone Ridge, NY)
 Wor-Wic Community College (Salisbury, MD)

I ran an IPEDS “Customized Data Feedback Report” comparing us to these institutions. Notes, interpretations on particularly interesting comparisons (Numbering based on “figure” number in the report; I’ll use “they” to refer to the comparison institutions):

1. We have considerably more Hispanic students than they do.
2. While their headcount is higher than ours, FTE is almost the same.
3. We have considerably more transfer students than they do.
5. Distance education enrollment is comparable.
7. They have considerably more associate degree awards, but we have a LOT more certificates. Should help us with the percent of awards per FTE measure.
9. Their tuition is considerably higher than ours.
11. They have a lot more students on financial aid than we do (helps their graduation rate).
15. Their graduation rate is over twice ours; we do have a somewhat higher transfer out rate. If you add them we have 34% while they have 41%. Our fall to fall retention rate is five points higher than theirs.
16. Their Hispanic graduation rate is three times ours.
17. Even looking at graduation rate in 200% of normal time, theirs is more than twice ours.

18. We have more academic staff than they do; we have fewer management. We have slightly less total staff (281 vs. 294; part-timers are included in this by a formula that “coverts” them to full-time equivalency) because of the number they have under “other”, which includes maintenance and clerical staff (they have a lot more than we do).
19. Our salaries for full professors are considerably higher than theirs, but ours are comparable at the lower ranks. Considering all ranks, however, we are considerably higher (higher salaries). We likely have a lot more full professors than they do.
20. We have double the percent of our revenue that comes from state appropriations, but they dwarf us in local appropriations (of course) and government grants.
21. Our total revenues per FTE are slightly lower (\$11,629 vs. \$12,117).
22. We allocate a higher percent of our budget to instruction and academic support, but lower to administration.
23. We’re much higher in core expenses per FTE in Academic Support (Library, MIT, IT, dental clinical expenses, child care center, academic and continuing education administrative support) and lower in Institutional Support (administration), as in above #22.
24. We have a much higher percent of our budget devoted to salaries than they do (74% vs. 60%), I suppose, again, because of higher salaries.

Labor Market

According to Economic Modeling Specialists Incorporated (EMSI), considered one of the most accurate labor market projection systems, in the next five years in Hartford County there will be approximately 14,000 jobs that require a Bachelor’s Degree, 5,000 that require an Associate’s Degree, and 4,000 that require a postsecondary award or certificate. The fact that there will be almost three times the jobs that require a Bachelor’s Degree than those requiring an Associate’s Degree makes transfer very important to workforce development. Tunxis offer’s programs that prepare students for transfer in most of the Bachelor’s Degree occupations (shaded below); nine of the top 20 for Associate’s and six of the top 20 for Certificates.

Top 20 Bachelor’s Degree Occupations

Description	Openings	Annual Openings
Accountants and Auditors	816	163
Elementary School Teachers, Except Special Education	786	157
Secondary School Teachers, Except Special and Career/Technical Education	631	126
Computer Systems Analysts	615	123
Insurance Underwriters	598	120
Market Research Analysts and Marketing Specialists	553	111
Software Developers, Applications	498	100
Middle School Teachers, Except Special and Career/Technical Education	462	92
Child, Family, and School Social Workers	411	82

Software Developers, Systems Software	324	65
Financial Analysts	320	64
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	320	64
Mechanical Engineers	319	64
Actuaries	307	61
Medical and Health Services Managers	284	57
Network and Computer Systems Administrators	284	57
Substitute Teachers	278	56
Computer Programmers	262	52
Human Resources Specialists	255	51
Training and Development Specialists	210	42

Top 20 Associate's Degree Occupations

Description	Openings	Annual Openings
Registered Nurses	2,056	411
Computer User Support Specialists	629	126
Preschool Teachers, Except Special Education	358	72
Paralegals and Legal Assistants	230	46
Dental Hygienists	211	42
Nurse Practitioners	153	31
Radiologic Technologists	135	27
Computer Network Support Specialists	134	27
Respiratory Therapists	93	19
Veterinary Technologists and Technicians	83	17
Diagnostic Medical Sonographers	63	13
Mechanical Drafters	58	12
Broadcast Technicians	51	10
Medical and Clinical Laboratory Technicians	48	10
Physical Therapist Assistants	47	9
Environmental Science and Protection Technicians, Including Health	43	9
Electrical and Electronics Engineering Technicians	40	8
Occupational Therapy Assistants	39	8
Industrial Engineering Technicians	38	8
Chemical Technicians	37	7

Top 20 Postsecondary Award/Certificate Occupations

Description	Openings	Annual Openings
Nursing Assistants	674	135
Licensed Practical and Licensed Vocational Nurses	502	100
Automotive Service Technicians and Mechanics	398	80
Telecommunications Equipment Installers and Repairers, Except Line Installers	297	59
Dental Assistants	233	47

Aircraft Mechanics and Service Technicians	199	40
Emergency Medical Technicians and Paramedics	186	37
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	180	36
Hairdressers, Hairstylists, and Cosmetologists	154	31
Fitness Trainers and Aerobics Instructors	142	28
Welders, Cutters, Solderers, and Brazers	99	20
Medical Records and Health Information Technicians	95	19
Firefighters	93	19
Bus and Truck Mechanics and Diesel Engine Specialists	91	18
Psychiatric Technicians	90	18
Library Technicians	83	17
Real Estate Sales Agents	74	15
Audio and Video Equipment Technicians	61	12
Legal Secretaries	60	12
First-Line Supervisors of Fire Fighting and Prevention Workers	56	11

High Impact Practices

See separate packet.

MEMBERS OF THE INSTITUTIONAL EFFECTIVENESS COMMITTEE
(2013/2014)

Bencivengo, Mary	Allied Health Faculty Representative
Brown, Robert	Humanities Faculty Representative
Cenet, Jean-Marc	Mathematics and Science Faculty Representative
Clark, Candace	Business and Technology Faculty Representative
Cleary, Chuck	Dean of Administration (ex officio)
Edwards, Richard	Social Sciences Faculty Representative
England, David	Dean of Institutional Effectiveness and Outreach (ex officio)
Eschenbrenner, Nancy	Administrative Services Representative, Finance
Gentry, Susan	Academic Strategies Faculty Representative & Academic Assessment Planner
Haffner, Peter	Administrative Services Representative, Information Technology
James, Kimberly	Academic Advising Center Representative
Kowar, Pamela	Director of Human Resources (ex officio)
Lamar, Melissa	Marketing & Public Relations Representative
McCarthy, Alison	Student Services Representative, Admissions
Mitchell, Victor	Continuing Education and Workforce Development Representative
Peters, Kirk	Dean of Student Services (ex officio)
Rooke, Michael	Dean of Academic Affairs (ex officio)
Schwager, Kathy	Student Services Representative, Academic Support Center
Simonds, Susan	Library Services Representative
Vacant	Arts and Media Faculty Representative
Vacant	Student Representative