

# **STRATEGIC PLAN 2012-2014**

*Tunxis Community College  
Farmington, Connecticut*

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# Strategic Plan 2012-2014

## *Tunxis Community College Farmington, Connecticut*

### 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. Collaboration**
- 4. Community**
- 5. Resources**

# Strategic Rationale and Action Plans

## Student Success

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### Strategic Rationale

Student success is central to all we do and thus it is the primary strategic objective. Student success is defined by student mastery 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 Plan

*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.*

*Design and implement a comprehensive First-Year Program with input from all areas of the College.*

*Continuously improve the success of students in developmental courses.*

*Explore and implement strategies to improve student success in math, particularly developmental math.*

*Improve outreach to service area high schools to improve student preparation for college.*

*Improve academic advising. Develop a degree/certificate completion centered advising plan.*

*Strengthen the commitment to co-curricular activities which reflect and enhance the curriculum and/or support community involvement, service learning, and internships.*

*Develop programs for at-risk students.*

*Develop programs for academically gifted students.*

*Strengthen and expand articulation agreements.*

*Promote/expand existing and consider new programs that prepare students for high growth occupations.*

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

*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.*

# Assessment

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## 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 Plan

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

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

*Promote and provide professional development that will improve assessment.*

*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.*

*Provide systematic opportunities for input from students.*

## Ability-Based Education:

*Reconstitute the Ability Groups and include broad representation with staff from administrative/student services, full-time 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. Make principles and outcomes explicit and public.*

*Consider reducing the number of abilities.*

*Continue work with program coordinators on baseline, interim, and capstone assessments of the abilities in each program.*

*Compile, discuss, and refine assessments through interaction between Ability Groups and faculty.*

*Embed ability assessment into courses. Develop appropriate departmental and institutional assessment tools.*

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

# Collaboration

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## 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, Institutional Effectiveness and Outreach, and Administrative Divisions) to engage and empower students and integrate all aspects of their learning experience.

## Action Plan

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*Hold at least one all-college meeting each year. Feature examples of service excellence. Respond to areas of concern and celebration that are identified in advance and at the meeting.*

*Create and implement an employee orientation to the "Values and Principles."*

*Encourage work groups to identify and implement initiatives that contribute to the improvement of internal civility, cooperation and collaboration.*

*Regularly gather student input through a variety of methods, including committee assignments, forums, and focus groups.*

*Develop more collaborative efforts between Academic Affairs and Student Affairs to enhance student success.*

*Regularly gather and consider input from all constituencies.*

# Community

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## 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 Plan

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

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

*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, particularly for transfer to baccalaureate institutions.*

*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 adults age 25-40, the fastest growing age group in our service area, and other markets identified through research.*

*Focus a significant amount of the College's public relations efforts on university transfer.*

# Resources

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## Strategic Rationale

Like many other states, Connecticut is facing 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 Plan

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*Systematically examine the cost and viability of programs, departments and offices in the context of available resources.*

*Link budget planning to strategic goals.*

*Expand technology resources, including computer labs, ePortfolio lab hours and assistants, and departmental needs, to meet growing student demand.*

*Pursue external funding opportunities through the Tunxis Foundation, Tunxis Alumni Association, and grants from external agencies and organizations.*

*Advocate for additional full-time faculty to reach the system goal of full-time faculty teaching 60% of classes.*

*Cross train staff to work in different areas of the College during times of peak demand in accordance with collective bargaining agreements.*

*Add additional staff when possible to support existing services with increased demand.*

**Tunxis Community College  
Institutional Effectiveness Committee**

**Highlights from Environmental Scan**

**February 15, 2011**

**1. 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.

**Service Area Ethnicity\***  
(by percent of total population)

	<u>Service Area Pop.</u>	<i>Service Area Schools</i>	<u>New Britain Pop.</u>	<i>New Britain Schools</i>	<u>Bristol Pop.</u>	<i>Bristol Schools</i>
<b><u>White</u></b>	<b><u>85.5</u></b>	75.8	<b><u>59.5</u></b>	29.8	<b><u>90.4</u></b>	80.3
<b><u>Black</u></b>	<b><u>3.8</u></b>	6.6	<b><u>11.0</u></b>	17.5	<b><u>2.7</u></b>	6.8
<b><u>Hispanic</u></b>	<b><u>8.7</u></b>	14.7	<b><u>27.1</u></b>	50.2	<b><u>5.3</u></b>	10.5
<b><u>Asian</u></b>	<b><u>1.9</u></b>	2.7	<b><u>2.4</u></b>	2.3	<b><u>1.5</u></b>	2.2

\*Provided for comparison purposes. In addition to service area ethnic ratios, data for New Britain and Bristol are included because approximately 40% of our students are from those towns. The ethnic ratios for new and all Fall 2010 students and also those from New Britain and Bristol are provided on subsequent pages.

Generally, for accountability purposes, our enrollment should reflect the population at large. Our service area population is 14.4% minority while our Fall 2010 total student enrollment is 22.3% minority and Fall 2010 new student enrollment is 28.5% minority.

The New Britain population is 40.5% minority while our Fall 2010 total student enrollment from New Britain is 43.5% minority and Fall 2010 new student enrollment from New Britain is 55.1% minority.

The Bristol population is 9.5% minority while our Fall 2010 total student enrollment from Bristol is 15.5% minority and Fall 2005 new student enrollment from Bristol is 17.1% minority.

Data on the ethnic ratios in the schools is included for planning purposes, i.e. to provide some indication of ethnic ratios of future students.

**Fall 2010 All Students from Bristol and New Britain**

			Town		Total
			Bristol	New Britain	
ETHNICITY	White	Count	585	424	1009
		% within Town	73.5%	45.3%	58.3%
	African American	Count	35	117	152
		% within Town	4.4%	12.5%	8.8%
	Hispanic	Count	68	269	337
		% within Town	8.5%	28.8%	19.5%
	Asian	Count	16	20	36
		% within Town	2.0%	2.1%	2.1%
	Am Indian	Count	2	1	3
		% within Town	.3%	.1%	.2%
	Unknown	Count	88	104	192
		% within Town	11.1%	11.1%	11.1%
	Native Hawaiian	Count	2	0	2
		% within Town	.3%	.0%	.1%
Total		Count	796	935	1731
		% within Town	100.0%	100.0%	100.0%

**Fall 2010 New Students from Bristol and New Britain**

			Town		Total
			Bristol	New Britain	
ETHNICITY	White	Count	101	80	181
		% within Town	75.4%	35.6%	50.4%
	African American	Count	8	42	50
		% within Town	6.0%	18.7%	13.9%
	Hispanic	Count	13	79	92
		% within Town	9.7%	35.1%	25.6%
	Asian	Count	1	3	4
		% within Town	.7%	1.3%	1.1%
	Am Indian	Count	1	0	1
		% within Town	.7%	.0%	.3%
	Unknown	Count	10	21	31
		% within Town	7.5%	9.3%	8.6%
Total		Count	134	225	359
		% within Town	100.0%	100.0%	100.0%

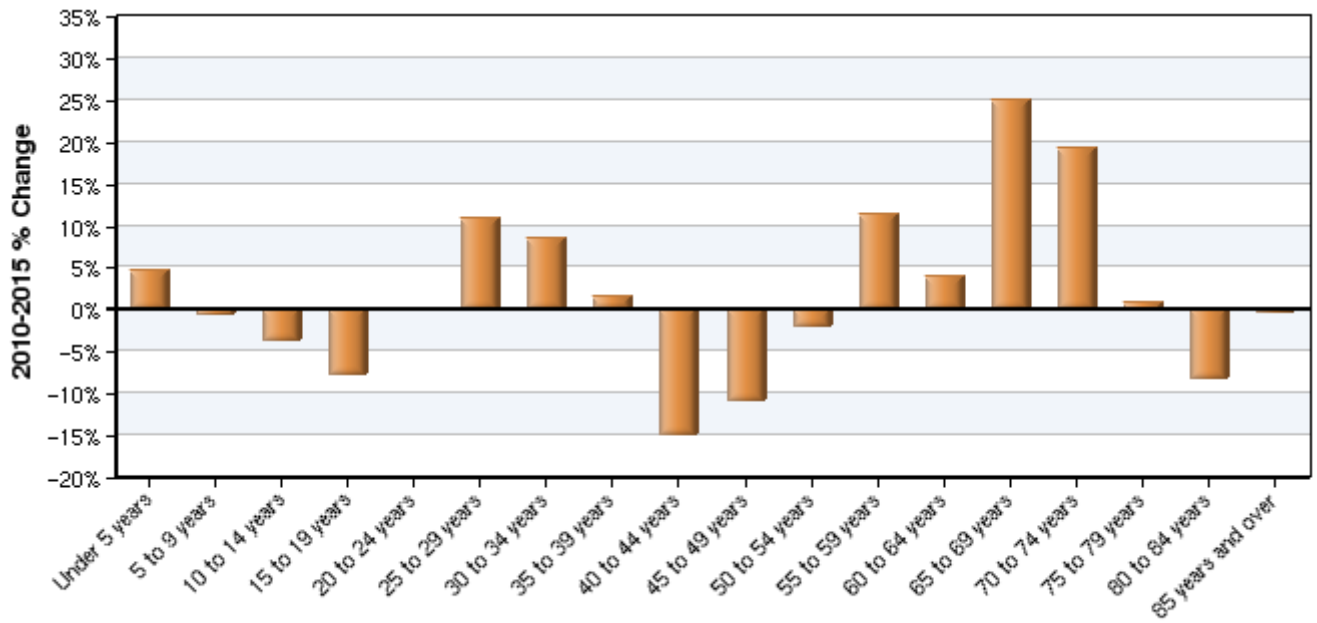
**ETHNICITY: Fall 2010 New Students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	606	63.2	63.2	63.2
	African American	96	10.0	10.0	73.2
	Hispanic	153	16.0	16.0	89.2
	Asian	20	2.1	2.1	91.2
	Am Indian	2	.2	.2	91.4
	Unknown	80	8.3	8.3	99.8
	Native Hawaiian	2	.2	.2	100.0
	Total	959	100.0	100.0	

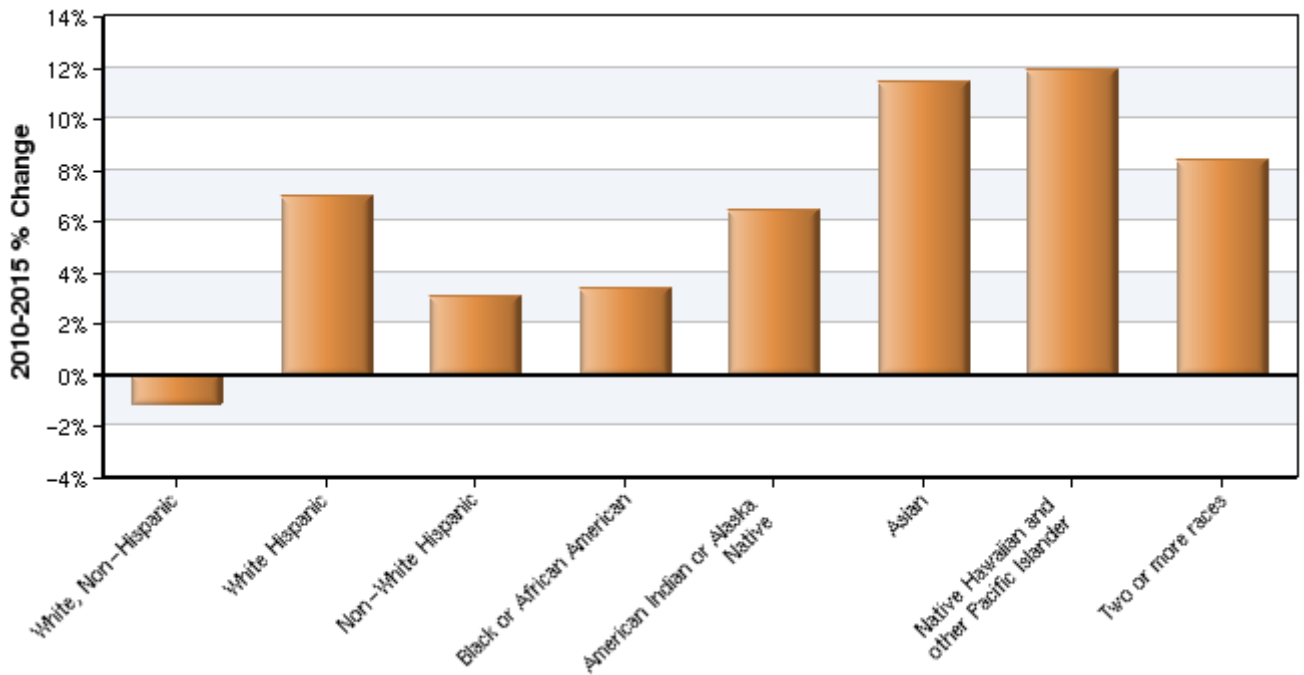
**ETHNICITY: Fall 2010 All Students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	3102	66.5	66.5	66.5
	African American	308	6.6	6.6	73.1
	Hispanic	576	12.3	12.3	85.4
	Asian	145	3.1	3.1	88.5
	Am Indian	6	.1	.1	88.7
	Unknown	521	11.2	11.2	99.8
	Native Hawaiian	8	.2	.2	100.0
	Total	4666	100.0	100.0	

## Growth by Age



## Growth by Race/Ethnicity





## 2. Economic Modeling Specialists, Inc. Studies

### Hartford County jobs

- Among the jobs most in demand in our area for which TCC prepares workers are:

#### **Credit and Non-Credit Certificate**

Nursing Aides  
Fitness Trainers  
Pre-School Teachers  
Medical Secretaries  
Emergency Medical Technicians  
Medical Transcriptionists

#### **Associate Degree**

Computer Support Specialists  
Dental Hygienists  
Computer Specialists, all other  
Medical Records and Health Information Technicians

#### **Slower Growth Jobs, Associate Degree**

Electrical and Electronic Engineering Technicians  
Industrial Engineering Technicians  
Physical Therapist Assistants  
Environmental Engineering Technicians  
Engineering Technicians

- 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 3,728 openings for associate degree graduates in Hartford County between now and 2015 while there will be 20,319 for bachelors degree graduates. Additionally, many jobs for formerly required an associate degree now require a bachelors degree. 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.

## 3. 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 21<sup>st</sup> 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 43<sup>rd</sup>; four-year universities, 34<sup>th</sup>.
- 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.

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

Some items showed significant improvement between the 2007 and 2009 PACE surveys:

Question	2009	2007	09-07
16. Open and ethical communication at this institution	3.07	2.75	.32
25. Spirit of cooperation exists at institution	3.13	2.84	.30
14. Work team uses problem-solving techniques	3.79	3.50	.29
12. Positive work expectations communicated	3.82	3.57	.24
29. Institution-wide policies guide work	3.65	3.40	.24
41. Adequate information regarding important activities	3.69	3.47	.22
15. Able to influence direction of institution	3.20	2.98	.22
7. Student needs are central	3.78	3.56	.22

However, some of those showing improvement remain among the lowest rated items.

#### Items Receiving the Lowest Ratings

Question	PACE 2009
25. Spirit of cooperation exists at institution	3.13
4. Decisions made at appropriate level	3.09
49. Teaching is more effective as a result of Title III	3.08
16. Open and ethical communication at this institution	3.07
10. Information shared within institution	3.05
53. Responsibility	3.04
48. Outcomes assessment is being implemented effectively	3.04
32. Institution appropriately organized	3.00
11. Institutional teams use problem-solving techniques	3.00
52. Integrity	2.86

#### Items Receiving the Highest Ratings

Question	PACE 2009
8. My job is relevant to mission	4.43
31. Students receive an excellent education	4.19
2. Manager expresses confidence in work	4.09
37. Institution prepares students for further learning	4.06
39. Given opportunity to be creative	4.04
23. Professional staff meet student needs	3.98
9. Supervisor open to ideas etc of everyone	3.97
19. Students competencies enhanced	3.94
35. Institution prepares students for a career	3.92
42. Students are satisfied	3.91

Items receiving the highest and lowest ratings on the SACE survey:

#### Highest Rated Items:

32. Quality of the library	4.41
3. Instructors expertise	4.33
4. Instructors attitude toward students	4.26
11. Opportunity to participate actively in class	4.23
7. Instructors clearly define course requirements	4.23
8. Instructors clearly define grading policies	4.21
39. Availability of places to study	4.18
51. I feel safe on campus	4.16
53. Personnel are sensitive to students gender	4.14
6. Instructors clearly define course objectives	4.13
66. Tunxis is friendly	4.13
52. Personnel are sensitive to students of all ages	4.13

### Lowest Rated Items:

25. Advice I get in making educational decisions	3.67
19. Quality of career planning and placement services	3.66
37. Quality of campus lighting	3.65
23. Quality of counseling services	3.64
21. Opportunity for involvement in campus activities	3.59
38. Availability of public transportation	3.52
59. Aware of Ability Based Ed	3.22
28. Quality of physical education services	3.20
24. Quality of athletic services	3.00
36. Convenience and proximity of parking	2.97
35. Availability of parking spaces	2.53

### 5. Community College Survey of Student Engagement.

Tunxis' results on this survey were slightly below the average for other small colleges and all colleges on the five benchmarks:

<b>Benchmark</b>	<b>Tunxis</b>	<b>Other Small Colleges</b>	<b>All Colleges</b>
Active and Collaborative Learning	44.8	51.2	50.0
Student Effort	44.8	50.8	50.0
Academic Challenge	49.7	50.2	50.0
Student-Faculty Interaction	50.1	51.6	50.0
Support for Learners	49.5	51.3	50.0

#### Low rated items in Active and Collaborative Learning:

Worked with other students on projects during class  
Worked with classmates outside of class to prepare assignments  
Tutored or taught other students (paid or voluntary)

#### Low rated items in Student Effort

Preparing for class  
Frequency of use of skill labs  
Frequency of use of computer lab

#### Low rated items in Academic Challenge

Worked harder than you thought you could to meet an instructor's standards or expectations  
Applying theories or concepts to practical problems or in new situations  
Using information you have read or heard to perform a new skill

#### Low rated items in Student-Faculty Interaction

Talked about career plans with an instructor or advisor  
Worked with instructors on activities other than coursework

### Low rated items in Support for Learners

Helping you cope with your non-academic responsibilities

Providing the support you need to thrive socially

Providing the financial support you need to afford your education

Frequency of use: academic advising/planning

Frequency of use: career counseling

## 6. Institutional Effectiveness Outcomes and Data: Student Success and Institutional Measures:

### Most Notable Trends:

- **The mean number of credit hours completed at Tunxis by students who transfer increased from 29 for the Fall 2005 cohort to 35 for the Fall 2006 cohort.**
- **NEW MEASURE:** Percent of new developmental students who TOOK and successfully completed college Math & English courses after three years (NOT including students who did not take the college level courses before leaving Tunxis). **The percent increased from Fall 2006 cohort to the Fall 2007 cohort, 58% to 61% in math and 69% to 72% in English.**
- **Fall to Spring retention rates for new students disaggregated by the number of skill deficiencies showed increases for full-time students in all categories (None, 80% to 90%; One, 81% to 87%; Two, 77% to 85%; Overall, 78% to 86%). The rates for part-time students also increased (None, 67% to 68%; One, 60% to 78%; Two, 58% to 68%; Overall, 59% to 70%).**
- **Fall to Fall retention rates by skill deficiency increased for all part-time student groups (None, 39% to 50%; One, 34% to 54%; Three, 39% to 45%; Overall, 37% to 47%).**
- **The overall course success rate (A-B-C) increased from 61% to 67%.**
- **There were increases for all ethnic groups in Fall to Spring retention rates for full-time students (Asian, 82% to 84%; African American, 59% to 92%; Hispanic, 78% to 80%; White, 80% to 87%; All Students, 78% to 86%). For part-time students, the results were similar (Asian, 63% to 69%; African American, 74% to 78%; Hispanic, 56% to 72%; White, 54% to 69%; All Students, 57% to 70%).**
- **Fall to fall retention rates by ethnicity for part-time students increased dramatically for all groups, Asian 25% to 62%; African American, 32% to 53%; Hispanic 29% to 52%; White, 35% to 44%; All Students, 35% to 47%).**
- **The Student Success Rate (percent of leavers that graduated, transferred, were retained or left with a GPA  $\geq$ 2.0 after three years) significantly increased for full-time African American students (54% to 76%).**

All Trends (positive trends in bold):

- The transfer rate for new full-time students (after three years) decreased slightly from 30.2% for the Fall 2005 cohort to 29.9% for the Fall 2006 cohort. **The transfer rate for new part-time students increased from 15.9% to 16.6%.**
- **The mean number of credit hours completed at Tunxis by students who transfer increased from 29 for the Fall 2005 cohort to 35 for the Fall 2006 cohort.**
- The percent of students testing into developmental courses who enrolled in developmental courses decreased from Fall 2008 (84%). For Fall 2009, 81% of new students who needed developmental courses enrolled in at least one (89% of full-time; 64% of part-time).
- **The percent of new students who successfully completed developmental courses their first semester increased from Fall 2008 to Fall 2009 in English (61% vs. 67%) and math (45% vs. 47%).**
- The percent of new developmental students who successfully complete college level math and English courses after three years decreased in math from 29% to 26% and from 43% to 41% in English.
- **NEW MEASURE:** Percent of new developmental students who TOOK and successfully completed college Math & English courses after three years (NOT including students who did not take the college level courses before leaving Tunxis). **The percent increased from Fall 2006 cohort to the Fall 2007 cohort, 58% to 61% in math and 69% to 72% in English.**
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- Fall to Fall retention rates by skill deficiency remained near the same for full-time students but **increased dramatically for part-time students.** For full-time students, None, 67% to 66%; One, 68% to 64%; **Three, 58% to 59%**; Overall, 61% to 61%. **The rates increased for all part-time student groups (None, 39% to 50%; One, 34% to 54%; Three, 39% to 45%; Overall, 37% to 47%).**

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 remained wide this year after dramatically narrowing in the 2005-2006 academic year when 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 2006-2007, the gap was 2.68 to 2.14; in 2007-2008, the gap was 2.82 to 2.28; in 2008-2009, the gap was 2.48 to 2.09. This year, the gap was 2.62 to 2.18. The data on part-time students reflected the same trend, 2.96 to 2.35.

- **The graduation rate for new full-time students three years after initial enrollment increased slightly, from 9% for the Fall 2005 cohort to 11% for the Fall 2006 cohort (Fall 2000 cohort graduation rate was 14%).**
- **The overall course success rate (A-B-C) increased from 61% to 67%.**
- **There were increases for all ethnic groups in Fall to Spring retention rates for full-time students (Asian, 82% to 84%; African American, 59% to 92%; Hispanic, 78% to 80%; White, 80% to 87%; All Students, 78% to 86%). For part-time students, the results were similar (Asian, 63% to 69%; African American, 74% to 78%; Hispanic, 56% to 72%; White, 54% to 69%; All Students, 57% to 70%).**
- **Fall to fall retention rates for full-time students by ethnicity increased for White and Hispanic students decreased for African American and Asian students and stayed the same overall (Asian, 73% to 58%; African American, 48% to 46%; Hispanic, 55% to 61%; White, 62% to 63%; All Students, 61% to 61%). The results for part-time students increased dramatically for all groups, Asian 25% to 62%; African American, 32% to 53%; Hispanic 29% to 52%; White, 35% to 44%; All Students, 35% to 47%).**
- **The Student Success Rate (percent of leavers that graduated, transferred, were retained or left with a GPA  $\geq$  2.0 after three years) decreased for full-time students between the Fall 2005 and Fall 2006 cohorts (73% to 70%). For part-time students, the rate increased from 68% to 69%. Notable trends in this outcome measure are a significant decrease in the success rate for Hispanic students (full-time, 70% to 54%; part-time, 64% to 58%), and a significant increase for full-time African American students (full-time, 54% to 76%; part-time, 67% to 56%).**
- **There was a decrease in the percentage of minority enrollment between the Fall 2008 and Fall 2009 (20.8% to 20%). However, it is difficult to draw an accurate comparison since the new, multiple questions on ethnicity on the admissions application are confusing and have resulted in a large increase in the “Unknown” category (4.6% to 12.6%).**
- **From the Fall 2008 to Fall 2009, the percent of credit enrollment enrolled in ESL courses decreased from four percent to three percent, enrolled in developmental courses decreased from 32.8% to 31%, and receiving financial aid increased from 33.1% to 38.2%.**
- **Credit-free workforce development course enrollment showed a dramatic decrease from 3,774 in FY09 to 3,291 in FY10.**
- **Enrollment in community service & personal growth credit-free courses decreased from 2,260 in FY09 to 2,025 in FY10.**

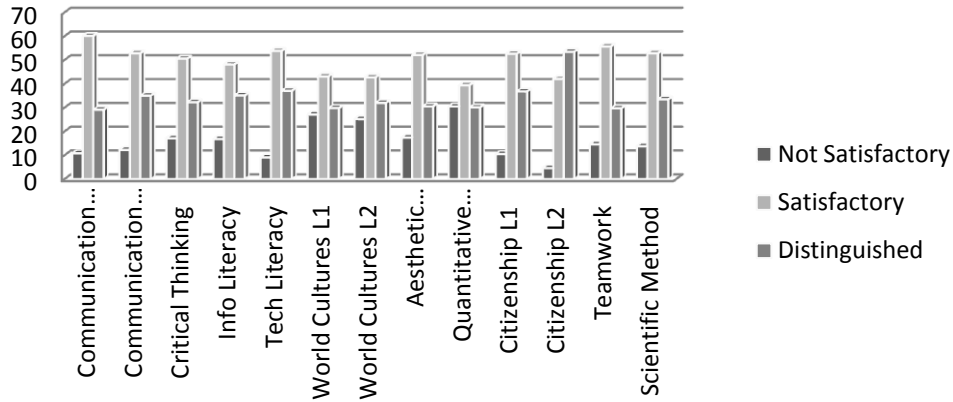
## 7. Ability Based Education

- All 56 full-time faculty and 87 of 245 adjunct faculty conducted ability assessments in their courses.

- Over 16,000 assessments were documented and recorded in 182 different courses. Around half of the assessments were recorded in Digication, the other half submitted on paper. The goal for 2010-2011 is to have most assessments recorded in Digication. For the academic year, 3,563 of 5,872 students were assessed in at least one ability
- A curriculum map was compiled showing in which course(s) each ability would be assessed within each associate degree plan. The map revealed that a few abilities either were not assessed or not assessed enough times within some degree plans. Filling in those gaps is a goal for the 2010-2011 academic year. A summary, showing how many times each ability is assessed in each degree program, is provided as Appendix B.
- Ten full-time faculty from various disciplines participated in a semester-long ePortfolio seminar series. These faculty members were trained in Digication over the summer and were asked to pilot the use of ePortfolio in one of their classes during the fall 2009 semester. This seminar series was very successful, with one exception; all participants are currently using ePortfolio in their classes. A similar seminar series was offered through our Center for Teaching this spring. There are about twenty participants from a variety of disciplines and programs. There are also several adjunct faculty members participating in the seminar. Many of these participants are using ePortfolio in their classes this semester; others are preparing to implement ePortfolio in the fall.
- ePortfolio was used in 64 different courses (see Appendix A).
- While there were many successes this year, the ePortfolio Showcase events stand out as particularly successful. In October, we held a small student showcase for all faculty when our LaGuardia team came for a site visit. Feedback was quite positive. In May, the CIS, BOT, and DH programs held ePortfolio capstone showcase events for their advisory board members. Survey results indicate that these events were very well received by advisory board members who had an opportunity to interact one-on-one with students and see both their ePortfolios and specific examples of their work.



## 2009-2010 Last Best Ability Assessment All



**Number of Last Best Assessments for each Ability**

		Frequency	Percent
Valid	Communication L1	1713	16.9
	Communication L2	687	6.8
	Critical Thinking	2428	24.0
	Info Literacy	730	7.2
	Tech Literacy	1142	11.3
	World Cultures L1	765	7.6
	World Cultures L2	103	1.0
	Aesthetic Engagement	660	6.5
	Quantitative Reasoning	973	9.6
	Citizenship L1	190	1.9
	Citizenship L2	140	1.4
	Teamwork	158	1.6
	Scientific Method	436	4.3
Total	10125	100.0	

Students struggle most with World Cultures and Quantitative Reasoning, and to a lesser extent, Critical Thinking, Information Literacy, and Aesthetic Engagement.

### 8. Ability to Benefit/Accuplacer Score Ranges

Below are the results of a study comparing several short term and long term outcomes between students who score in three ranges on the Accuplacer test. The lowest scoring group are below the Ability to Benefit score established by the federal government for financial aid.

## Fall 2005, 2006 and 2007 Cohorts Combined (FT & PT)

See Note Below	Number	Pass Gatekeeper Course w/in 3 Years	Graduate w/in 3 years	Transfer w/in 3 years	GPA after one year	Fall to Fall Retention
RC:						
1	441	30%	1.3%	18%	2.16	53%
2	1150	42%	5.7%	23%	2.29	55%
3	418	52%	7.6%	31%	2.59	55%
SS:						
1	377	26%	1.2%	16%	2.05	52%
2	934	39%	3.8%	22%	2.27	54%
3	697	53%	9%	29%	2.51	57%
AR:						
1	479	9%	1.2%	16%	2.10	49%
2	491	16%	2.6%	19%	2.18	52%
3	134	35%	9.4%	28%	2.64	65%

All new students scoring in three ranges on the Accuplacer Reading (RC), Sentence Skills (SS), and Arithmetic (AR) tests.

RC: 1= Score <55 Ability to Benefit (ATB) cut-off  
 2= Score 55-90  
 3=Score 91-120

SS: 1=Score <60 ATB cut-off  
 2=Score 60-90  
 3=Score 91-120

AR: 1=Score <34 ATB cut-off  
 2=Score 34-77  
 3=Score 78-120

9. **Short Term Outcomes Study** (this study included a number of bar charts; for the sake of brevity, only selected text that describes the study and the results are included here).

While the College's ultimate goal is for students to successfully graduate and/or transfer, the calculation of those rates usually does not help us monitor and analyze student success in the short-term since they are based on cohorts of students that began at the College three years ago. Short-term measures reveal more about the current situation at the College since they are based on current and/or previous year's students.

In this study, three outcomes are measured for first time, full-time students: fall to spring retention, mean grade point averages (GPA), and mean percent of courses passed. The data is disaggregated by ethnicity and at-risk factors. In most cases, students who entered in Fall 2009 show improvement in these measures over the Fall 2008 cohort, but some challenges remain in sustaining that improvement, particularly in the Spring semester.

Fall to Spring retention rates showed a significant improvement overall and for all ethnic groups.

All ethnic groups showed improvement in mean grade point averages from Fall 2008 to Fall 2009, but African American students had a decrease in this measure from Spring 2009 to Spring 2010.

While the at-risk factors identified in a five year regression analysis continue to predict student performance, there were improvements in retention rates for all groups (1, least at-risk; 5, most at-risk. At-risk factors are: under 25 years of age, skill deficient in math, skill deficient in English, male, and African American or Hispanic. Both 4's and 5's usually struggle to be successful.

All groups showed improvement in mean grade point averages in the fall. In the spring, however, those most at-risk (5's) showed a decrease from the previous year.

Again, a trend similar to mean grade point averages was observed in mean percent of courses passed. There were improvements in all groups for the fall semester, but those most at-risk had decreases in the spring.

While the improvements in retention rates and fall semester academic performance are encouraging, the decrease in academic performance of African Americans and students with five at-risk factors in the spring semester is a cause for concern. Most of our intervention and student support efforts are concentrated on getting students off to a good start in the fall semester, and they seem to be working. Expanded efforts for new students in the spring semester, particularly those mentioned above, should be strongly considered.

**MEMBERS OF THE INSTITUTIONAL EFFECTIVENESS COMMITTEE**  
(2010/2011)

Bencivengo, Mary	Allied Health Faculty Representative
Brown, Robert	Humanities Faculty Representative
Carbone, Candace	Business and Technology Faculty Representative
Cenet, Jean-Marc	Mathematics and Science Faculty Representative
Cleary, Chuck	Dean of Administration (ex officio)
Dwyer, Francena	Academic Assessment Planner/Ability Assessment Team Chair
England, David	Dean of Institutional Effectiveness and Outreach (ex officio)
Eschenbrenner, Nancy	Administrative Services Representative, Finance
Gentry, Susan	Academic Strategies Faculty Representative
Gotowka, Christina	Social Sciences Faculty Representative
James, Kimberly	Academic Advising Center Representative
Kowar, Pamela	Director of Human Resources (ex officio)
Lamar, Melissa	Marketing & Public Relations Representative
Lavoie, Lisa	Library Services Representative
Mitchell, Victor	Continuing Education and Workforce Development Representative
Peters, Kirk	Dean of Student Services (ex officio)
Revillini, James	Institutional Research Representative
Rooke, Michael	Dean of Academic Affairs (ex officio)
Schwager, Kathy	Student Services Representative, Academic Support Center
Timmons, John	Arts and Media Faculty Representative
Wahl, Rob	Administrative Services Representative, Information Technology
<b>Vacant</b>	Student Representative