

Norwalk Community College Civic Action Plan
For
Equity, Inclusive Excellence, Civic Learning, and Democratic Engagement
An educational center with a civic circumference

The Norwalk Community College (NCC) Civic Action Plan affirms the centrality of the public purposes of higher education as part of our institutional mission, core values and vision. As a leader and partner in the academic, economic, cultural, and social well-being of Southwestern, Connecticut, we are an educational community that embraces diversity and inspires excellence among our students, faculty, and staff. Our mission emanates from five core values, 1) Student Centered Focus, 2) Excellence in Teaching, 3) Student Success, 4) Community Engagement, and 5) Civility and Respect. Our vision is to create a culture of inclusion and excellence through intellectual inquiry, open dialogue, multicultural awareness, and lifelong learning. By embracing the diverse needs of our students, faculty, staff, and community, the College will provide an environment in which individuals are empowered to achieve their highest potential.

In the fall of 2016, representatives from NCC attended the Southern New England Civic Action Planning Institute to discuss the Campus Compact 30th Anniversary Action Statement signed by university and college presidents to reaffirm their public commitment to develop Civic Action Plans for their respective institutions and put the following principles into action:

We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.

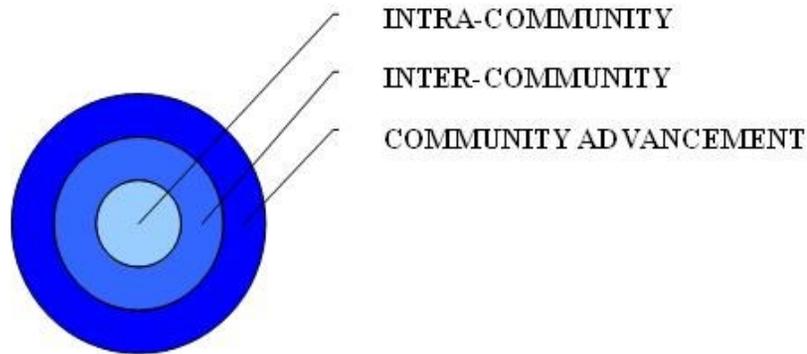
We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

To fully achieve our public serving mission and honor the principles embedded in the Campus Compact 30th Anniversary Action Statement the College will implement a three-tiered approach for civic engagement that incorporates an Engagement & Outreach Framework used by the Office of Multi-Cultural Affairs at Columbia University <https://www.cc-seas.columbia.edu/OMA/about>. This approach recognizes three different states of identity development:



Intra-Community

Intra-community work focuses on constituency-based support and education, particularly for historically and socially marginalized and underserved communities. Programming and resources explore the intersections of multiple identities, the history of social oppression, and the experiences and cultural heritage of groups. The guiding principle that underlies this work is based upon ***inclusive excellence*** defined by the American Association of Colleges and Universities as providing access, student success, and high quality learning designed to integrate efforts related to diversity, equity and educational quality into mission and institutional operations¹.

Inter-Community

Inter-community work focuses on cross-cultural dialogue and building bridges with others across communities, including programming and resources that encourage community education and collaboration among different groups. Intercultural communication and social justice education are critical components to this tier.

¹ Sheila Radford-Hill, PhD, Chief Diversity Officer, Dominican University, Higher Education Resource Services (HERS)

Community Advancement

Building upon intra-community and inter-community tiers, civic action seeks to change individual, cultural, and institutional actions and policies that may discriminate or marginalize any group. An integral part of this area is strategically engaging, working, and collaborating with many members of the College and surrounding communities.

The Engagement and Outreach framework aligns with the student population and culture of NCC. Founded in 1961, NCC is an open admission, two year public community college. It is the oldest and one of the largest of the 12 colleges in the Connecticut Community College system. Our students come from two mid-sized cities and eight suburban towns with a total population of nearly 400,000. The College has an annual enrollment of more than 14,000 credit and noncredit students. The fall 2017 credit enrollment was 5,939 students, of which 58% are female and 42% male. Sixty percent of our credit students are 24 and under and sixty-six percent attend part-time. NCC is racially and ethnically diverse with a majority of students (60%) the first generation in their families to attend college (CCSSE, 2015). In fall 2017, more than 50% of our credit students identified themselves as non-white, including 17% black and 37% Hispanic. For more than one third (36%) of our students, English is not their native language (CCSSE 2015). Nearly 90% of our students work while attending school, and over half are working 20 or more hours per week (CCSSE, 2015).

Existing engagement infrastructure and key assets

Through many different programs, clubs, and services, NCC helps our students explore and embrace the intersection of their multiple identities, embrace their cultural heritage and develop a sense of belonging both within and beyond the college. These resources also provide opportunities for students to engage in cross-cultural dialog and support the forming of ally groups. Through formal and informal partnerships, the College addresses community needs while providing our students with academic enrichment, career exploration and service for the public good.

1. **Service learning:** A dynamic method of integrating classroom lessons with community action. Classes that offer a service learning component are paired with a community organization whose goals and mission align with the curriculum and student learning outcomes of the class.
2. **Community Service:** Helps students connect with meaningful community service opportunities, build new service initiatives in Southwestern Connecticut and around the globe, and develop a sustained commitment to service that lasts beyond their years at NCC.
3. **Community Work Study:** Provides off-campus job opportunities for NCC students at non-profit community organizations. Students receive first-hand instruction and experience in an area that meets their interests, while organizations benefit from the student's dedication, hard work, and genuine interest in learning about their community.

4. **AmeriCorps VISTA intern:** Organizes a work-study cohort of students to support the NCC Food Pantry and support the State Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T) Program.
5. **Interfaith Community Service and the Meditation Room:** Celebrating diversity in all faith traditions, the interfaith program provides for the spiritual needs of all the members of the NCC community—regardless of religious history/affiliation, cultural background, sexual orientation, gender identity, or any other factor.
6. **Food Pantry at NCC:** Opened in Feb 2015, the Food Pantry seeks to alleviate the barriers and challenges associated with food insecurity and hunger so that students can remain in school, and attain their academic and career goals.
7. **Center for Multicultural Affairs (CMA):** The CMA enriches the educational experience of all NCC students by helping them develop knowledge and appreciation for different races, religions, ages, gender identities or expressions, ethnic and cultural backgrounds, national origins, sexual preferences or orientations, and disabilities.
8. **Office of Diversity and Equity Programing:** Provides programs and activities that encourage students, faculty and staff to develop a greater awareness and appreciation for issues of diversity and inclusion. These include; domestic violence/sexual assault prevention, workshops on cultural competencies, a campus conversation series, Black History month, staff diversity and leadership training, student orientation and campus-wide educational events.
9. **Student Government Association (SGA):** The SGA provides the voice of the student body to the administration in all matters of student interest. It establishes and implements events, activities and programs for the college community including student clubs. The SGA develops and enforces policies and procedures relating to the assessment, allocation and disbursement of resources from the student activities fund, and ensures that all student activities fees are credited and utilized in a responsible manner.
10. **Phi Theta Kappa (PTK):** PTK is an international honor society for two year institutions that recognizes academic achievement and provides students with opportunities to grow as scholars and leaders. Students engage in experiential learning through projects that support PTK hallmarks of: Leadership, Scholarship, Service and Fellowship. Projects have included members serving as peer mentors in First Year Experience courses, working on the Commit to Complete Graduation Initiative and assisting the Career Development Center.
11. **Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching:** NCC was the first community college in Connecticut (2010 and 2015) to achieve this recognition, which is awarded every five years.
12. **President’s Higher Education Community Service Honor Roll:** (2009, 2012, 2013, 2014).

As demonstrated above, civic action already occur in the curriculum, in extracurricular activities and across college departments. Civic engagement is also part of the College's 2017-2022 Strategic Plan wherein NCC President David L. Levinson states:

We are committed to providing excellence in academics, being responsive to workforce needs, utilizing innovative technology and engaging our community partners. We will carefully manage our campus growth while expanding our role in promoting environmental and civic responsibility. Our strategic goals will drive our institution forward as we collectively create our future at NCC.

The purpose of the NCC Civic Engagement Action Plan is to broaden civic action by examining equity, inclusive excellence, civic learning and democratic engagement across our campus and the larger community and, and where possible, incorporate these concepts and activities into the student educational experience thereby establishing NCC as an educational center with a civic circumference. To do this the College commits to the following goals and objectives:

Goal 1: Convene a Civic Action Committee (CAC) to examine equity, inclusive excellence, civic learning, and democratic engagement across all divisions of the college.

Objectives:

1. President Levinson invites representatives from Academic Affairs, Student Services and the Office of Diversity & Equity Programming to serve on a Civic Action Committee (CAC).
2. The CAC will review and adopt common terms for equity, inclusive excellence, civic learning and democratic engagement by meeting with students, faculty and staff and reviewing best practices and research.
3. The CAC will review and modify and/or adopt the Draft Civic Action Plan for Norwalk Community College and monitor its implementation.

Goal 2: Review academic programs and classes to determine if they include concepts and learning outcomes of equity, inclusive excellence, civic learning, and democratic engagement.

Objectives:

1. Conduct a survey and/or focus groups of faculty to determine whether equity, inclusive excellence, civic learning, and democratic engagement are part of the curriculum and student learning outcomes in academic classes and programs.

2. Offer professional development for faculty to include equity, inclusive excellence, civic learning and democratic engagement into the curriculum and student learning outcomes.

Goal 3: Review non-academic programs and activities to determine if they support equity, inclusive excellence, civic learning, and democratic engagement.

Objectives:

1. Conduct a survey and/or focus groups of student services staff to determine if the concepts of equity, inclusive excellence, civic learning and democratic engagement are incorporated into their work.
2. Offer professional development to student services staff to incorporate the concepts of equity, inclusive excellence, civic learning and democratic engagement into their work.
3. Conduct a survey and/or focus groups of student club advisors, club members and students to determine whether equity, inclusive excellence, civic learning and democratic engagement are part of the mission and/or purpose of each club.
4. Provide guidance to club advisors and club members to incorporate equity, inclusive excellence, civic learning and democratic engagement into their club activities.

Goal 4: Document and celebrate how equity, inclusive excellence, civic learning and democratic engagement occurs in academic and non-academic programs, classes and activities at the college and serves the Southwestern Connecticut community.

Objectives:

1. Provide recognition for students and community partners who participate in equity, inclusive excellence, civic learning and democratic engagement activities and programs.
2. Participate in state, regional and national initiatives that promote equity, inclusive excellence, civic learning and democratic engagement in higher education.
3. Celebrate equity, inclusive excellence, civic learning and democratic engagement activities with community partners.

Implementation Strategies and Timeline				
Goal 1:	<i>Convene a Civic Action Committee to examine equity, inclusive excellence, civic learning, and democratic engagement across all divisions of the college.</i>			
Objective 1.1	Participants	Strategies	Outcomes	Time Frame
President Levinson invites Academic Affairs, Student Services and the Office of Diversity & Equity Programming to serve on Civic Action Committee (CAC).	President, Diversity Officer, Deans (or designee) and CAC staff: (Service Learning Coord., Director of Institutional Advance. & Planning)	President charges the CAC to review draft Civic Action Plan. Deans and Diversity Officer (or designees), will chair and guide the CAC work	CAC will present the Civic Action Plan to NCC community by the end of the Spring 2018 semester.	Spring 2018.
Objective 1.2	Participants	Strategies	Outcomes	Time Frame
The CAC will review and adopt common terms for equity, inclusive excellence, civic learning and democratic engagement.	CAC and staff	CAC staff present common definitions for CAC review and approval.	The common terms will be publicized and disseminated among the NCC community.	Early Spring 2018.
Objective 1.3	Participants	Strategies	Outcomes	Time Frame
The CAC will review and modify and/or adopt a Civic Action Plan for NCC and monitor its implementation.	CAC and support staff	CAC will present the Civic Action Plan to the NCC community.	The Civic Action Plan will be on the NCC and incorporated into annual plans for College departments/divisions.	Summer 2018 Fall 2018.
Goal 2:	<i>Review academic programs and classes to determine if they include concepts and learning outcomes of equity, inclusive excellence, civic learning, and democratic engagement.</i>			
Objective 2.1	Participants	Strategies	Outcomes	Time Frame
Conduct a survey and/or focus groups of faculty to determine whether equity, inclusive excellence, civic	Dean of Academic Affairs and faculty and CAC staff.	Interested faculty will identify civic learning that occurs in their programs and courses.	An inventory of courses that include equity, inclusive excellence, civic	Spring 2018/Summer 2018/Fall 2018.

learning and democratic engagement are part of the curriculum and student learning outcomes.			learning and democratic engagement.	
Objective 2.2	Participants	Strategies	Outcomes	Time Frame
Professional development for faculty to include equity, inclusive excellence, civic learning and democratic engagement into the curriculum and student learning outcomes.	Dean of Academic Affairs, Center for Teaching & Learning and faculty.	Center for Teaching & Learning workshops offered on equity, inclusive excellence, civic learning and democratic engagement.	Interested faculty attend workshops to consider course modules and/or pilot activities for equity, inclusive excellence, civic learning and democratic engagement	Summer 2018 and ongoing.
Goal 3:	<i>Review non-academic programs and activities to determine if they support equity, inclusive excellence, civic learning, and democratic engagement.</i>			
Objective 3.1	Participants	Strategies	Outcomes	Time Frame
Conduct a survey and/or focus groups of student services personnel to determine if the concepts of equity, inclusive excellence, civic learning and democratic engagement are part of their work.	Dean of Students, CAC staff, Diversity Officer, Director of Student Activities and Counseling.	CAC staff gathers input from Chief Diversity Officer, Student Activities students and staff.	NCC website will identify equity, inclusive excellence, civic learning, and democratic engagement activities offered by student activities, clubs, and programs.	Spring 2018/Summer 2018.
Objective 3.2	Participants	Strategies	Outcomes	Time Frame
Professional development for student services staff to incorporate equity, inclusive excellence, Civic learning and democratic engagement into their work.	CAC support staff and student services staff.	CAC staff gathers input from Deans, Chief Diversity Officer, Student Activities Director, and student services staff.	Student services staff will attend workshops and trainings, receive certificates, letters in personnel file and college-wide recognition.	Spring 2018/Summer 2018 and ongoing.
Objective 3.3	Participants	Strategies	Outcomes	Time Frame

Conduct a survey and/or focus groups of student club advisors, club members students to determine whether equity, inclusive excellence, civic learning and democratic engagement are part of the mission and/or purpose of each club.	CAC support staff, Diversity Officer, Student Activities Director, and Director of Counseling.	CAC staff gathers input from Student Activities Director and club advisors and members.	An inventory of courses that include equity, inclusive excellence, civic learning and democratic engagement	Spring 2018/Summer 2018.
Objective 3.4	Participants	Strategies	Outcomes	Time Frame
Provide guidance to club advisors and club members to incorporate equity, inclusive excellence, civic learning and democratic engagement into their club activities.	CAC and CAC staff.	Identify best practices for non-academic programs to incorporate equity, inclusive excellence, civic learning and democratic engagement into club mission and/or purpose and activities.	NCC clubs may review and/or modify their club mission and/or purpose to incorporate equity, inclusive excellence, civic learning and democratic engagement.	Fall 2018 and ongoing.
Goal 4:	<i>Document and celebrate how equity, inclusive excellence, civic learning and democratic engagement occurs in academic and non-academic programs, classes and activities at the college and serves the Southwestern Connecticut community.</i>			
Objective 4.1	Participants	Strategies	Outcomes	Time Frame
Provide recognition for students and community partners who participate in equity, inclusive excellence, civic learning and democratic engagement activities.	The CAC, CAC staff. Deans, faculty, student services and NCC Foundation.	Identify ways to recognize students who participate in civic engagement activities (transcripts, certificates, scholarships etc.)	Students will have documentation and recognition of civic learning and civic engagement activities.	Fall 2018 and ongoing.
Objective 4.2	Participants	Strategies	Outcomes	Time Frame
Participate in state, regional and national	CAC, President, Deans, faculty,	The President and Deans will identify initiatives	State, regional, and national initiatives for	Fall 2018 and ongoing.

initiatives on equity, inclusive excellence, civic learning and democratic engagement in higher education.	staff and students.	such as: Campus Compact, the Democracy Commitment, and Carnegie Community Engagement.	civic learning and civic engagement identified along with NCC participants.	
Objective 4.3	Participants	Strategies	Outcomes	Time Frame
Celebrate equity, inclusive excellence, civic learning and democratic engagement activities with community partners.	President, Deans, CAC staff and NCC Foundation.	A Dean and CAC staff and NCC Foundation will plan activities for community partners.	Recognition event(s) for community partners.	Fall 2018 and ongoing.

Key Personnel

David L. Levinson, Ph.D., President of Norwalk Community College

Dr. Levinson has been president of NCC since August 2004. During his presidency, the College has instituted a Service Learning Program that integrates classroom lessons with community action. More than 300 students contribute approximately 6,000 hours of service each year to over 30 different community organizations. The Service Learning program contributed to NCC being named to the Presidential Honor Roll for Community Service and receiving the Carnegie Foundation Advancement of Teaching's 2010 Community Engagement Classification by the Carnegie Foundation. President Levinson has made an institutional commitment to civic action and community engagement by signing the March 2016 Campus Compact 30th Anniversary Action Statement to support community life and educating NCC students for civic and social responsibility. He has also signed The Democracy Commitment, a national civic engagement project for community colleges that seeks to involve students in civic learning the democratic practice. Dr. Levinson's role with the Civic Action Plan will be to launch and support the Civic Action Committee and review progress on the Civic Action Plan. He will also maintain and enhance community partnerships and celebrate civic engagement, service learning and volunteer activities of students, faculty and staff.

Michael Butcaris, Ph.D., Interim Dean of Academic Affairs

Dr. Butcaris is the chief academic officer at NCC. In this role he oversees full-time and part-time faculty, more than 20 academic departments, the Service Learning Program and the Center for Teaching & Learning. The Dean will serve on the Civic Action Committee or appoint a designee and support efforts to introduce equity, inclusive excellence, civic learning and democratic engagement into the curriculum and explore how to provide documentation and recognition for students who complete civic learning and civic engagement activities.

Calvin McFadden, Sr., Ph.D., Dean of Students

Dr. Calvin McFadden, Sr. is responsible for all student service functions at the College including; Admission, Counseling, Enrollment Management, Financial Aid, Records & Registrar, Student AccessAbility Services, Career Development Center and Student Activities. Dr. McFadden will oversee staff who introduce equity, inclusive excellence, civic learning and democratic engagement into student activities explore how to provide documentation and recognition for students who complete civic engagement activities. Student services staff will provide Dr. McFadden with annual plans and reports on civic engagement, service learning and volunteer activities within their areas of responsibility.

Cheryl DeVonish, Esq. Chief Diversity Officer & Special Assistant

Attorney DeVonish serves as the Chief Diversity Officer, Title IX Coordinator and oversees the Office of Diversity and Equity Programing. In addition to handling issues surrounding non-discrimination policies she is actively involved with student orientation,

employee diversity and leadership training. She is also a member of the Committee on Diversity & Inclusion. Attorney DeVonish will participate on the Civic Action Committee. Her office will help incorporate equity, inclusive excellence, civic learning and democratic engagement into student activities and explore how to provide documentation and recognition for students who complete civic engagement activities.

Kathryn C. Senie, J.D., Ed.D, Director of Institutional Advancement & Strategic Planning

Dr. Senie provides support to faculty, staff and the administration in securing and managing state, federal and private grants to advance the mission of the college. She also coordinates strategic planning and accreditation activities, most recently the 2017-2022 College Strategic Plan and the NCC Civic Action Plan. Dr. Senie will assist President Levinson in supporting the Civic Action Committee and work closely with the Deans, the Chief Diversity Officer and Service Learning Coordinator to monitor progress on the goals and objectives of the Civic Action Plan. Dr. Senie will also serve as the Campus Coordinator for The Democracy Challenge.

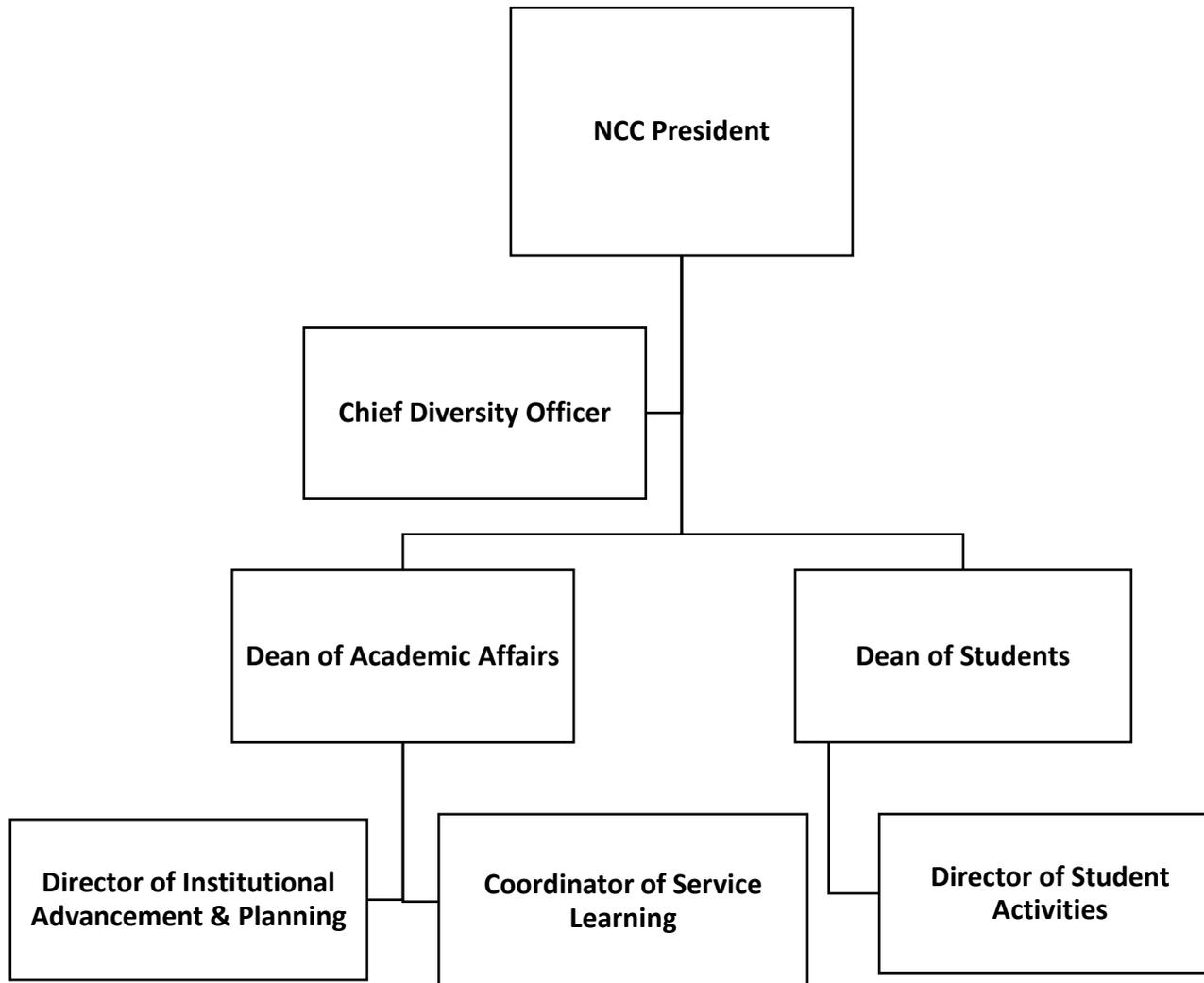
Courtney Anstett, M.A., Coordinator of Service Learning

Ms. Anstett oversees the Service Learning program which has to date, served over 2,600 students providing approximately 52,000 hours of service. Ms. Anstett also works on co-curricular civic engagement events and activities such as Alternative Spring Break, the NCC Food Pantry and the Interfaith Center. She also oversees the Campus Compact Newman Civic Fellow students nominated by the President. Ms. Anstett will participate on the Civic Action Committee and help create an inventory of equity, inclusive excellence, civic learning and democratic engagement activities taking place on campus. She will also oversee an AmeriCorps VISTA member who will organize a work-study cohort to support the NCC Food Pantry and assist with the State of CT Supplemental Nutrition Assistance Employment & Training (SNAP E&T) Program. Ms. Anstett will work closely with the Deans, the Chief Diversity Officer and Director of Institutional Advancement and Strategic Planning to monitor progress on the goals and objectives of the Civic Action Plan.

Javon Noblin, M.A., Director of Student Activities

Ms. Noblin oversees the office of Student Activities, which hosts more than 40 student clubs and organizations that help students build leadership and social skills. The Student Activities office promotes inter-departmental cooperation through cultural, educational and community service programs. A number of clubs and organizations have a civic engagement purpose such as; Lead 4 Tomorrow, SAGE (Student Alliance Geared Toward Equity), Hasta Club (Haitian American Student Association), Model United Nations, Peace Club, Phi Theta Kappa, Service Learning Club, Student Government, and Student World Assembly. Ms. Noblin will participate on the Civic Action Committee and work with the Service Learning Coordinator to create an inventory of equity, inclusive excellence, civic learning and democratic engagement activities taking place on campus. She will also prepare annual plans and reports on civic engagement in her areas of responsibility for the Dean of Students.

Civic Action Plan Organizational Chart



Many individuals have indicated an interest in working on the NCC Civic Action Plan. This spring 2018, they will receive an invitation to participate on the Civic Action Committee (CAC), where they will review, discuss and modify or approve the goals and objectives of this Draft Civic Action Plan. Following the convening of the CAC, the committee will divide into subcommittees that reflect the remaining goals of the plan:

- Subcommittee on Academic Programs and Classes
- Subcommittee on Non-academic programs and activities
- Subcommittee on Documentation and Recognition of Civic Engagement

Each subcommittee will have a dean or administrator serve as chair with support from the Service Learning Coordinator and the Director of Institutional Advancement & Strategic Planning. Each subcommittee will complete an annual plan for their goals and objectives of the Civic Action Plan. At year's end, the subcommittee will provide a progress report to the full CAC for their review. The CAC will then compile a final report for the President and NCC community on the efforts that the College has made toward ensuring that NCC is an educational center with a civic circumference.

Civic Action Plan Planning Template

Annual Planning Instructions:

This planning template provides an opportunity for the Civic Action Committee (CAC) to communicate to the NCC community its plans for launching the Civic Action Plan during the spring 2018 semester. Each subcommittee should complete the template according to the goals and objectives they are assigned. At the semester's end, the subcommittee will provide a progress report to the full CAC for their review. The CAC will then compile a final report for the President and NCC community on the efforts that the College has made toward ensuring that NCC is an educational center with a civic circumference.

The chair of the subcommittee or Dean overseeing the subcommittee shall submit the completed forms to the Director of Institutional Advancement and Strategic Planning, K.C. Senie, in the Department of Institutional Effectiveness

Subcommittee:

Submitted by:

Submitted to Dept. I.E. (date):

EXAMPLE drawn from the Office of Institutional Effectiveness

Goal 1: Convene a Civic Action Committee (CAC) to examine equity, inclusive excellence, civic learning, and democratic engagement across all divisions of the college.	
Objectives 1.1: President Levinson invites representatives from Academic Affairs, Student Services and the Office of Diversity & Equity Programming to serve on a Civic Action Committee (CAC).	
Measurable Outcome-what will have changed by Aug. 2018:	The Civic Action Committee will have adopted a Civic Action Plan during the spring 2018 semester and begun work on its goals and objectives.
<i>Activities</i>	<i>Timeline</i>
Director of Institutional Advancement & Strategic Planning will create a draft Civic Action Plan for review and comment by President Levinson, deans, administrators and staff and the Civic Action Committee.	Spring 2018
The Director of Institutional Advancement & Strategic Planning will work with the President’s office to extend invitations to faculty, students, staff and community partners who expressed an interest in civic engagement.	Spring 2018
Director of Institutional Advancement & Strategic Planning will support President Levinson who will convene and charge the Civic Action Committee.	Spring 2018
Director of Institutional Advancement & Strategic Planning and the Service Learning Coordinator will provide support to the Civic Action Committee and subcommittees as they review draft and ultimately adopt an NCC Civic Action Plan during the 2018 spring semester.	Spring 2018
Director of Institutional Advancement & Strategic Planning and Service Learning Coordinator will assist the CAC in preparing a report on its work during the spring 2018 semester and assist the Deans in presenting its progress during an All College meeting in spring 2018.	Spring 2018

Civic Action Committee Annual Report Template Spring 2018

Goal 1: Convene a Civic Action Committee (CAC) to examine equity, inclusive excellence, civic learning, and democratic engagement across all divisions of the college.

Objectives:

Accomplishments:

Barriers/challenges:

Future plans:

Goal 2: Review academic programs and classes to determine if they include concepts and learning outcomes of equity, inclusive excellence, civic learning, and democratic engagement.

Objectives:

Accomplishments:

Barriers/challenges:

Future plans:

Goal 3: Review non-academic programs and activities to determine if they support equity, inclusive excellence, civic learning, and democratic engagement.

Objectives:

Accomplishments:

Barriers/challenges:

Future plans:

Goal 4: Document and celebrate how equity, inclusive excellence, civic learning and democratic engagement occurs in academic and non-academic programs, classes and activities at the college and serves the Southwestern Connecticut community.

Objectives:

Accomplishments:

Barriers/challenges:

Future plans: