

## **Standard One Mission and Purposes**

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### **Description**

#### ***Mission Statement***

The mission of Goodwin College is to educate a culturally diverse student population in an environment that builds bridges between education, commerce and community. Our degree and certificate programs prepare students for professional careers while encouraging lifelong learning and promoting civic responsibility. As a nurturing college community, we challenge students, administration, faculty and staff to realize their academic, professional and personal potential.

Goodwin College is authorized to confer associate degrees and one and two-year certificate programs and licensed to offer three baccalaureate programs. To this end, Goodwin College subscribes to the following purposes:

1. To create an educational environment that blends professional preparation with the development of critical thinking skills and an appreciation of the humanities, arts and sciences.
2. To educate students in an environment that celebrates diverse cultures, ages, experiences and opinions.
3. To develop and refine methods to recruit and retain students who have the potential for success in both selective and open enrollment academic programs.
4. To adapt our programs to the changing needs of our student body, the marketplace and society.
5. To enrich our local and global communities by forming collaborative relationships that create educational, economic and cultural benefits.
6. To assist our graduates with identifying and securing career and growth opportunities.

#### ***The Evolution of Our Mission***

The core of Goodwin College's mission dates back to its beginnings as a proprietary vocational school. The mission at that time was, "To educate students in an environment which fosters the interdependence between education and business enterprise." This mission accurately stated the founding purpose and philosophy of the institution.

In 1999, on becoming an accredited two-year college, we realized that our mission needed to be revised to reflect our new collegiate status. In September 2001 the Board of Trustees formally approved a revised mission statement. Celebrating the richness that accrues to a college from diversity, the words "culturally diverse population" were added to our mission statement in 2002.

The Board of Trustees passed a resolution in March 2007 authorizing the President to seek baccalaureate status in 2008. The Board directed that a committee be formed to review our mission statement in light of the proposed move to becoming a baccalaureate degree-granting institution.

The primary goals of the committee were to:

- Review our current mission statement and either reaffirm that the existing mission encompasses the proposed changes or draft a revised mission statement.

- Review our purposes, as stated in the catalog, and rewrite them to reflect the proposed changes to the institution.

The committee, after holding college-wide meetings, presented the revised Mission and Purposes to the Board of Trustees at their December 2007 meeting and to faculty and staff at Community Day held in January 2008. While the college community as a whole felt that the mission's direction would not change, slight clarifications were made in anticipation of earning baccalaureate status. For example, *encouraging lifelong learning* was moved from a purpose to the core of our mission statement. The word *community* was added because we make involvement in the areas in which our students live and work a priority. The committee also revised slightly the college purposes. For example, *the development of an appreciation of the humanities, arts and sciences* was added in response to our expanding curriculum. Another important addition was the word *global*. Both eastern and western philosophies are included in student life as a direct result of the multi-cultural backgrounds of our students and staff. The college's commitment to forming global collaborative relationships is evidenced by the recent semester visit of nursing faculty from the Middle East and the recent approval by our Board to begin recruiting international students. Our current Mission statement was adopted by the Goodwin community at our January 2008 Community Day and formally approved by the Board of Trustees in March 2008.

### **Who We Are**

Although we have changed and grown considerably over the last few years and some of the words in our mission statement may have changed, our mission, and our values that it represents, has remained virtually unchanged. Historically, the mission has driven Goodwin College and it serves as a clear guideline for what we do and for what we believe in. The entire college community is aware of our mission, due to their involvement in the process.

Goodwin College is an academic community that includes racial and ethnic diversity, students of all economic backgrounds, undergraduates of traditional age as well as older students who work and are raising families, recently unemployed adults and the underemployed worker seeking education for upward career mobility. A snapshot of our student body on September 29, 2009 shows 15% male and 85% female, with a 47% minority enrollment. The median age is 27. In Fall 2009, 50% of the student body received Pell grants.

Our commitment to provide educational opportunities to students who might otherwise not attend college is evidenced by our Institutional Grant program that began in July 2003. In FY 09, which ended September 30, over 1.3 M was awarded in institutional aid. Victims of hurricane Katrina and a family from the ABC television show, *Extreme Makeover: Home Edition*, are among some of the recipients of our Institutional grant offerings.

This commitment is also evidenced by our newest initiative, *College With A Purpose*, started in September 2009. Goodwin College signed a Memorandum of Understanding with over 40 non-profit agencies in the State. Agencies screen and recommend students to attend at no cost. In return, the student must commit to volunteering 10 hours a week at the sponsoring agency. The Agency agrees to mentor and track the student's attendance and performance. Thirty-one students were enrolled in the program in September 2009.

In order to reach its goal of challenging students to reach personal and academic potential, the faculty of Goodwin College is committed to excellence in teaching. A small student-teacher ratio of 13:1 allows for the individual attention so necessary for our student population. Teaching activities are complemented and enriched by seminars, lectures, and workshops presented at the college and by our involvement within the community.

By optimizing our students' educational experiences, we are also increasing their probability for success in their future careers. Faculty and administration work in harmony to effectively implement all of the College's programs. Regular staff and faculty meetings are conducted to review data and solicit and implement changes necessary to continually improve our programs as well as maintain the avenues of communication essential for the running of a successful organization. The school's financial resources have always been available to purchase additional equipment and supplemental supplies both for educational and administrative use. The IT and Facilities departments continue to expand to keep the facilities and equipment in operational use at all times.

By responding quickly to the changing priorities of business, commerce, and the community, Goodwin College continues to offer programs that are responsive to the needs of the employers and the citizens of Connecticut. While we continue to provide an educational resource for traditional and non-traditional students who are interested in careers in business, healthcare, early childhood and human services, we are also looking toward the future needs of business and the community by developing new programs. Our Respiratory Care program was the first in the state to offer classes and clinical rotations in the evening and on the weekends, allowing students to maintain their jobs, and in many cases, the only means of support for their families, while pursuing a degree. Our Homeland Security Associate degree was the first to be offered in Connecticut. Responding to our homeland security advisory board, we added first an option in criminal justice and in 2009 licensed an Associate Degree in Criminal Justice.

Our three new baccalaureate programs were developed to respond to the needs of the workforce or, such as the degree in Child Study, in anticipation of changes in regulations and state statute. The Board of Trustees, administration, faculty, students and graduates support these efforts and enthusiastically anticipate the changes yet to come.

There have also been occasions when Goodwin College has been approached to assume programs that were being discontinued by other institutions but still were needed by the community. For instance, when Hartford Hospital made the decision to discontinue their Histotechnology and Paramedic programs, they approached Goodwin College. Working closely with the Connecticut Department of Higher Education, we were able to quickly license and offer these programs that were necessary to produce the needed workforce.

Our programs aim at preparing students for meaningful lives, professional careers, and responsible citizenship. College faculty and staff are active on many boards and in professional organizations within the community. Employer advisory boards contribute to curriculum development, review, and revision. Student experiences are also enriched by externships in the area's agencies and businesses. By contributing to an educated, skilled workforce, and by its own status as an employer

and purchaser of goods and services, Goodwin College makes a significant contribution to the community and surrounding area.

### ***Delineation of Character***

The mission statement delineates the character of the college to the community. It is published in our catalog and on our website. The mission statement is displayed in the Board room, student lounge, faculty lounge and reception areas. The first sentence of the mission is on the back of our business cards. Our mission and goals are part of a planning calendar and handbook given to all new students. The College President's address, once every semester on Community Day, keeps us focused on our mission.

Our new bachelor degree programs allow our students to further pursue their educational and career goals. Many of our students will still need to experience some kind of "success" or accomplishment in the pursuit of a baccalaureate degree. One of our objectives is to be a true "milestone" college and celebrate successes along the way. Therefore, our bachelor degree programs have been designed to be true 2 + 2 programs. For instance, the first two years of the Child Study program mirrors our associate degree in Early Childhood Education. After two years of study, many students will have completed the requirements for the associate degree. This credential will allow them to find entry-level positions in their chosen careers while continuing their studies towards a bachelor's degree. Goodwin College offers three full semesters during a calendar year. This provides the opportunity for full-time students to finish their baccalaureate degree in three years. Part-time students can finish in four and a half to five years. The fulfillment of our mission is enhanced with the availability of a three-year bachelor's degree and true 2+2 programs.

As a result of our success and enrollment growth and our move to a new campus, we have been fortunate to have had many articles and publications written about us. From the beginning of September 2008 through the end of August 2009, Goodwin College appeared favorably in the media over 300 times (includes newspaper, radio, television, and website). In particular, Goodwin College received significant television coverage, appearing in 23 television stories during the year. This media coverage, coupled with the College's advertising efforts, helped raise awareness of Goodwin College and its community and academic activities, with particular attention given to the College's new campus opening in January 2009. Community events generated noteworthy positive media coverage, including U.S. Senator Chris Dodd's health care forum and the educational visit of the tall ship *Half Moon*. We continue to identify our distinct character to the public through our new web site, launched in January 2009, our community involvement, and the involvement of community leaders on our advisory boards, as Corporators, and on our Board of Trustees.

In summary, Goodwin College challenges students to reach their personal and academic potential, and nurtures a sense of relatedness among administration, staff, faculty, and students. With a focused core component, the college continues to offer programs that adapt quickly to the changing priorities of business and industry. This interdependence between education and enterprise contributes to building a strong foundation for students to become informed citizens and improve their quality of life, as well as that of the community.

### **INSTITUTIONAL EFFECTIVENESS**

The mission of the institution provides a foundation upon which the school is operated and judged. All constituencies of the college community review the mission

yearly, according to our Planning Calendar. This process is initiated during our yearly off-site strategic planning meeting held during the first quarter. The Board of Trustees approves any changes at its annual meeting in September.

Department missions were developed to assure that each department is operated in a way that supports the institutional mission. The methods by which we measure our performance against the ideal set forth in the mission statement have been developed by each department and throughout the organization. Departmental missions were first published in our catalog in the fall of 2004. Departmental missions are evaluated in the first quarter of each calendar year, in conjunction with the institutional mission and the beginning of our goals setting and budgeting process. Any revisions to the institutional mission are directly incorporated into department missions. Our diverse student population, published retention, graduation, and placement rates, the commitment of our administration and faculty, curriculum content, student services, and community involvement all show how our mission and purposes guide the operation of the institution.

We continue to assess how well we are fulfilling our mission. One way is through a suite of surveys used to assess student satisfaction and to provide indirect evidence of our learning outcomes at specific points in a student's academic career. This series include a new student survey, a student engagement/satisfaction survey, a graduation survey, and an alumni survey sent six months and two years after graduation. Students withdrawing from the college are given a survey to help us analyze reasons for withdrawing. Some departments administer externship and employer surveys. Other assessment methods include tracking retention, graduation and placement rates.

Data and analytical reports are shared with the entire Goodwin Community through our new governance structure (see Standard 3). These results are being used to guide decision-making and improve institutional effectiveness.

### **Appraisal**

The mission of Goodwin College is clearly stated and evident throughout the Goodwin College community. The mission continues to drive institutional planning and operations. It exists as the core foundation by which the actions and decisions of administration, faculty and students may be mirrored to reveal consistency in both mission and purpose.

The success of our mission lies in the culture of our nurturing community. Goodwin College provides the education, direction, support and encouragement that welcomes and elevates the traditional student, the returning adult student, the first-time adult student, the first-generation student, and the rising underachieving student. For instance, our Men of Vision and Education program (MOVE) promotes higher education success among young men of color from disadvantaged backgrounds. Currently we have an 87% retention rate for our first MOVE cohort. Through a grant from the Connecticut College Accessibility Project (ConnCAP), we are helping to mentor and encourage high school students to pursue higher education. Our Summer Bridge program provides high school students who would not normally consider a college career an opportunity to experience college without cost. Of the 98 Summer Bridge students in 2009, 62 are now enrolled in college. Thirty-seven of them are enrolled at Goodwin.

From highly personalized enrollment processes and academic advising to financial support, tutoring, supportive and accessible faculty and staff, social opportunities and graduate career and alumni services, the focus remains on making available all the opportunities that can lead to realized potential for the student.

The addition of bachelor degree programs does not change our core values and beliefs. We continue to have an open enrollment policy for admission to the college, although some programs have selective admission criteria. We will continue to serve "students of promise" – those students who have been educationally underserved and who need special services and remediation. We anticipate that the majority of our students will remain "non-traditional" and attend part-time.

Data compiled from our suite of surveys show that we are successful in carrying out our Mission. Our most recent post-graduation survey results show that 82% of the respondents were satisfied or very satisfied with their experience at Goodwin. Seventy-three percent would recommend the college to a potential student. Although some departments collect information on student competencies and skills from externship sites and employers, we realize that we must coordinate these efforts among all departments.

Retention and graduation rates show a steady improvement. Our retention rate, as calculated for our Annual Institutional Report, for the year July 1, 2008 to June 30, 2009 was 71.3% and our placement rate was 74.3%. Statistics gathered from enrollment data confirm that our student population is rich in diversity. Students are increasingly attracted to Goodwin College as evidenced by a September 2009 class start of over 700 new enrollments. Many of these students have been referred to the college through a friend or relative from the greater community who is aware of the rich possibilities for student success at Goodwin College.

The success of our mission also lies in the strong commitment of the community. As we publicly promote the college and its expansion, we have realized financial support from outside organizations. AT&T provided a grant to create a computer learning lab to enhance the Registered Nursing program. With the aid of a grant from Environmental Protection Agency (EPA) we were able to redevelop the brownfields that now make up a portion of our campus. The Hartford Foundation for Public Giving has awarded thousands of dollars in scholarships.

In summary, our mission clearly sets a vision for the future of the institution. Our core values of academic excellence, accessibility, and customer service will remain constant. We will continue to fulfill the promise of our mission by embracing students of diverse backgrounds and promoting a tolerance for diverse cultures and beliefs, which is actively supported by all faculty and staff members. Offering baccalaureate degree programs will allow us to respond more effectively to the changing priorities of business and the community. They will allow us to continue to offer programs that look toward the future needs of business and industry and are responsive to the employer needs and the citizens of Connecticut. They will allow the college to continue to be an educational resource for both traditional and non-traditional students. The Board of Trustees, administration, faculty, students and graduates support these efforts.

#### ***Areas of Achievement***

- A mission statement that clearly reflects the purpose of the college and is the foundation for all planning and operations.

- Fulfillment of our commitment to life-long learning by the offering of Bachelor degrees in Health Science, Nursing and Child Studies.
- Our continued support for “students of promise” as well as for the traditional student.
- The Board of Trustees approval for providing financial assistance to faculty pursuing advanced degrees in support of our mission to “challenge students, administration, faculty and staff to realize their academic, professional and personal potential.”
- Strong interactive and collaborative relationships between the college and the community in support of the mission.

### **Areas of Concern**

- While our Board, faculty, and staff are well aware of our Mission, we realize that most students are unaware of the mission of Goodwin College despite its publication in the catalog and student handbook.
- The need of a more consistent method to measure the effectiveness of our mission through data from regional employers.
- As we grow, we must be mindful of not losing the sense of community that makes Goodwin different.

### **Projections**

A mission speaks to the essence of an institution and Goodwin College is by nature an ever-evolving entity that reflects the changes of our society and business community. As we develop and expand as a college, we must continue to review and assess our mission and goals. We will strive to make a Goodwin education a realistic and affordable option for all students who dream of one. We will continue to refine the process of linking the mission to the strategic planning and budgeting process. As we grow and mature, we must keep the mission “in sight” to assure that it remains the framework for accommodating new development, ideas, and initiatives.

In order to continue to fulfill our mission and improve institutional effectiveness, we are taking the following initiatives:

- Raise awareness of the mission by creating an annual Goodwin College Mission Day.
- Include a discussion of the mission in our orientation programs.
- As a reminder that the mission should guide all decision-making, provide Board members, senior administration, and middle-managers with name plates that have the mission statement engraved on the back.
- Assure that both physical and financial resources are available to serve a growing student population.
- Increase our offering of degree and certificate programs that are relevant to the community.

As we move forward, we need to continue to evolve our planning and assessment process. We have made great strides in this area since our initial accreditation by NEASC in 2004. However, we realize that as a self-evaluating and improving institution, this process is ongoing and infinite. A mission speaks to the essence of an institution and Goodwin College is by nature an ever-evolving entity that reflects the changes of our society and business community.