STRATEGIC PLAN 2009-2011

Tunxis Community College
Farmington, Connecticut

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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 become 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 INITIATIVES

1. **Increase Student Success**

2. **Implement Comprehensive Institutional Assessment**

3. **Improve Internal Cooperation**

4. **Expand and Strengthen Connections with the Community**

STRATEGIC RATIONALE & ACTION PLANS

1. Increase Student Success

Strategic Rationale

Student success is central to all we do and thus it is the primary strategic objective. As such, it intersects and subsumes several other strategic objectives such as the implementation of <u>outcomes/ability-based education</u> and <u>improving internal cooperation</u>.

Student success is defined by student mastery of the <u>General Education Abilities</u> (communication, critical thinking, information literacy, technological literacy, world cultures and perspectives, aesthetic engagement and creative expression, quantitative reasoning, values, ethics and citizenship, and scientific method), and continuous improvement in <u>Student Success Outcomes</u> (employment preparation and placement, transfer preparation, developmental education effectiveness, and student persistence, goal attainment, graduation, and satisfaction).

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

1. CONTINUE TO IMPLEMENT ABILITY BASED **EDUCATION**
(See Goal 2)

2. IMPROVE INTERNAL COOPERATION
(See Goal 3)

3. COMMIT TO IMPROVING THE EFFECTIVENESS OF TEACHING AND LEARNING
1. Design and implement a comprehensive *First-Year Program* with input from all areas of the college.
2. Systematically integrate *Center for Teaching* in our work.
3. Encourage life-long learning.
4. Continuously improve the success of students in developmental courses.

4. STRENGTHEN COMMITMENT TO STUDENT **SUPPORT** SERVICES

Strengthen <u>the commitment to the Student</u> Support <u>Services with the understanding that</u> they <u>serve a critical role in helping students meet</u>

their academic and personal development goals, both in and out of the classroom.

- Develop more collaborative efforts between Academic Affairs and Student Affairs to enhance student success.
- Develop and adopt to the extent possible a holistic approach to meet student needs.
- Support and strengthen all services that provide support to students.
- Improve outreach to service area high schools.
- Expand and enhance the Master Advising Program.
5. Enhance the capacity and capability of the Academic Support Center.
6. Continue and enhance the year-round programming reflective of student needs outside the classroom.
7. Provide leadership opportunities for students.
8. Reestablish a commitment to co-curricular activities which reflect and enhance the curriculum. Encourage and reward student–centered involvement in the co-curricular and community activities.
9. Develop programs for special students including the at-risk and academically gifted students.
10. Build a student assistance program and a comprehensive referral system to local support agencies.
11. Within all the student support services, develop better data collection systems and determine how we will evaluate the effectiveness of our services in assisting students.
12. Strengthen and expand articulation agreements.
13. Promote/expand existing and consider new programs that prepare students for high growth occupations.
14. Expand Computer Resource Services to meet growing student demand.
15. Provide more extensive, year-round advising and mentoring services.

5. PROMOTE DIVERSITY

16. Develop relationships with underrepresented groups and the community organizations that serve them.
17. 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.

2. Implement Comprehensive Institutional Assessment

Strategic Rationale

Outcomes/ability-based assessment is a more consistent and comprehensive method of assessing learning than the traditional grade-based system. It is the foundational principle in measurement of institutional effectiveness. 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.

A formal assessment system for the College will provide evidence of our students' ability to demonstrate competence in specific skills and abilities on a continuing basis. Adequate and reliable decision-relevant information will also enhance our capacity for continuous improvement that assures our ongoing ability to meet student needs. Finally, such information will inform strategic planning efforts by providing data to identify strengths, weaknesses, threats, and opportunities, and also by providing a wealth of data to assess their significance.

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

EVIDENCE-BASED DECISION MAKING

18. Commit to the use of research data to implement evidence-based decision making in all spheres of the College's activities.

19. Expand assessment of performance on abilities and utilize results to formulate action plans to address identified weaknesses and exploit identified strengths, as well as to inform strategic and operational planning.

20. Ensure that every department and organizational unit undertakes regular evaluation of its performance.

21. Develop mechanisms to systematically examine the viability of programs, departments and offices in the context of available resources.

22. Follow-up to greater extent with former students when feasible.

23. Continue to develop a more comprehensive operational planning process by specifically focusing on activities that advance the Strategic Initiatives and by connecting the operational plans to resource allocation.

24. Initiate and advance continuity and contingency planning to meet future needs.

25. Ensure the college's financial health by the following steps:
    - ➢ Linking budget planning to strategic initiatives;
    - ➢ Assessing expenditures and aligning them with strategic planning;
    - ➢ Communicating effectively to the college community the status of the college's finances in clear and understandable language;
    - ➢ Maintaining clear policies and procedures, segregation of duties and compliance with Board and State regulations.

- Ensure the college is a physically, emotionally and intellectually safe and thriving environment for faculty, staff and students.

- Maximize the use of the college's physical resources and plant by effective space planning, careful monitoring of utility usage, and continued focus on green measures and compliance with LEED.

3. Improve Internal Cooperation

Strategic Rationale

Institutional effectiveness requires communication and collaboration across not only the academic disciplines but also among the academic, student services, and administrative services divisions.

In this respect the learning enterprise requires close collaboration and integration of efforts of all divisions of the College (Academic, Student, Continuing Education, and Administrative Divisions) to engage and empower students and integrate all aspects of their learning experience.

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

- Charge a Task Force with responsibility to draft a set of "Values and Principles". Use an iterative process to gather input on the draft and make revisions as appropriate. Gain approval for the final draft through the college's governance and administrative structure. Widely disseminate and utilize the "Values and Principles" to improve service to students, service to internal and external entities, and campus collaboration and communication.
- Hold at least one all college meeting each year. Feature examples of service excellence. Respond to areas of concern that are identified in advance and at the meeting.
- Create and implement an employee orientation to the "Values and Principles".
- Provide professional development for career advancement.
- Increase accountability for job performance campus-wide.
- Encourage work groups to identify and implement initiatives that contribute to the improvement of internal civility, cooperation and collaboration.
- Where appropriate, recommend new policies or revisions to existing policies.
- Regularly gather student input through a variety of methods, including forums and focus groups.

4. Expand and Strengthen Connections with the 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**. Marketing should further increase its focus on increasing resources, in addition to its focus on reputation and enrollment goals.

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

(a) Promote Strengths and Areas of Excellence

LIBERAL ARTS & SCIENCES
This area has many initiatives which, with a higher profile, could create the perception of Tunxis as a college of "first resort" for students and others--parents, teachers, and guidance counselors among them--who help students to plan for higher education. The associate's degree programs in Liberal Arts and General Studies are the heart of the College's transfer efforts; courses in Liberal Arts are also required in all occupational programs. Given the diversity of offerings, both curricular and extracurricular, Liberal Arts & Sciences is well suited to generate immediate and continuing visibility.

Especially given the changing demographic of our student body toward younger and full-time students, we are likely to be serving a higher proportion of students who intend to transfer and for them Liberal Arts and Sciences may be more relevant.

Specific steps or aspects of this emphasis on Liberal Arts and Sciences include:

26. Create a vibrant **cultural center** responsive to community needs through the library, workshops, field trips, concerts, symposiums, guest speakers, and visiting artists.

27. Inform external constituencies about the innovative extracurricular initiatives that occur regularly on campus.

28. Present the community college as a cost effective alternative for college-level students who wish to pursue a high-quality **LA&S education**.

29. Develop a **Liberal Arts Honors Program** and highlight the *Honors Program: Computer Science/Mathematics* Associate in Science degree.

ALLIED HEALTH

- Demonstrate the programs' effectiveness for students and cost effectiveness.

- Make explicit the significance of the College's contribution to these programs.

(B) EMPLOY STRATEGIES TO DEVELOP NEW OPPORTUNITIES AND INCREASE PENETRATION OF UNDERSERVED POPULATIONS AND MARKETS

- Maintain ongoing contact with the community and area businesses to identify and pursue opportunities to expand non-credit offerings.

- Utilize advertising and other strategies to increase the enrollment of recent high school graduates in the northern part of the service area, adults age 25-40, and other markets identified through research.

- Increase outreach to area high schools, middle schools, and the communities we serve.

30. Hold more events to bring people on campus.

31. Promote technical/occupational credit programs that have unused capacity and prepare students for jobs that are or will become available.

(c) Expand and promote transfer opportunities for students.

32. Focus a significant amount of the college's public relations efforts on university transfer.

33. Strengthen and expand articulation agreements with four year institutions.

5. Implement the Ability Based Education System

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

- **Support and promote the work of the Ability Assessment Team and the Ability Groups.**

    Include broad representation in the ability groups with staff from administrative/student services, fulltime and adjunct faculty, deans, and students. Establish and maintain a continuous and structured schedule of meetings and activities to advance the work of the Ability Groups. Incorporate the Ability Assessment Team into the college's governance structure. Make principles and outcomes explicit and public.

- **Fully implement the General Education Ability Assessment System.**

    Finish embedding the abilities in courses. Ensure that graduates in every program are assessed in every ability through mastery level two. Create appropriate departmental and institutional assessment tools.

- **Continue to solicit student opinion and communicate comprehensively to students.**

- **Define the role of developmental courses in the work of outcomes/ability-based assessment.**

    Establish additional ability groups for developmental education. Mount a concerted effort to increase resources for developmental education.

- **Further develop technology resources for teaching and learning**.

    Define institutional technology outcomes, increase faculty technology competency levels, and further integrate technology into the teaching/learning process.

- **Enhance student-centered, ability-based professional development for faculty and staff.**

    Focus professional development activities on improving and expanding assessment in all areas of the college. Compensate adjuncts for professional development.

Tunxis Community College

Institutional Effectiveness Committee

Highlights from Environmental Scan

December 31, 2007

1. **Institutional Effectiveness Outcomes and Data: Student Success and Institutional Measures:**

   What's notable in the 2007 edition **(positive trends in bold):**

   - **The transfer rate for new full-time students (after three years) increased from 23.8% for the Fall 2002 cohort to 28.4% for the Fall 2003 cohort. The transfer rate for new part-time students increased from 22.7% to 24.4%. Respondents to the graduate survey continue to give Tunxis high ratings for transfer preparation; 100% rated the preparation as either Excellent or Good.**

   - The mean number of credit hours completed at Tunxis by students who transfer decreased from 30 for the Fall 2002 cohort to 25 for the Fall 2003 cohort. The decrease resulted from an increase in the number of new students who transferred the following spring without earning any credit hours at Tunxis.

   - **The percent of students testing into developmental courses who enrolled in developmental courses increased from Fall 2005. For Fall 2006, 86% of new students who needed developmental courses enrolled in at least one (94% of full-time; 73% of part-time).**

   - The percent of new students who successfully completed developmental courses their first semester decreased from Fall 2005 to Fall 2006 in English (70% vs. 65%) and math (51% vs. 44%). **In reading, the percent increased from 65% to 70%.**

   - **The percent of new developmental students who successfully complete college level math and English courses after three years showed improvement, from 19% for the Fall 2002 cohort to 24% for the Fall 2003 cohort in math, and from 41% to 45% in English** (percents for the Fall 2000 cohort were substantially higher, however; the rates were 30% in math and 60% in English).

   - **Fall to Spring retention rates for new students disaggregated by the number of skill deficiencies showed increases for full-time students (None, 75% to 92%; One, 79% to 94%; Two, 85% to 86%; Three, 81% to 82%; Overall, 82% to 85%). The rates for part-time students also increased, with the exception of the small number students with no skill deficiencies (None, 89% to 43%; One, 45% to 59%; Two, 55% to 65%; Three, 58% to 59%; Overall, 57% to 60%).**

- **Fall to Fall retention rates by skill deficiency also showed improvements in most categories. For full-time students, None, 35% to 61%; One, 52% to 82%; Two, 63% to 65%; Three, 56% to 61%; Overall, 58% to 63%. The rates also improved for most part-time student groups (None, 44% to 29%; One, 35% to 53%; Two, 41% to 48%; Three, 39% to 41%; Overall, 36% to 43%).**

  NOTE: The number of students who fall into the None and One Skill Deficiency groups are very small; as a result, there are large fluctuations in these rates from year to year since one or two students can cause the rates to change dramatically.

- The comparison of mean cumulative GPA's of developmental (by skill deficiency) to non-developmental students after one year widened this year after dramatically narrowing last year. Last year, the gap between those with no deficiencies and those with three deficiencies narrowed from 2.80 to 2.06 in 2004-2005 to 2.52 to 2.31 in 2005-2006. In 2006-2007, the gap was 2.68 to 2.14. The data on part-time students reflected the same trend, 3.55 to 2.29.

- The graduation rate for new full-time students three years after initial enrollment continued to drop, from 9% for the Fall 2002 cohort to 8% for the Fall 2003 cohort (Fall 2000 cohort graduation rate was 14%).

- The overall course success rate (A-B-C) dropped from 64% to 62%.

- **There were increases for most ethnic groups in Fall to Spring retention rates for full-time students (Asian, 86% to 67%; Black, 79% to 85%; Hispanic, 80% to 83%; White, 84% to 86%; All Students, 82% to 85%).** Overall, the part-time rate stayed the same (57% to 57%).

- **Fall to fall retention rates for full-time students also showed improvement for most ethnic groups (Asian, 64% to 83%;** Black, 63% to 62%**; Hispanic, 47% to 63%; White, 60% to 62%). Part-time students also had increases in this measure (Asian, 22% to 42%; Black, 15% to 20%; Hispanic 33% to 42%; White, 36% to 42%)**.

- **The Student Success Rate (percent of leavers that graduated, transferred, were retained or left with a GPA >=2.0 after three years) increased slightly for full-time students between the Fall 2002 and Fall 2003 cohorts (68% to 69%). For part-time students, the rate increased from 61% to 63%.**

- The minority percent of credit enrollment decreased slightly between the Fall 2005 and Fall 2006 (18.6% to 18.3%), **but there was a dramatic increase between Fall 2006 and Fall 2007 (18.3% to 19.6%), primarily as a result of an increase in the percent of Hispanic students (8.4% to 10.3%).**

- From the Fall 2005 to Fall 2006, the percent of credit enrollment enrolled in ESL courses decreased from seven to four percent, enrolled in developmental courses remained the same at 30%, and receiving financial aid increased from 27.2% to 28.2%.

- **Credit-free workforce development course enrollment showed a dramatic increase from 3,406 in FY06 to 9,855 in FY06. The**

increase was primarily due to a new contract with the Department of Corrections, which caused Health and Medical Career course enrollment to increase from 225 to 1,386 and Safety and Security course enrollment to increase from 771 to 4,129.

- **Enrollment in community service & personal growth credit-free courses continues to increase (1,828 to 2,066), with the greatest increase in motorcycle courses (1,048 to 1,420).**

2. Service Area Population

- 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 2007 and 2015, there will be an 11 percent 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 2007 and 2015, there will be a three percent decrease in white residents, a 10% increase in Hispanics, a six percent increase in African Americans, and a 21 percent increase in Asians.

3. Economic Modeling Specialists, Inc. Studies

Hartford County jobs
- Among the jobs most in demand in our area for which TCC prepares workers are computer support specialists, pre-school teachers, dental hygienists, physical therapy assistants, medical secretaries, legal secretaries, and radiological, medical records and health information technicians.
- Two years ago, technicians in a number of different fields (electrical and electronic engineering, industrial engineering, electro-mechanical, chemical, environmental science and protection, etc.) were in high demand. However, lagging growth in the industries needing these workers has changed the outlook. There is now negative job growth projected in these occupations.
- Because of the nature of Connecticut's economy, there are far fewer jobs requiring an associate degree than those requiring a bachelors. There are projected to be 16,070 openings for associate degree graduates between now and 2015 while there will be 76,489 for bachelor's degree graduates. This fact makes seamless transfer pathways for community college students a high priority.

Tunxis Socioeconomic Benefits

- When higher lifetime earnings for students and social savings from lifestyle changes are considered, Tunxis returns $22 to the state for each dollar the state invests.

4. PACE (faculty and staff) and SACE (students) surveys

- On the Spring 2007 administration of the PACE survey, four items had mean ratings significantly below the national mean:

  The institution is appropriately organized;

  A spirit of cooperation exists at the institution;

  Open and ethical communication is practiced at this institution;

  The institution promotes diversity in the work place.

  Other items that also received low ratings included:

  I am able to influence the direction of this institution

  Institutional teams use problem-solving techniques

  Decisions are made at the appropriate level

  Information is shared within the institution

- Results of the SACE survey place the college slightly below the national average in most categories. Instructional Services received the highest mean ratings mathematically, but also were rated in many items as the most below national averages. Student and Administrative Services showed the most positive differences from the national averages.

5. 2004 Tunxis Student Survey (Marketing)

- Student recall of having seen/heard some type of Tunxis advertising/communications prior to enrollment increased to 41%; however, 70% recalled seeing such materials from our competitors.
- Students indicate that they would prefer to receive regular updates from the admissions office and want a general information brochure giving brief overviews of available programs.
- Thirty percent would like to receive regular email updates about opportunities the college offers

6. Successful Outcomes and At-Risk Student Characteristics Study

- The student success rate (graduated, transferred, retained, or left with a 2.0 GPA or better) for new Tunxis full-time students after three years is 69%.
- By far, Central Connecticut State University is the most popular with our students that transfer. University of Connecticut is a distant second.
- Students most at-risk at Tunxis have skill deficiencies in three areas and are male Hispanics or African Americans <25 years of age. However, all students under 25 with three skill deficiencies are moderately at-risk.

- The top five courses in which unsuccessful students are most often unsuccessful are English 083 and 101 and Math 075, 095, and 137.

7. **Connecticut's Dilemma (from the Office of Workforce Competitiveness)**

- Large proportions of tomorrow's available workforce are living and learning in poverty.
- Our students are not mastering the disciplines and skills required by the 21st century workplace nor are they entering fields of study in high demand programs.
- Large disparities exist between white and minority student high school graduation rates.
- From 1990 to 2000, Connecticut's population increased by only 3.6% while the percentage of individuals living in poverty increased by 19.4%.
- Connecticut tuition rates for two-year colleges rank 43rd; four-year universities, 34th.
- Sixty-two percent of the new jobs in Connecticut 2004-2010 will pay less than $40,000 per year; 36%, less than $25,000. Most will be in the service industry.
- The estimated cost of supporting a family of four in the Hartford area is $44,000.
- The hourly wage needed to afford a two bedroom apartment in Hartford is $19.79, around $40,000 per year.
- Average hourly wage for Hartford County service industry job: $10.41. Jobs requiring one year postsecondary certificate: $16.57. Jobs requiring associate degree: $22.51. Jobs requiring bachelor's degree: $27.05
- The number of Connecticut workers between age 18 and 34 dropped by 211,000, or 23 percent, between 1990 and 2005. It is predicted that this migration will continue.

8. **CT Community College System Developmental Math Study**

- Fall 2005 pass rates in developmental math across the system ranged from 39% to 63%, with an average of 48%. Tunxis' rate was 39%.
- Fall 2006 pass rates in developmental math across the system ranged from 37% to 61%, with an average of 48%. Tunxis' rate was 37%.

9. **Impact of First Year Experience and College Study Skills courses**

- Students with three skill deficiencies who did not take FYE or CSS had a fall to fall retention rate of 51.2% while those who passed CSS had an 85% rate; passed FYE, 87.2%. Students with two skill deficiencies who did not take FYE or CSS had a 64.6% fall to fall retention rate while those who passed CSS had a 100% rate (only 2 students); passed FYE, 80.6%.

- Students with three skill deficiencies who did not take FYE or CSS had a spring to fall retention rate of 80.2% while those who passed CSS had a 92.5% rate; passed FYE, 97.4%. Students with two skill deficiencies who did not take FYE or CSS had an 86.2% spring to fall retention rate while those who passed CSS had a 100% rate (only 2 students); passed FYE, 96.8%.
- Enrollment and success in FYE or CSS had the most dramatic impact on mean grade point averages for those students with three skill deficiencies. Students in this category who did not take FYE or CSS had a Fall 2006 mean GPA of 2.10 and a Spring 2007 mean GPA of 2.06. Those who passed CSS had a Fall 2006 mean GPA of 2.44 and a Spring 2007 mean GPA of 2.22. Those who passed FYE had a Fall 2006 mean GPA of 2.70 and a Spring 2007 mean GPA of 2.52.

MEMBERS OF THE INSTITUTIONAL EFFECTIVENESS COMMITTEE

(2007/2008)

Blaszczynski, Andre	Business Faculty Representative
Brown, Bob	English/Humanities Faculty Representative
Cassidy, Terry	Academic Strategies Faculty Representative
Cleary, Chuck	Dean of Administration (ex officio)
Dantino, Susan (ex officio)	Associate Dean of Institutional Planning & Effectiveness
Ducharme, Maggie	Student Services Representative, Counseling
Dwyer, Francena	Title III Academic Assessment Planner
Edwards, Richard	Social Sciences Faculty Representative
England, David	Director of Institutional Effectiveness (chair)
Ersinghaus, Steve	Arts & Media Faculty Representative
Eschenbrenner, Nancy Administrative Services	Director of Finance and Administrative Services, Representative
Fierro, Rafaele	Chair of the Academic Affairs Committee (ex officio)
Fuller, Lori	Mathematics Faculty Representative
Himmel, Diana	Allied Health/Science Faculty Representative
Keyes, Colleen	Dean of Academic Affairs (ex officio)
Kowar, Pamela	Director of Human Resources (ex officio)
Kriscenski, John	Business/CIS Faculty Representative
LaGanga, Donna	Dean of Workforce Development & Continuing Education (ex officio)
Markiewicz, Judy	Director of Library Services
McCluskey, Peter	Director of Admissions, Student Services Representative
Mitchell, Victor	Director of Business and Industry Services
Peters, Kirk	Dean of Student Services (ex officio)
Schwager, Kathy Representative	Director of Academic Support Center, Student Services
Wahl, Rob	Director of Information Technology, Administrative Services Representative
Witt, Melissa Representative	Public Relations Associate, Marketing & Public Relations
Vacant	Student Representative