

## **Institutional Overview**

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### **Early History**

The institution that evolved into Goodwin College was founded in Hartford, Connecticut in 1962 for the purpose of preparing people for successful careers in the computer and business fields. The College was formerly known as Data Institute, a private career school. The school moved to East Hartford in 1983. The institution received accreditation by the Accrediting Council for Independent Colleges and Schools and purchased a campus on Burnside Avenue, East Hartford in 1986. In June of 1999, Data Institute in East Hartford was licensed by the State of Connecticut Department of Higher Education to offer programs leading to an Associate in Science Degree in Computer Electronics, Medical Assisting and Office Technology. The name of the institution was officially changed to Goodwin College. The first cohort of degree-seeking students entered in September 1999. Goodwin College received full accreditation by the Board of Governors for Higher Education in Connecticut in January 2001. The first Associate of Science degrees were conferred on January 22, 2001.

The Goodwin College Professional Development Center opened at 1137 Main Street in 2001. This site currently provides classroom space for our ESL courses. A building at 403 Main Street was opened in early 2004. Before January 2010 it housed the Department of Nursing and the Histologic Science program. This building continues to house the Histologic Science program and provides additional classroom space.

### **NEASC Candidacy and Accreditation**

Goodwin College applied for Candidacy to the Commission on Technical and Career Institutions in September 2002. The team visit took place in November 2002 with subsequent granting of Candidacy status by the Board of Trustees at the December 2002 meeting. The college hosted the team visit for the initial evaluation by the Commission on Institutions of Higher Education in October 2004. At the March 2005 Commission meeting, the Board of Trustees of NEASC granted Goodwin College initial accreditation, effective October 20, 2004.

### **Program Expansion**

In June 2003, the College received approval to offer an Associate in Science in Nursing along with a pre-nursing program. The response to these programs had a tremendous impact on the College. Inquiries, applications for admissions, and enrollment increased. The demographics of our students changed from about 50% male and 50% female to over 80% female. The majority of our students began attending part time. These changes demonstrated the need for new policies and procedures, increases in staff and faculty, improvement and expansion of facilities, and improvements to our infrastructure. Since 2003, the college added eight new Associate in Science degree programs. Currently Goodwin offers 11 associate in science degrees and 21 collegiate certificates along with a non-credit English-as-a-Second-Language program.

### **Institutional Control**

Until July 2004, the institution was owned by Goodwin College, Inc., a for-profit C Corporation, with 100% of the stock owned by Mark Scheinberg. Although a for-profit entity, the control of the College was in the hands of an independent Board of Trustees. In order to maintain a plan of succession past that ownership, and in keeping with his long term goal to transfer the institution back to the community, Mr. Scheinberg converted the institution to a nonprofit entity on July 1, 2004. A nonprofit corporation, New Goodwin College, Inc. was formed and received approval as a 501(c)(3) corporation by the U.S. Internal Revenue Service. The State of Connecticut Department of Higher

Education Board of Governors approved the change of ownership and the change of status to a nonprofit entity in April 2004. This approval resulted in the transfer of licensure and accreditation of the institution and all of its programs to the Board of Trustees of New Goodwin College, Inc. During this process, Board of Trustees membership did not change. The official name of the corporation was changed back to Goodwin College, Inc. in January 2005.

### **The New Campus**

Given the direction of the Strategic Plan approved by our Board of Trustees in 2004 and the projected growth in enrollment, it was obvious that the college would outgrow its Burnside Avenue location by 2009. Beginning in 2004, the College began purchasing land along the Connecticut River in East Hartford. The College also began planning for the development of a new campus in stages. Goodwin College now owns approximately 660 acres along a three-mile stretch of the Connecticut River. There are 29 acres available for buildings, with the remainder being located within the floodplain of the Connecticut River. Future uses of this land include athletic fields, an outdoor laboratory for environmental studies and open areas for recreational use. The College owns the only deep-water docks on this part of the river and plans to purchase a research vessel to be used for river studies. The College has also entered into a partnership with the new Connecticut Science Center to find ways to open up the river, not just to Goodwin College students, but to all students in the greater Hartford area.

With the support of the Board of Trustees, the Town of East Hartford, the State of Connecticut and a banking partner, New Alliance Bank, the college embarked upon Phase One of the master plan to build a new campus at One Riverside Drive in June 2007. The college moved to its new location along the Connecticut River in December 2009. The new Master Plan for the campus under development also includes the area east of the Connecticut River and Route 2, extending outward to Main Street.

### **Baccalaureate Status**

In March 2007, the college's Board of Trustees passed a resolution authorizing the President to seek 4-year status by 2008. Three new Bachelor of Science degrees were approved by the Board at their June 2008 meeting. On November 19, 2008, the Board of Governors for Higher Education of the Connecticut Department of Higher Education unanimously approved Goodwin College for baccalaureate status and licensed the program in Child Study leading to the Bachelor of Science degree. Health Science was unanimously approved by the Advisory Committee on Accreditation (ACA) in December 2008 and licensed by the board of Governors in January 2009. The RN-to-BSN program was unanimously approved by the ACA in January 2009 and licensed by the Board of Governors in February 2009. The NEASC Commission on Institutions of Higher Education at their March 2009 meeting accepted the college's proposal to offer three baccalaureate degrees and advised the college to proceed with its plans.

As part of the report, the Commission asked that the self-study prepared for the spring 2010 comprehensive evaluation give emphasis to the institution's success in implementing its three new baccalaureate programs with particular attention to:

1. Ensuring that the institution employs sufficient faculty, with appropriate credentials, to support new and existing programs and to meet the College's expectations with regard to scholarship; and
2. Developing a "baccalaureate culture" by assuring the academic rigor of the programs and that students are prepared to do baccalaureate-level work and receive the support necessary to be successful in their academic programs.

We were pleased that the 2009 report from the Commission commended the college in the following areas:

- That the College prepared a complete and detailed proposal that made it clear we engaged in a comprehensive, inclusive planning process to develop the three new baccalaureate degrees.
- That the proposal included detailed descriptions of expected student learning outcomes as well as the mechanisms through which student learning will be assessed.
- That the institution provided evidence of the College's financial capacity to offer the three programs; and,
- That the new river campus provides appropriate classrooms, laboratories, and student services to support new and existing programs.

### **Future Plans**

Over the next few years, Goodwin College will build three new interdistrict magnet schools to be located on or near the campus. The first is the Connecticut River academy, a high school with an environmental studies theme, affiliated with our Environmental Studies department. The school will follow the 'early college' model, enabling students to graduate high school with up to 30 collegiate credits. It is scheduled to open in September 2010 in temporary facilities. The new high school building is scheduled to open in September 2012.

The second high school, Pathways to Technology, is currently in temporary facilities in Hartford, CT and will move to the Goodwin campus in 2012. It will be built in conjunction with the River Academy and allow for sharing of facilities, resources, and programs.

The third is the Goodwin College Early Childhood Magnet School which will house both a fulltime pre-kindergarten program as well as a full-day kindergarten. This school will be directly connected to Goodwin's Early Childhood programs and will serve as a laboratory school for our students.

Funding has been approved through the state legislature for the building of both the Connecticut River Academy and the Early Childhood Magnet School. Recent legislation has also approved the moving of Hartford's Pathways to Technology magnet high school to the campus with sufficient funds for a new building to be ready for the beginning of the 2012-13 school year. Funding for the building of these magnet schools comes primarily from the State of Connecticut. The Connecticut River Academy and the Early Childhood Magnet School will be supported at a 95% reimbursement level by the state of Connecticut. Pathways will be supported at a 100% level of reimbursement. Operating funds will be provided through grants from the State Department of Education based on the number of students enrolled. The state grant for the 2009-2010 school year, for example, provides a support level of \$10,442 per student. Operating funds may also be supplemented by tuitions charged to the school district of each participating student.

Goodwin College will serve as owner and operator of the three magnet schools. As such, the schools will function under the direct authority of the College Board of Trustees. To minimize any impact of these projects on college operations, the Board hired a Dean of Magnet Schools in 2009 and outside consultants, such as the Capitol Region Education

Council (CREC) to manage the construction. These salaries are covered by the state grants. The college is in discussions with both the East Hartford School District and (CREC) to manage the day-to-day operations of the high schools as "sub-contractors" to the College authority. Discussions on the day-to-day operations of the Early Childhood Magnet school will follow in the future.

Under state law, magnet school spaces may be used by the college whenever the schools are not in session – evenings, weekends, vacation times and summer – including classroom space, use of the gym, the research vessel, the library, or the school-based health centers. One of the major benefits of bringing high school magnet schools to the campus is as a way of attracting qualified students to the College. The Connecticut River Academy's early college format will bring academically-able students into the College during their high school years, introducing them to the benefits of a Goodwin education. Credits earned at Goodwin during high school will make enrolling at Goodwin after high school a logical and cost-effective extension of their earlier experience.

Similarly, the Early Childhood Magnet School will have a direct ongoing relationship with the College Early Childhood program, serving as an internship and student teaching site for our students. In this way, the Early Childhood Magnet will serve as a recruiting tool for the Early Childhood Department, allowing it to offer a unique "laboratory school" experience to potential students. Ancillary benefits of the high school/college connection include tutoring, mentorship and practicum opportunities for Goodwin College students.

### **Findings of the Self-Study**

The self-study process has been very helpful, given the recent changes occurring at the College. We hope that the following self-study demonstrates that Goodwin College is committed to fulfilling its Mission. Writing the narrative forced us to look at the way we do things and to initiate many changes. The last 15 months of collecting data and evidence and preparing the standard drafts have given us the opportunity to catalog what we do well as an institution and where we need to improve. We have attempted to honestly appraise our current policies and practices and to use this self-reflection to write clear, attainable projections to lead us into the future. The self-study process helped us to set a new *Vision for the Future* built around our Strategic Plan.

Over the last year, the college has been steadily taking steps to develop a "baccalaureate culture". We are looking forward to the opportunities and challenges that lie ahead as we continue our transformation into an effective baccalaureate institution.

### **Major Areas of Achievement**

- A mission that guides all decision-making processes.
- An active and committed Board of Trustees.
- The implementation of a college-wide governance structure that involves all constituencies.
- An effective financial budgeting process that is aligned to the mission and strategic plan.
- Licensure of the college's first baccalaureate programs.
- The deliberate use of assessment and evaluation in all aspects of college operations.
- The creation of a successful and dynamic Advancement Office, and thoughtful expansion of all our departments and services.

The self-study was helpful in identifying the following opportunities:

- Planning and Assessment
  - Long- and mid-range planning, driven by data collection and analysis, needs to be improved.
  - Reflection on, and refinement of, our assessment processes needs to continue; especially the areas of program review, student services and general education.
- Governance
  - Ensure that the new governance structure initiated in 2009, as an evolving process, allows for open discussion, community building, and the consideration of viewpoints held by all members of the college community.
- Baccalaureate Culture
  - The need to attract and maintain innovative and experienced academic leaders with terminal degrees.
  - Find ways to better support the faculty in scholarly activities.
  - Continue expanding student services and increasing activities that enhance a student's college experience.

Goodwin College prepares students "for professional careers while encouraging life-long learning and civic responsibilities." The College is a place where a strong, committed and dedicated faculty helps students "realize their academic, professional, and personal potential," and it is a place where faculty are encouraged and supported to do the same.

Throughout the self-study, we attempted to provide the reader with an accurate picture of the Goodwin College culture; we described our weaknesses as well as our strengths. We see the College as a community of people who share a common vision and a desire to embrace an ever-changing future. We are committed to maintaining a compassionate academic environment where diverse students are empowered to excel. We look forward to the insight that the visiting team will share with us during their visit.

One of this College's greatest strengths has been its ability to react quickly to changes in the marketplace and to community needs. Another strength is the personal attention we provide to each student. As you will learn during your time with us, our success does not lie in any one thing--not our programs or our faculty or our facilities--but rather that, together, they create a network of interconnected services to students and opportunities for innovation that make it possible for us to achieve our mission.

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