

Under the umbrella of Mohegan's Business Services Program, a full-time director and a 3/4 time trainer are responsible for most training. Per-diem instructors also provide training during the evening and on an as-needed basis.

Over 40 companies were served in 1991/92. Approximately one-half of all training was provided at two employer sites: Pfizer, Inc. located in our region, and Critikon, located in the center of the State. Other companies served include Pepperidge Farms, the Mashantucket Reservation Foxwood Casino, Mystic Color Lab and Stonington Youth Services all located in Southeastern Connecticut, and The Institute for Living in Hartford.

Grant funding for this program expired June 1992. Mohegan has initiated activities designed to assist the Center toward self-sufficiency. A total of 20 laptop computers have been purchased in order to expand on-site training capabilities.

Overseas Study Program

Mohegan Community College is a founding member of the College Consortium for International Studies (CCIS) and sponsors the CCIS programs in Ireland. In that capacity, Mohegan manages and supervises these programs for the other 170 colleges and universities in this organization. Currently Mohegan's program is associated with two National University Ireland institutions: St. Patrick's College Marymouth and the University of Limerick. Mohegan co-sponsors these CCIS programs in Ireland with St. Bonaventure University.

This program has been coordinated since 1980 by a full-time faculty member who received two sections of release time. He retired recently, but continues to coordinate the program on a part-time basis. The Overseas Study Program provides study abroad opportunities for Mohegan students as well as other students throughout our system, state, region and nation. Over one hundred universities and colleges have participated in Mohegan's program in Ireland. The specific opportunities include study in such fields as liberal arts, language, international business, fine arts, and hotel management.

To date 780 students have enrolled in this program, over 90 directly from Mohegan's student population. Mohegan students have participated in overseas programs in England, Ireland, France, Switzerland, Germany, Italy, Israel, Portugal, Spain, Mexico, and Ecuador. English is the language of instruction in all overseas programs. Faculty have also benefitted from the CCIS affiliation as 26 staff members have participated in professional development seminars held abroad.

Special Interest Non-Credit Courses

Mohegan offers a limited number of non-credit courses to meet specific needs and interests of the community.

In cooperation with the Connecticut Department of Motor Vehicles, a Motorcycle Rider Safety program has been offered since 1988. Training classes for both beginners and experienced riders have been held annually. Other on-going non-credit courses include Emergency Medical Technician training offered in cooperation with

) the Office of Emergency Medical Services, a series of "Senior Week" Programs designed to provide educational leisure time activities for senior citizens in the area, and in-service training for teachers which carries C.E.U. credit.

Special activity programming is integrated into all divisions of the College and may be funded by Mohegan Community College Foundation monies, student activity or college services fees, grant funds or an allocation from a division budget. Examples of activities recently completed include an Annual Conference for Women sponsored by Mohegan in cooperation with other area agencies, a concert series sponsored by the Mohegan Foundation, Community Forum on Children's Issues sponsored by students enrolled in Mohegan's Human Services program, a workshop on Sexual Harassment and a series of Coffeehouses sponsored by the Student Senate.

APPRAISAL

Most community service programs offered by Mohegan since 1986 have focused on the education and training needs of business and industry in Southeastern Connecticut. The development of the Business Services Network within the Community-Technical College System and the subsequent hiring of the Business and Industry Services Coordinator in 1988 provided Mohegan with the resources necessary to adequately address increasing demands for this specialized training. As a result, the College's reputation within the business community has been greatly enhanced.

It is generally recognized that the College should expand non-credit programming aimed at retraining and skill upgrading for other professional groups such as nurses, teachers, and librarians. While limited programming has been offered in the past, recent changes in staffing have forced the College to move these activities to a lower priority. Special interest courses and activities have also been held to a minimum due to staffing and building space availability problems.

The Overseas Study Program continues to be a strength at Mohegan. The College is presently well known nationally, specifically for its work with the international business program at the University of Limerick. Interest in participating in study abroad opportunities by Mohegan students has steadily increased as our population of traditional aged students has grown.

The College's commitment to fulfilling its mission "to provide community education activities and programs" continues despite recent setbacks due to the loss of key staff and funding. During 1991/92 college efforts were successfully refocused toward the implementation of strategies to 1) sustain Business Services programming without a full-time coordinator, 2) enable the Mobile Van Project to continue on a self-supporting basis, 3) effectively link the college with local initiatives being developed to address increasing economic problems in Southeastern Connecticut, 4) maintain current levels of other non-credit programming and special activities and 5) continue the overseas study program in light of the upcoming retirement of the faculty coordinator.

PROJECTION

Mohegan has strong ties and a solid track record with the employers and agencies throughout our service area. As the region and State continue to face economic change there will be an increasing need for the College to respond to the emerging training and retaining needs of our service area. Prospects for effectively meeting this challenge are positive given the expansion of options and resources which will be available through the new comprehensive Community-Technical College.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Continue to offer contract courses (EMT and Motorcycle Safety) to serve the community.
- 2) Develop and offer non-credit courses aimed at retraining and skill upgrading for nurses, teachers, librarians, etc. Encourage offering CEU's as enticement.
- 3) Link the college with local initiatives as a focal point for small business activities.
- 4) Expand the summer school non-credit offerings to include topics of interest to high school, junior high school, LD students and senior citizens.

INSTRUCTION

DESCRIPTION

Mohegan Community College is first and foremost a teaching institution. Its commitment to providing quality instruction is

not only specified in the College's Mission Statement, but demonstrated through the institution's support of efforts to diversify methods of instruction and enhance the quality of teaching.

Methods of Instruction

Mohegan recognizes the need to diversify instructional methods in order to accommodate differences in students' capabilities, learning styles and needs. Consequently, a number of innovative instructional approaches and delivery systems are incorporated into courses and programs in all divisions. Computer-assisted instruction, video-aided instruction, computer-designed tutorials, assessment of student learning styles, collaborative learning and teaching techniques, and independent study and practicum experiences are examples of the most commonly established methods used to augment Mohegan's primary instructional delivery model; that of quality classroom teaching. The expansion of specialized instructional centers since the last NEASC full accreditation visit, has also increased the diversity of instructional opportunities available to students at Mohegan.

Described below are those instructional methods and delivery systems generally used institution-wide:

A. Computer Lab and General Studies Lab

Originally created in 1983 to support simulation software for the Nursing program, the Computer Lab now provides instructional opportunities for students in all academic programs and divisions. Five adjacent rooms fully equipped with a variety of computers are

used by over 750 students each semester for computer-assisted instruction, special assignments and homework. The Computer Lab is staffed by a full-time Coordinator and part-time assistant who report to the Director of Instructional Services. Additional staffing is provided by student interns from Southern Illinois University's Naval Submarine based program.

A separate General Studies Lab, located adjacent to the classrooms most frequently used for writing and basic skill instruction, provides opportunities for students to learn and use a word processing program and/or practice specific basic skills on a computer. Initially opened as a joint project with IBM in 1987 to test general studies software, the lab has supported writing courses such as English I and English Foundations. The computers in this lab were upgraded during the summer of 1992. The lab has been staffed by faculty and student tutors, who assist individual students and also provide group instruction in the use of Textra, a simplified word processing program designed for writing college papers.

B. Tutoring Center

Mohegan Community College maintains a Tutoring Center designed to provide individual academic assistance for students and instructional support for faculty in most curriculum areas. The Center, located in the Learning Resource Center (LRC), has been staffed by a full-time Coordinator since 1990. Faculty volunteers, special needs paraprofessionals, an educational assistant, and peer

student tutors provide the tutoring services which are free to Mohegan students.

During the 1991/92 academic year, the Center provided tutoring for approximately 800 students in over 2950 sessions. Expansion of tutoring services and support to off-campus instructional sites at the Naval Submarine Base and Waterford High School was also initiated.

The Tutoring Center is sensitive to the needs of students from special populations. One-on-one tutorial support is provided for Mohegan's ESL course and other basic skill development courses. Pre-Orientation Workshop's are held each summer to help entering "at-risk" students preview the level of expectations they will encounter during the semesters ahead, and a series of workshops were held during the semester which addressed a variety of academic needs such as study skills, test-taking, textbook interaction, basic English and math, and research paper skills. Additional workshops are planned for 1992-93.

The Tutoring Center also helps meet the needs of those students with different learning styles and those who require special classroom or studying accommodations. The Center oversees the offering of READING 095, Learning Applications, which is the study skills support course available to students with learning disabilities. Additional tutoring for these students is also provided by a staff professional. Various learning aides, such as variable speed tape recorders and portable computerized spell-checkers, are available for students' use through the Center.

Currently, the highly specialized needs of a newly blind student are being met through the use of classroom scribes, and recorded exercises and tests created through cooperation with the instructors.

As an instructional support to the faculty, the Tutoring Center oversees the administration of makeup exams, provides proctoring for students with special needs, offers exam review for the Nursing program and oversees the Spanish language tutorials available on the Macintosh computers recently installed in one of the Center's rooms. Additional computerized tutorials in the basic skills will also be available in Fall 1992/93.

C. Practicum and Field Work Experience

Opportunities to integrate classroom study with practical work experience in business, government, and social service organizations is provided to students in all career programs and selected Liberal Arts and Sciences courses. Each faculty-supervised experience is based on a specific learning contract which is developed by the student and approved by the instructor. Learning outcomes are evaluated by both the faculty and site supervisors. Students may earn a maximum of six credits toward their degree through this instructional option, but three credits is the norm.

D. Independent Study

This option provides added individualized learning experiences for experienced students in good standing. Course work in an area not otherwise offered during a particular semester may be completed with the approval of a cooperating faculty member, department

coordinator and the Dean of Instruction. Each semester twenty to thirty students are approved for independent study.

Enhancement of Teaching Quality

Mohegan takes great pride in the quality of its teaching and thus provides many opportunities for faculty development and experimentation to improve instruction. The College participates in a system-wide Teaching Partners Program, which pairs junior faculty with more experienced colleagues. Through the use of sabbatical leaves, released time for course development and special projects, in-service workshops and seminars funded by the Instructional Division and The Center for Teaching Excellence, and participation in other professional development activities, faculty have initiated a variety of instructional improvements to enhance teaching quality across the curriculum.

A. A cross-curricular approach to the teaching of reading, writing, and research - Initiated in 1986 by three faculty in collaboration with several other faculty and professional staff members, this approach has been integrated throughout Mohegan's curriculum. The resource book entitled, "Reading, Writing and Research: A Source Book for Faculty," which was developed and presented to full and part-time faculty at an in-service workshop, continues to be used by full-time and adjunct faculty, in all disciplines.

B. Use of collaborative learning techniques - Small groups are given assignments which give them practice in developing multiple interpretation and providing evidence in courses such as Literature

and Composition and Writing Workshop. At a workshop entitled "Integrated Skills Reinforcement" held in 1990/91 teachers were used as a researcher model with assessment and evaluation of collaboration learning.

C. Use of team teaching techniques - Faculty teams routinely teach The Foundation Program pre-collegiate courses, the Introduction to Social Science course and the Nursing Science courses thereby exposing students to different methods of instruction and viewpoints.

D. Development and implementation of credit courses to supplement and enhance student learning and skill development - Examples of this technique include two college-level and four developmental courses: English 100 (Introduction to Information Services) is a one-credit course which will teach basic library skills and research strategies. English 103 (Word Processing for College Writing) teaches the use of a streamlined word processing program and the advantages of writing on a computer. English 051 provides ESL instruction and two courses (Counseling 090 and Reading 095) assist students with learning differences.

E. Development and implementation of weekly clinical focus sheets - Used to guide student nurse clinical activities and to assist in preparation for clinical and post-clinical conference discussion, this process permits a more standardized correlation of classroom and college lab learning with clinical learning among the four to six clinical groups per nursing course.

F. In-Class Tutoring Project - Initiated under the Perkins Grant in 1991/92, eight introductory-level career courses were staffed with a student teaching aide to assist faculty with instruction, help group interaction, model appropriate student behaviors and responses, and to increase the one-on-one interaction available to the students enrolled in these sections. Based on the successful outcomes of these projects, plans are to continue this program in 1992/93.

Evaluation of Instruction

Through an extensive faculty evaluation process, the effectiveness of instruction is assessed by the Dean of Instruction on a contractually scheduled basis. Faculty include a self-evaluation as a part of the process. A revised process, developed by a system-wide committee, will be implemented in the Spring of 1993. Part-time faculty are also evaluated regularly by the Department Coordinators and Academic Program Leaders. An explanation of the process and the rating scale was written in 1987. Although student evaluations are not required under the Collective Bargaining Agreement, many faculty elect to use student evaluations as a basis for modifying instructional techniques. Other forms of assessment include the Graduate Survey conducted by the College each year, the academic review studies completed for all career programs every five years, and peer review by colleagues.

Academic Advising

At Mohegan quality advising goes hand-in-hand with teaching. All full-time faculty, as well as most professional staff members,

serve as academic advisors to students enrolled in degree or certificate programs. Advisor assignments are made in the student's first semester of enrollment and based upon an appropriate match between student interest and faculty expertise. While administrative responsibility for implementing the academic advising system rests within the Division of Student Services, the evaluation of faculty as advisors is carried out by the Dean of Instruction.

An effective system of academic advising has been in place at Mohegan since the early 1980's. Several initiatives have been implemented since the last accreditation visit in order to improve the administrative aspects of the system and increase the ability of advisors to monitor advisee progress.

Most recently the college adjusted its academic calendar to include Advising Days. With no classes in session, these two days were dedicated entirely to academic advising and scheduled immediately preceding the registration period for continuing students each semester. Implemented on a pilot basis and evaluated during the 1991/92 Year, this concept received enthusiastic support from both faculty and students and will be continued in the future.

Another relatively recent improvement is the development of an Advisor Handbook. This resource book was initially distributed in 1990/91 and updated in 1991/92 to provide comprehensive and uniform information about the advising process to all academic advisors.

APPRAISAL

Instruction continues to be a strength at Mohegan Community College. Faculty are innovative and encourage student diversity and achievement. The integrity and consistency of classroom instruction is promoted by full-time faculty who teach at all course delivery sites and include adjunct faculty at division and professional meetings.

Faculty are committed to incorporating reading, writing and research across the curriculum. They continue to maintain teaching excellence by taking advantage of professional development activities to keep current with their discipline and to expand their teaching techniques. The College promotes this through the support of the Professional Development Committee and the Center for Teaching Excellence.

The expansion of instructional delivery systems such as the computer labs and Tutoring Center have received strong faculty support. The reports from College-Wide Task Forces established in 1988 and 1989 to review current and future needs in the areas of microcomputing and educational support can be credited with laying much of the ground work for what exists today.

The inability of the college to provide sufficient staff to meet current demand for service in the computer labs and science labs continues to be a problem. Many students want and need more lab hours, particularly on Saturday. Thanks to the innovation and support of the Student Senate, the College was able to staff

special lab hours prior to final exams during the 1991/92 academic year.

Continuity of staffing in the Tutoring Center also presents a problem. Personnel needs vary from semester to semester and requests for tutoring support cannot always be filled, especially for students with special learning needs. Through the Perkins Grant the center anticipates purchasing additional computer-assisted instruction stations and software packages which should provide some assistance.

PROJECTION

Under the College's building expansion and renovation plans Mohegan has approved a building design which will greatly improve specialized instructional spaces. Scheduled for completion by 1995, these new spaces will enhance the College's ability to provide computer-assisted instruction and instructional support activities. During the interim period it is anticipated that access to adequate laboratory facilities and computer-assisted instruction will be enhanced through the merger.

Assuming continued funding for professional development activities, there will be a need to encourage and support the development of curricula which integrates appropriate technologies and innovative instructional techniques.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Continue to maintain teaching excellence and student success by reviewing, revising, and upgrading course syllabi.

- 2) Implement Perkins Grant instructional portion for next year.
- 3) Review process of adjunct faculty orientation, supervision and evaluation in order to preserve the quality of teaching.
- 4) Center for Teaching and Professional Development Committee will create mini-grants to encourage faculty to undertake classroom research on teaching general education skills.
- 5) Develop plan to familiarize staff with system-wide evaluation model and plan for its implementation.
- 6) Encourage faculty from various technologically oriented disciplines to interact with counterparts at Thames Valley State Technical College.

ADMISSIONS POLICY AND PROCEDURES

DESCRIPTION

Admissions Policy

Mohegan Community College maintains an open admission policy and accepts all graduates of accredited high schools, individuals who hold a General Educational Development Diploma (GED), other adults who demonstrate the ability to benefit from an educational program, and high school students recommended for early admission by their high school principal. A limited number of high school juniors and seniors are also admitted under a special High School Partnership Program, sponsored by the Board of Trustees for CTC and 16 participating high schools. They receive a waiver of tuition and fees to enroll in one or two college courses as special non-

degree students. Two hundred and twenty six students have benefitted from the High School Partnership Program since 1988.

The Admissions/Student Services Office is responsible for delivering admissions and recruitment information for all academic programs to area schools and community organizations. An Open House for high school seniors and their parents is held annually in December. In addition, groups of prospective students from area high schools and community groups are also brought to campus for specially designed college exploration programs. Both of these activities include a classroom visit during which individuals may observe a college class in progress.

Particular emphasis has been placed on expanding recruitment and admission efforts aimed toward the growing population of African-American and Hispanic residents in Southeastern Connecticut. Under guidelines established by the Department of Higher Education, Mohegan developed Five-year Plans in 1985 and again in 1991 which included specific strategies to eliminate barriers to the access and retention of minority students. Successful access activities include the establishment of a Commuter Van Service to accommodate the transportation needs of New London students, a series of enrichment programs entitled "Stand and Deliver," designed for African-American and Hispanic junior high school students, the establishment of Minority Incentive Program (MEIP) grants to provide financial assistance for those who do not qualify for federal or state financial aid because of enrollment status (less than half-time) or income eligibility (the "working poor"),

and the development of a Spanish language television commercial and radio "spots" targeted to Hispanics. In addition, a full-time Admissions Counselor was added to the staff in 1985 and a part-time Off-Campus Counselor in 1989. Both staff members are bilingual, providing a valuable linkage to the Hispanic community and serving as positive role models for prospective and enrolled students.

Through the Board of Trustees for Community-Technical College Minority Internship Program, a Student Services Intern was assigned to Mohegan in 1991 to assist Student Services staff in the implementation of a mentoring program and other outreach activities designed to expand access to African-Americans.

Admissions Procedures

The Director of Marketing and Recruitment is responsible for insuring that applications are processed in an orderly and ethical manner, and that applicants are informed of their status. Most students are admitted each semester on a rolling basis. Drug and Alcohol Rehabilitation Counselor (DARC) and Paramedic Program applicants must complete a selective admission process by a specified date and eligible applicants are accepted and admitted for the Fall semester only. Because the Nursing program requires a five semester sequential curriculum, eligible applicants have been admitted according to a special class entry schedule. On July 15, 1992, a decision was made to suspend new applications to the Nursing Program. The decision was based on a recommendation made by a task force which was formed because the number of eligible applicants and pre-nursing candidates had become unmanageable. The

admissions policy for the Nursing Program is under study. Detailed information on selective admission programs is provided in the college catalog and in specially designed brochures sent to applicants.

Prospective and newly admitted students are encouraged to meet with Admissions/Student Services staff to discuss their goals and receive individualized assistance. Nursing Program Information Sessions have been held monthly throughout the academic year to accommodate the specialized questions and needs of this large pool of applicants. Both the Director of Nursing and the Director of Marketing and Recruitment have participated in these sessions. As noted above, Nursing Program admissions are currently suspended. The program leaders of the Paramedic and the DARC programs also schedule individual appointments and group sessions with prospective students when needed. Students who identify their special learning needs are referred to one of our counselors who provides specialized services and advocacy according to the individual needs of each student.

A Basic Skills Assessment Test must be taken prior to registration by all first time college students admitted into degree or certificate programs or non-degree students planning to enroll in courses of study requiring college-level writing and/or mathematics. Based on the results of this assessment and after consultation with the Student Development/Counseling staff, some students may be required to enroll in one or more developmental courses before beginning their program of study. Placement

criteria is collectively reviewed and determined annually by faculty and counseling staff. Transfer students who have completed English, Math and other college-level courses at regionally accredited colleges are exempted from the Basic Skills Assessment test after a review of their college transcript by Admissions/Student Services Staff. This Basic Skills Assessment and Placement Policy has been in effect at Mohegan since 1985 and complies with the Basic Skills Assessment Initiative implemented by the Board of Trustees for Community-Technical Colleges in 1989 for all Connecticut Community Colleges.

Transfer Credit and Credit for Prior Learning or Experience

Mohegan maximizes educational opportunities for its students by awarding credit for college-level learning acquired through both traditional and non-traditional prior experiences. Standards for the award of credits are specified in published college policies which are based upon criteria established by the Board of Trustees for Community-Technical Colleges. A maximum of forty-five credits toward the associate degree may be earned through a combination of any of the following options:

A. Transfer of Credit From Other Institutions

In general, Mohegan accepts all 100 and 200 level courses with a minimum grade of C- from regionally accredited colleges and universities. The Credit by Transfer Policy is specified in full on pages 58-60 of the college catalog. A formal transcript evaluation is completed by the Admissions/Student Services Office and forwarded to the Registrar for processing in the student's

first semester of enrollment. Credits are applied toward the degree as appropriate in consultation with the student's academic advisor.

Students may also cross-register at any of the technical colleges and earn credits not offered at Mohegan. A formal cross-registration agreement between Mohegan and Thames Valley State Technical College presently requires students enrolled in the Industrial Supervision Program to complete several of the course requirements at the technical college.

B. Standardized External Examinations

Students may earn credits for equivalent Mohegan courses by achieving a satisfactory score for a College-Level Examination Program (CLEP) and/or DANTES Program Examination. College Policy #32 specifies minimum acceptable test scores which are those recommended by the American Council on Education (ACE), and equivalent Mohegan courses as determined by Mohegan faculty.

Mohegan was established as a limited testing site for the administration of DANTES Examinations in 1986 and for CLEP Examinations in 1991. New or prospective students, continuing students, alumni and those referred by another institution or agency may register to complete an examination at the college. Testing dates are scheduled throughout the academic year by the Student Development Center and may be administered on an individual basis if necessary. To date 59 students have utilized this convenient opportunity to earn credit, 35 in 1991/92.

C. Internal Challenge Examinations

Mohegan routinely provides opportunities for students to receive advanced placement into foreign language and Office administrative career courses by scheduling challenge examinations for introductory level courses. Challenge Examination Schedules and application procedures are published in the Schedule of Classes each semester. Faculty administer these examinations and forward examination results to the Registrar who is responsible for entering course equivalents onto the student's transcript.

D. Licensed Practical Nurses Credit

Credit for the first semester course, Nursing 111, may be granted to Licensed Practical Nurses accepted into the Nursing Program. Satisfactory completion of both the ACT Fundamentals of Nursing Exam and Laboratory Skills Assessment and verification of LPN licensure qualify a student for the award of credit by examination. Each student's status and eligibility for credit is forwarded by the Director of Nursing to the Registrar for processing.

E. Evaluation of Military Training

Due to its proximity to the Naval Submarine Base in Groton, Mohegan serves a large population of active duty and retired military personnel. In order to recognize the college-level learning these individuals acquire through their military training, Mohegan evaluates and applies a maximum of thirty (30) credits toward the associate degree for equivalent level learning. The Director of Assessment, who has administrative responsibility for

the Submarine Base site, accepts documentation and determines the credit awards based on the American Council on Education (ACE) guidelines.

F. Assessment of Prior Learning Program

Mohegan Community College provides its adult learners with an opportunity to receive credit for the college-level learning they have acquired as a result of life/work experience. After attending a mandatory information session to learn about the program, students who wish to apply for credits must enroll in a four credit course entitled COUNSELING 122: Portfolio Development. Through this structured classroom experience, students prepare a Portfolio of Prior Learning, in which they describe and provide verification of the learning they have acquired outside a traditional college classroom. Upon completion of the course the portfolio is submitted to an Assessment Committee composed of Mohegan faculty and community practitioners with appropriate educational experience who determine the credit award. Approximately one hundred students per year are awarded credits through this program. A maximum of thirty credits acquired through this process may be applied toward the associate degree.

Students with specialized training experiences in the fields of Criminal Justice and Early Childhood Education are also given the opportunity to receive credit for selected Mohegan courses through a Mini Portfolio Process. Applications for this intensive portfolio development program is made through the Academic Program Leader who conducts a one-day workshop, in cooperation with the

Director of Assessment, and certifies each student's status and eligibility for credit.

APPRAISAL

Mohegan's admission policies and procedures are clearly defined and consistent with its mission and purposes. The College recognizes the lifelong learning accomplishments of its student population and ensures that those students admitted demonstrate reasonable potential for success.

The forty percent growth in enrollment over the past five years, coupled with an increase in enrollment requirements to meet federal and state mandates and declining financial resources, has forced Mohegan to seriously consider its ability to adequately maintain its open access mission. Concerns arise from two problems: 1) inadequate staffing in Student Services and 2) reduction in the numbers of course sections needed to accommodate student demand.

Enrollment trends indicate that more traditional age students are entering Mohegan in order to complete lower-level requirements prior to transferring to a four year institution. Conversely, more students are also seeking "reverse transfer," thereby increasing the need to provide timely evaluation of credit. Include the need to collect and verify numerous documents required by State and Federal law and administer Basic Skills Assessment tests, interpret and appropriately place all first-time college students, and it becomes clear that the task of providing quality access service has

become difficult under a staffing pattern that is essentially unchanged since 1987.

During a brief window of time in 1990, the college was able to establish and fill a new and much needed Admissions/Transfer Counselor position. Due to pending State employee lay-offs, this staff member chose to resign in 1991 in order to accept a position with a more stable future. This vacant position has received institutional priority for refilling, but the function may be filled in the near future through personnel reassignments resulting from the merger and with Thames Valley Technical College.

The inability to provide sufficient course sections to meet student demand due to fiscal constraints also affects Mohegan's open admission policy. In order to ensure that those already enrolled have access to the courses they need to meet program requirements, continuing students are given priority over new students for course registration. As our continuing population increased from 43% in 1986 to 53% in 1991 and numbers of course sections were reduced for fiscal reasons, fewer sections were available to accommodate those enrolling for the first time. A survey of # 389 new applicants for Spring 1992 who did not enroll indicated that 32% were unable to register because the courses they needed were closed and 50% indicated they plan to enroll in the future. (This survey will be available for review.) Despite these problems, Mohegan staff continue to have a positive attitude and find creative ways to meet new demands while maintaining quality instruction and caring services.

In order to address the staffing problem, student services staff have thoroughly reviewed admission and placement procedures and designed new ways to accomplish student access needs. More admission, financial, and course selection information is being given in small group settings, thereby preserving valuable staff time to assist those with special needs or concerns. A part-time Educational Assistant was hired in 1990 to provide consistent, trained admission application data entry and file maintenance. Registration procedures and priorities are discussed and revised each year in order to improve service to students and reduce "registration anxiety." Based on the procedures and guidelines established by the former Admission/Transfer Counselor, the transfer evaluation function has been decentralized under the direction of the Director of Marketing and Recruitment. A temporary part-time assistant is also retained to assist with this function during peak periods.

Working within the fiscal guidelines established by the Board of Trustees for Community-Technical Colleges, Mohegan offered additional self-supporting courses at Waterford High School and on-campus during 1991-92 in order to expand enrollment opportunities for students. While not fully meeting demand needs, these additional courses did provide access for most new students who applied prior to the open registration period. Those students who were denied access in the fall were invited to register with priority status for the Spring semester. Based on the positive

results of this effort, the College will continue this practice for the 1992/93 academic year.

PROJECTION

It appears likely that the enrollment trends of the past five years will continue into the future. More residents will need to seek retraining at the College in order to adjust to the changing economy in Southeastern Connecticut. Rising costs for higher education will force more traditional aged students into the community college as a stepping stone to their four year degree.

In this environment the prospect of merger with Thames Valley State Technical College seems to offer an optimistic future for the region and for Mohegan. While much is uncertain at this time, it is anticipated that the reorganization will provide an opportunity to adjust staffing patterns in order to improve our ability to meet increased demand. Access for new students should also be improved as instructional resources are combined.

A major challenge will be the task of developing new admission policies and procedures which both preserve the mission of open access and ensure that selective programs admit qualified students.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan.

- 1) Plan and implement new or revised policies and procedures to best accommodate the merged institution with minimal disruption in pre-admission and admission services.

- 2) Plan and implement new or revised policies and procedures to best accommodate the merged institution with minimal disruption in post-admission counseling, placement testing and financial aid services.
- 3) Work on articulation agreement between system and CSU in areas of Human Services, Early Childhood Education and business.
- 4) Identify and seek new articulation agreements and update information for those already in effect.

RETENTION POLICY AND PROCEDURES

DESCRIPTION

In 1986 a task force composed of faculty and student services staff took a critical look at student retention at Mohegan. Emerging from this study was a comprehensive Retention and Advising Plan which identified the following retention objectives in the areas of admission and placement, orientation, instruction and academic advising.

1. Ensure that entering students enroll in programs and classes which are appropriate for their individual goals and abilities.
2. Ensure that new students are aware of the educational and social opportunities available at the college and that they are integrated into the life of the College.

3. Maximize the retention of enrolled students through the identification and intervention of students at risk due to non-attendance and/or poor academic performance.
4. Ensure that students develop meaningful educational plans which are compatible with their life goals and College requirements.

On-going methods to accomplish these objectives were initiated beginning in 1987/88 and include development of a comprehensive orientation program for new students and a credit bearing Orientation Seminar called "Introduction to College"; the implementation of a midterm deficiency reporting system in order to identify at-risk students; refinement of academic advising procedures to ensure an appropriate match of advisors to new students; and establishment of a Special Needs Review Team to provide early intervention for students with physical, learning, and/or other special needs.

During the 1990-91 academic year the College further refined its retention policies by adopting the following definitions of retention and attrition.

- 1) Retention is defined as the student's academically - successful enrollment over a sufficient period of time for the student to achieve his/her stated educational goal.
- 2) Attrition is defined as leaving Mohegan prior to goal completion for a period of more than two consecutive years.

Based on these definitions a series of objectives have been developed as part of the College's Five Year Assessment Plan. Activities related to the following objectives will be used to assess retention outcomes.

- A) To determine the rate and extent of student attrition from Mohegan before student goal completion.
- B) To identify the most prevalent reasons for attrition at Mohegan.
- C) To determine if there are any significant differences in attrition patterns at Mohegan by transfer vs. career vs. personal interest goals, and between programs of study and other subgroups.
- D) To plan and implement an effective research-based retention program, changing or improving those services, programs, and instruction offered by the College which are found to contribute to withdrawal before goal completion.

Standards of Academic Progress

Once admitted and enrolled, all students must maintain satisfactory academic progress each semester in order to continue in their program. Standards of Progress are published in the catalog and Student Handbook and apply to all academic programs. Progression in the Nursing associate degree and Paramedic certificate also requires a specified minimum grade in each required and co-requisite course.

Failure to meet academic standards places students on probation and requires them to reduce their course load by three (3) credits in the subsequent semester. Students may be suspended after two consecutive semesters of probation.

Students who leave the institution in good academic standing may be readmitted into most programs within a two year period without meeting new program requirements. Approval of the Director of Student Development or the Academic Program Leader is required prior to readmission for those students with probationary or suspension status. This policy is described in the college catalog as are those for selective admission programs which have special readmission requirements.

Retention Procedures

Faculty and student services staff assume responsibility for monitoring student progress and retention each semester. Particular attention is directed toward those students who are considered at-risk based on their placement test results, special learning needs, prior academic record, or other factors identified through the admission or registration process.

Methods used to monitor progress include the distribution of Special Course Rosters within the first week of classes for all developmental class sections which identify student placement results. These rosters assist faculty in identifying any students who may be inappropriately placed in their course so that corrective action can be taken prior to the end of the add-drop period. Academic advisor assignments and distribution of advisor lists are

also completed early in the semester encouraging advisors and students to contact each other as problems or questions arise. These lists include information on the academic status of each advisee and identify those on probation.

Faculty submit warning grades at the midpoint of each semester for those students who are not making satisfactory progress. Students are notified of their status and directed to contact their instructors for assistance. Academic advisors, who receive a list identifying their advisees who are at-risk, follow-up by mail or telephone. This process is completed prior to tenth week of the semester when students can elect to withdraw from a course if necessary and receive a non-punitive grade of W.

Research indicates that the first semester of enrollment is generally the most significant predictor of student success in college. For this reason Mohegan requires all new students to meet with their assigned academic advisor during this time. Advising days are specifically set aside for this purpose each semester. Advisors provide students with a Program of Study Form which outlines the requirements for their degree or certificate and assist them with the selection of courses for the second semester. The advisor's signature on the Program of Study form is required for subsequent semester registration.

The Director of Student Development, in cooperation with the Dean of Instruction and academic advisors, assesses student academic progress at the end of each semester and notifies those students who are not making satisfactory progress. Probation

Advising Sessions are conducted by the counseling staff prior to each registration period so that students on probation can discuss strategies for improving performance and modify their course selection and load for the next semester.

APPRAISAL

A survey of enrollment trends indicates that the College's efforts to retain students are making an impact. The steady rise in continuing student enrollment and graduation rates speak to the fact that more students are staying at Mohegan and achieving their educational goals.

Mohegan takes great pride in its reputation of being an institution with faculty and staff who believe in helping students to succeed. There is general recognition by all that many of our students lead complex lives which present obstacles that frequently frustrate their ability to continue their education. By developing policies and procedures which provide opportunity for frequent assessment of progress and contact with faculty and staff, the College encourages students to seek assistance so that intervention strategies can be developed.

Another strength at Mohegan is the collegial nature of the relationship between faculty and student services staff. The openness of communication between staff and the shared commitment to student success increase the opportunities to identify students at risk and provide appropriate intervention strategies in a timely manner. Examples of this cross-divisional approach include the

Special Needs Review Team comprised of tutoring center staff, faculty and counselors, the Racial and Ethnic Diversity Task Force, the Disability Task Force and the academic advising program.

As with other areas of institutional effectiveness, the College has been unable to adequately assess retention outcomes due to a lack of research capabilities. This concern has been addressed through the development of the Five Year Assessment Plan. One result of the merger with Thames Valley Technical College has been the identification of a staff member who will be responsible for institutional research.

PROJECTION

Adjusting and adapting College retention policies and procedures for the newly merged institution clearly presents a challenge for the immediate future. The increase in selective admission sequential curriculum programs resulting from the merger will require the College to review and revise all policies which define satisfactory progress and student retention.

For those programs now in place at Mohegan, major initiatives are planned to assess student retention by program as a basis for developing program improvements to increase retention.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Implement a longitudinal student tracking and reporting system.

- 2) Identify major reasons for withdrawal, discontinuance and transfer elsewhere, including statistics for racial and ethnic subgroups.
- 3) Increase faculty involvement in discipline-based retention activities.
- 4) Identify strategies to improve performance on the ACT for nursing program applicants.
- 5) Develop and deliver a comprehensive training program on academic advising in preparation for the most effective use of Advising Days.

5. FACULTY

DESCRIPTION

The faculty at Mohegan Community College have always enjoyed a high regard in the community and have been praised in past accrediting reports. The knowledge, commitment, and sensitivity of the faculty are documented in their activities and in the testimony of their students. The faculty's qualifications, numbers and performance are, in general, sufficient to accomplish the institution's mission and purposes. However, there are some problems resulting from heavy reliance on adjuncts. In departments such as Criminal Justice and Human Services, which have only one full-time faculty member, faculty effectiveness is occasionally hampered by their numerous duties. The faculty competently offer the institution's academic programs and fulfill those tasks appropriately.

The preparation and qualifications of the faculty are suited to the field and level of their assignments. These determinations are handled according to system-wide criteria as detailed in the Collective Bargaining Agreement, Minimum Qualifications, page 78, as well as the College's search committee procedures. Examination of credentials in the Spring 1992 revealed that among the full-time faculty, three have Ph.D. degrees, two have Ed.D. degrees, and the rest have Master's degrees, except for one, who has a Bachelor's with professional degree. Five part-time instructors have Ph.D. degrees, fourteen have Bachelor's degrees and the rest have Master's degrees.

The faculty is sufficiently numerous to carry out advising and governance functions adequately. Advising loads tend to be heavy for some faculty members, particularly in career programs, but adjustments to the advising system, as well as a strong faculty commitment to advising, have enabled faculty to handle the demands adequately. Curriculum development is often initiated in academic departments and coordinated according to a larger academic planning framework in the Dean's Council. Governance and other policy making functions are well within faculty capability.

The institutional process for recruiting and appointing faculty is governed to a great extent by Article IX of the Collective Bargaining Agreement, (page 3 - Affirmative Action in Employment) as well as our Affirmative Action Program Guidelines. Within the parameters of these documents, search committees are appointed and set in motion with appropriate attention to race, gender, and ethnic diversity. Contracts and other legal considerations are set system-wide by the state.

Upon appointment, a new member of the academic support staff receives a contract and job description. For non-teaching professional staff, the specific duties, workload, hours of work and work year, including compensatory time, are described in the Collective Bargaining Agreement, Article X, Section 4.

Contractual security is described in Article IX, Section 4 of the Collective Bargaining Agreement under "Tenure." This section also describes the tenure-granting procedure, which involves the President, the staff member, and the Tenure Committee. Salary and

benefits including longevity, insurance and retirement are described in Article XXI, Sections 1-11. Appendices A, B, C, D specify rank and qualifications, along with the corresponding salary schedule. While a poor economic climate exists in the region, reasonably good salaries and benefits continue and have been a factor in the low turnover of faculty.

Faculty assignments, workloads, and working conditions are described in the Collective Bargaining Agreement under Article X, Sections 1-5.

The responsibilities and compensation for Department Coordinators are defined locally, but this may change as Mohegan merges with Thames Valley Technical College, which has more traditional Department Chairs. The job description and selection process were agreed upon by the faculty and academic administrator.

Full-time faculty are the academic and professional core of the institution providing occupational, educational, and cultural enrichment to the students and the community. Part-time positions, which constitute approximately twice the number of full-time positions, are required to complete the necessary academic program. In some departments, part-time faculty contribute by attending meetings, by participating in department activities, and sharing teaching techniques. Part-time faculty responsibilities are covered in the Collective Bargaining Agreement. For the first time in 1991-1992, professional development funds have also been made available to adjunct faculty. Adjunct faculty are evaluated on a regular schedule, using the same classroom evaluation form as for

full-time faculty. They are encouraged to also use student evaluations for their own professional development. The Director of Instructional Services is responsible for orientation of new adjunct faculty, preparation of useful materials, and the evaluation process.

A faculty handbook exists and was updated for Fall 1992. Among subjects included in the handbook are Administration & Governance Policies and Procedures for the Instructional Division. Also outlined in the handbook are lists of resources, services, and staff directory. Another document is the Collective Bargaining Agreement between The Board of Trustees of Community-Technical Colleges and the Congress of Connecticut Community Colleges, 1989-1991. In this document, responsibilities of faculty and the criteria of their recruitment, appointment, evaluation, and promotion are clearly defined. This document is revised as necessary, through negotiations. Both documents list policies that are equitable and compatible with the mission and purposes of the institution, and also provide for the fair redress of grievances.

Evaluation procedures are explicitly set forth in Article XI of the Collective Bargaining Agreement. The periodic procedure is stated, as well as options for peer evaluation, staff improvement, and opportunities to discuss evaluations. There is a standardized regional community college evaluation form for the professional staff, as well as a self-assessment form, particular to Mohegan, that reflects our own institutional focus, specific goals, and general mission. The form demonstrates our view that evaluation is

an interactive and dynamic process. Student evaluations are prohibited for evaluation purposes.

The varied professional activities of the staff testify to their vitality. Professional staff are involved in research and publication, consulting, state and community activities, international travel courses, women's and minority rights, and workshops. Several faculty at Mohegan have collaborated on instructional innovations, including team-teaching an Introduction to Social Sciences, in-class tutoring, and computer applications in the curriculum. Additional computers have been purchased and computer rooms have been upgraded to accommodate the increasing use of the new technology. A Computer Committee has been meeting to set purchase priorities and develop a five year plan for these purchases.

Professional development money for faculty is provided by the Collective Bargaining Agreement. A contract committee recommends to the President how the money is spent. Individuals use this money for updating their skills. Also, every year, group professional activities, such as trips to the New York Metropolitan Museum, are conducted. The Faculty Opinion Survey shows that faculty feel that the money provided is of some help, but not enough to be considered good. Another resource for professional development comes from the Center of Teaching. This system and college funded project has sponsored many professional development programs at the College. For example, the Center for Teaching funded: a statewide conference on teaching clinical nursing;

expenses for an adjunct faculty to present a paper at the Northeast Modern Language Association Convention; a speaker/consultant to conduct a one-day workshop; conference expenses for two faculty members to participate in the teaching partners project; a full-time faculty to present a paper at the National Association for Developmental Education Conference; and a General Education Assessment Professional Day.

Mohegan also contributes to the cost of the Mentor Program, which provides compensation to an experienced faculty member who supports a new instructor. The program includes extensive training of the mentor and participation in state-wide meetings. The Mohegan Foundation, our local fund-raising group, has also supported professional activities. The Foundation provided funds to send four staff members to the Cornell University Conference on Computers and Collaborative Writing in June 1992.

Academic freedom is clearly defined in the Collective Bargaining Agreement, Article VI, pages 8-9. This protects faculty regardless of rank or term of appointment. The opinion survey shows that the issue of academic freedom is rated 4.8 on a scale of 5, evidence that faculty believe academic freedom is respected at this institution.

Article XVI of the Collective Bargaining Agreement, pages 45-47, outlines policies and procedures for Dismissal and Discipline. This provision is used as a mechanism to ensure that faculty act responsibly and ethically, and observe the established conditions of their employment.

The Collective Bargaining Agreement clearly defines rights and responsibilities of faculty, plus all other applicable policies and procedures. The document is negotiated every two years and faculty representatives are members of the negotiation committee, bringing in faculty input for possible future discussion and decisions. This Agreement is used by all twelve colleges in the system. It does not abrogate institutional or faculty obligations to comply with the standards for accreditation. On page 102 of the Collective Bargaining Agreement is the AGREEMENT FOR PART-TIME EMPLOYEES, in which the selection and the protection of adjunct faculty is stated, including the right to appeal to the Board.

APPRAISAL

An energetic and competent staff are committed to achieving the mission of Mohegan Community College. Both full and part-time staff participate in numerous professional and community activities. Budget constraints have limited some staff development opportunities, supplies and clerical staff, though salaries consistent with requirements of the positions remain. A high level of mutual respect unites the staff and facilitates the resolution of many problems.

Short-comings, such as heavy reliance on part-time staff in some areas and the undetermined final compensation plan for program leaders, are difficult to resolve because they depend on state funding and union negotiation. One problem with workload is that the compensation for program leaders is only now being resolved.

Many of our programs, such as Human Services, Criminal Justice, Early Childhood Education, and Paramedic, have only one full-time faculty member, who must coordinate the curriculum and staffing, in addition to teaching responsibilities. The Congress of Connecticut Community College's and the Board negotiated for funding to be used for release time or compensation. The process has taken two years and is only now beginning to be implemented for some of the program leaders. The administration has supported correction of this inequity, and the Acting President served on the system committee. This problem continues to place a strain on a number of the full-time faculty.

Although teaching load and class size are acceptable, they do not always allow for optimum conditions or the utilization of varied instructional techniques. For example, class size in many social science courses is 45 students, which weakens the implementation of our Writing Across the Curriculum plans. Some class limits were reduced several years ago and a task force was created in the Spring of 1992 to examine the situation. Even with decreased resources, class size limits have not been increased.

PROJECTION

Given the state government's plan to shrink the number of state employees, Mohegan may have to rely even more on adjuncts. Workload and compensation will be prickly issues in the next round of negotiations because of the State's poor economy and the merger with the technical colleges. The technical colleges have a

separate contract and are represented by the American Federation of Teachers. As a result of the State's retirement incentive, four senior faculty retired in 1992. With their retirement, Mohegan lost over a hundred years of teaching experience, skill, institutional memory, and commitment.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Hire full-time faculty in areas of Science, Marketing/Retail, Criminal Justice, and Composition/Humanities.
- 2) Assess responsibilities and role of Program Leader in relation to available resources.

6. STUDENT SERVICES

DESCRIPTION

The strategic goal developed by the Student Services Division in November, 1990 for the Institutional Plan reads as follows:

To meet student needs and goals by offering a full range of effective student development services based on identified student characteristics.

The following services represent Mohegan's efforts to assist students to achieve academic and personal growth for both individual and community benefit: admission counseling before entry into college, mandatory placement testing, orientation for new students, course and career counseling, personal counseling, transfer evaluation service, financial aid, student clubs and organizations, college transfer advisement, recreational activities and trips, college transfer advisement, recreational activities and trips, special workshops and seminars. Many services are implemented in individual conferences with highly trained professionals.

Mohegan continues its endeavors to ensure appropriate services and facilities for students in all programs, especially for the minority, physically disabled, learning disabled, women, international, foreign, and veterans' groups. Mohegan identifies the characteristics and learning needs of its student population and is especially adept in assisting them to resolve their educational problems by meeting developmental needs first and providing ongoing academic assistance.

Particular emphasis has been placed on continued improvement of off campus services. Recently, a half-time, bi-lingual educational assistant was hired to provide service to students at the Waterford High School site and at O.I.C. (Opportunities and Industrialization Center), an agency which provides occupational training to the low income residents of New London County. The assistant provides service to low-income/high-risk students. She assists with advising, registration, and communication with the main campus. In addition, a full-time administrator, who has responsibility for the Naval Submarine Base, spends a considerable amount of time at the Subase, acting as a liaison with the military and other educational programs, evaluating military training and providing academic advice to students. She also facilitates support services there, such as the computer lab and library services. The Minority Access, The Institutional Assessment Plan, and Retention Plan and the Disability Task Force Plan/Document direct the College in ensuring appropriate services and facilities.

A wide range of financial aid is provided through an equitable and well-publicized program that awards grants and scholarships, facilitates loans, and provides work-study opportunities from federal, state, and local sources. An on-site federal and state audit for process and review of the financial aid program is done biennially. Since the 1985-86 year, applicants, recipients, and disbursement have increased in spite of decreases in two major federal categories.

During the last ten years, the College recognized the need to develop a comprehensive plan to address the institution's goal to improve the retention and advising of students. To achieve this goal, we developed such a plan in 1986-87 to address admission, placement, orientation, academic advising, and instructional support services. The plan, implemented in the 1987/88 academic year, interweaves responsibility for this goal between the student services and instructional divisions.

In accordance with this plan, Mohegan conducts new student orientation sessions prior to the Fall and Spring academic terms. Orientation is a comprehensive, three-hour program which describes College services, such as financial aid, counseling, student life, career planning, college transfer, and tutoring, as well as the requirements for specific degree programs. Faculty, staff, students, and alumni are involved in the planning and the presentations. An evening and a day session are offered, giving all students the opportunity to participate.

We also implemented a new advising program. Every full-time faculty member and the professional staff in Admissions and Student Development are assigned advisees. Staff are matched with an individual student on the basis of the advisee's degree program. Students meet with their academic advisors during their first semester to plan their programs of study. Only after a student meets with an advisor can he or she register for the following semester. Students usually remain with the advisor while they are at Mohegan.

Before students can enroll at Mohegan, they are required to take a placement test which assesses an incoming student's English, basic math, and reading skills. Testing was voluntary until 1985, when it became a requirement for all incoming students. In 1989 the Connecticut Community College System adopted a uniform testing measure that would be used at the twelve community colleges. Currently, all new degree-seeking students are required to take this placement examination before registering.

Child care services for three to five-year old children of students and staff have been offered at the Mohegan since 1983. The program was initially operated by the Thames Valley Council for Community Action (TVCCA) through funding from the Department of Human Resources, but as a community center it did not primarily benefit Mohegan students. To better meet students' day care needs and the academic program of Early Childhood Education, a task force recommendation was implemented during 1988-1990 and Mohegan assumed greater responsibility for day care operations. To further assist students with older children, the College offers an activity program for school age children on campus during elementary school vacations that do not fall during college recess.

In the area of health care, Mohegan provides informational sessions on drug and alcohol education and has hosted Health Weeks. Faculty and staff consult the Student Development staff concerning an individual student's classroom behavior or interaction with other staff and students. Students are referred to counselors for crisis counseling, learning deficiencies, or short-term assistance.

If a student needs long-term, therapeutic counseling, he or she is referred to professional agencies.

Volunteer staff and student EMTs (Emergency Medical Technicians) provide the only health care on campus, exclusively on an emergency basis. W. W. Backus Hospital, which is only a few miles from the College, has emergency department services. On-site immunization clinics for measles have been provided to assist students to satisfy recent related legislation.

Students are given the opportunity to develop their leadership skills through their involvement in the wide variety of student organizations on campus. Student organizations are open to any interested student. Students develop the organizational structure and plan and initiate activities in organized clubs and activities, support groups, and ad hoc groups concerned with transient concerns, politics, or interests. Student organizations have changed over the past ten years in response to student and institution interest and need. Students are encouraged to run for a seat on the 15-member Student Senate and have voting privileges on Mohegan's governance structure. Training sessions have been run for members of the Student Senate. Student leaders have participated in annual statewide student leadership conferences.

Mohegan supports publication of an award-winning student newspaper. A full-time faculty member teaches journalism, desk-top publication, and publication practice - all of which train students in the practical skills and educate them in the larger legal and philosophical issues. Although the courses provide training, the

actual paper is produced independently by the students and is overseen by an Advisory Committee. The paper is funded by the Student Senate, the Instructional Division (because of its connection to academic courses) and advertising revenue.

In the area of recreational and athletic needs, Mohegan offers limited opportunities for students. In 1983 the College made a decision to eliminate intercollegiate athletics, reasoning that an insufficient number of students participated in this costly program, in part because our student population was drawn from older, working people. In response to student petitions, Mohegan formed an Athletics Task Force in 1989 to look into the feasibility of reinstating an athletics program. The results of a college-wide survey indicated a desire to participate in intercollegiate athletics. After further review, it was apparent that despite the desire, Mohegan could not financially support an intercollegiate athletics program.

At present, Mohegan offers discount memberships at the YMCA in Norwich on a semester basis. The College holds annual volleyball games on the grounds and a student organization promotes recreational tennis. On a few occasions, there have been student-planned intermural sessions with Thames Valley. As of the Fall 1992 semester, full-time students were being recruited to play on the Thames Valley basketball team. Mohegan is also converting a locker room into a weight/fitness area.

Mohegan students took the initiative in communicating with students at Thames Valley Technical College and planning a jointly funded picnic at the end of the Spring semester.

Individuals responsible for cocurricular activities are qualified by formal training, work experience, and personal qualities to represent the student needs effectively.

Clearly stated standards of ethical practice are detailed in the College catalog and student handbook which contain policies on student rights and responsibilities, grievance procedures, racism and acts of intolerance, sexual harassment, disabilities, drug and alcohol use, student discipline, and academic dishonesty.

Policies for retention and disposal of student records are defined in the Department of Public Records Administration, Connecticut State Library Schedule III Administrative Records: State Agencies. The limited access Markos Data Base holds all student information securely including: admission data, placement data, registration, course and grade data, honors, probation, advisor, graduate, and transfer data, as well as the graduate survey data. Records and student rights are further protected by the Family Education Right and Privacy Acts of 1974 (Buckley Amendment). Appropriate policies have been established by the Board of Trustees for all community and technical colleges and are endorsed in full by Mohegan.

Appraisal

The Student Services Division reviews annually the delivery of services to students. At the conclusion of each orientation, students are asked to complete an evaluation form. Additionally, in 1989 the counseling services performed a thorough self-study during which services were evaluated by both staff and students. Services are monitored and modified to meet the increasing needs of the growing student population. The cocurricular goals and needs of students have also been assessed and evaluated annually through the Institutional Plan and graduate surveys and intermittently by other surveys, e.g., Counseling Services Self-Study Report, 1989. A telephone survey in December, 1991 sampled 58 randomly selected students. Most were aware of individual student service activities and their use of these services varied, with course selection advisement (79%) and academic counseling (55%) being most frequently utilized. Personal counseling (14%), workshops and seminars (16%), trips and transfer evaluation services (21% each) were the activities reported as least utilized by this group. Increased office space and personnel would provide more extensive offerings of activities. Data collection has precipitated many expanded student services previously mentioned, such as orientation, admission procedures, and academic advising. The counseling staff in particular has been extremely resourceful in reducing congestion in limited office space to meet student needs capably and confidentially. Through Perkins Grant monies, a counselor for career development/job placement was added in the Spring, 1992. Health

services to the college community are sorely lacking without appreciable improvement anticipated.

Mohegan is proud of being able to offer many services, of having increased the amount of financial aid to students despite cuts in some federal programs, of nurturing a representative and active Student Senate, of supporting an outstanding student newspaper and a host of activities. Our staff has been resourceful in meeting student needs.

PROJECTION

Mohegan will continue to provide services for the identified student needs as the socioeconomic and demographic changes impact the school's population. Social issues, such as racism and sexism, will affect our students, and we will need programs to help them deal intelligently with these issues. Merger with Thames Valley Technical College may provide students with increased opportunities for activities, such as intramural sports because it has a gymnasium as part of its facility and some established intercollegiate athletics. Services will be monitored and modified accordingly. Anticipated space in our new facility will ease office congestion, and greater implementation of service to groups rather than individuals will conserve limited personnel resources until additional student service staff can be funded.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Continue to expand training opportunities for student governance and other student participants in preparation for "TVSTC" merger.
- 2) Increase college commitment to, and funding for, a coordinated program on world/national cultural and societal issues such as cultural diversity and racial/ethnic tolerance.
- 3) In cooperation with the Student Senate, expand programs and events in the areas of individual fitness and intramural competition.
- 4) Provide for the merger of existing student organizations at "Mohegan" and "TVSTC" and enhance opportunities for combined student body to participate.
- 5) Establish a Career Center for student use in career development and job search activities.
- 6) Develop a comprehensive Financial Aid award system and increase by a reasonable percentage the number of complete Financial Aid applications.
- 7) Develop a comprehensive plan to encompass class schedule, registration procedures and record keeping for the merged institution.
- 8) Design a long range program for under-represented adolescents to increase their educational and personal aspirations.
- 9) Enhance record-keeping system to ensure consistent retention of all permanent records required for federal compliance.

7. LIBRARY AND LEARNING RESOURCES

DESCRIPTION

The Mohegan Community College Learning Resource Center provides books, periodicals, and other print and nonprint materials to implement the curriculum, to aid instructors in teaching, and as much as possible, to provide recreational and cultural materials. Equipment and limited production services are also provided to meet the users' needs.

The LRC emphasizes library instruction by providing a variety of programs for groups and individuals. A one-credit course on library research has been developed and will be offered soon. The LRC staff regularly offers three levels of library instruction and also prepares customized programs. During 1991-92, forty-five sessions of library instruction were conducted. This service was used by thirty-six faculty members. The LRC seeks to create a richer learning environment in which students learn to do independent study and use individualized instruction. The ultimate goal is to instruct and prepare users to be life-long learners.

The LRC attempts to provide comprehensive support of the academic mission of the College and the needs of the community, as well as integrating its instructional program with the teaching orientation of Mohegan Community College. The resources of the LRC are currently available during the hours of operation: Monday - Thursday, 8:00 A.M. to 8:00 P.M. and Friday, 8:00 A.M. to 1:00 P.M. The resources include books, periodicals, audio-visual materials,

microfilmed periodical collections, indexes, and pamphlets, as well as newly updated automated services which access various database indexes and facilitate interlibrary loan services. The College has installed a satellite dish funded by a gift from the MCC Foundation. The dish is linked to the LRC audio-visual area which allows the taping and viewing of video instructional supplements and meets additional institutional needs.

The College is very proud of the recently (1988-89) renovated LRC space, the most significant improvement to the physical plant during the last five years. The half million dollar project provided a 10,000 square foot area which houses the College's print and non-print collections in reference and circulation areas, and five offices which are utilized by the support staff. Additionally, there are six special purpose areas: the Tutoring Center spaces, the Group Study Room, the audio-visual preview area/language lab, a computer/typewriting room, a microfilm/periodical room, and the Center for Teaching. There are 91 seats in the general study areas. An additional 67 seats are located in the special purpose rooms. A reserve section of materials is maintained at the circulation desk. The LRC also supports the College's audio-visual needs, providing access to equipment as requested, and the taping and copying video and audio cassettes.

Current (1991-92) figures show library circulation reached an all-time high of 12,239, a 27% increase from 1990-91 figures. According to the LRC database, there are 6,411 registered patrons. There are 29,001 books, 315 periodical titles, 2,020 audio-visual

items, 73 titles on microfilm, and an estimated 5,000 pamphlet items. The figure for interlibrary loan transactions also reached an all-time high 1,748, indicating that this service has doubled during the past two years. Forty-two faculty members used the reserve service and put a total of 554 items on reserve.

Off-campus sites (the Naval Submarine Base at Groton, CT, and Waterford High School) are serviced through formal arrangements which have been made with three area public libraries; Groton Public Library, Waterford Public Library, and the Public Library of New London to offer accessible services and resources to the Mohegan populations taking classes at these locations. Limited services are also locally available at the Otis Public Library in Norwich, the University of Connecticut at Avery Point, the Ledyard Public Library, the Waterford High School Library, the Connecticut College Library, the Mitchell College Library, and the Norwich and New London law libraries.

During the 1990-1991 year, total library expenditures equalled approximately 13% of the school's operating budget. This stands as additional evidence of the strength of the institution's support for the LRC, and is significantly higher than the 6-9% as put forth in the standards approved by the Association for Educational Communications and Technology (AECT) and the Association of College and Research Libraries (ACRL). Additional fiscal support is provided through institutional student labor funds which supplement staffing needs.

The Library is currently staffed by a full-time Director of Library Services, a full-time librarian, and two full-time librarian assistants. There is additional personnel support in the form of student workers. Numerically, current staffing is deemed inadequate; there is no evening reference librarian, and according to professional guidelines, (the standards approved by the Association for Educational Communications and Technology (AECT) and the Association of College and Research Libraries (ACRL) three to five professional full-time staff are recommended (we have one), and an overall staffing range of from ten to eighteen (we currently have four) would be ideal. Obviously, the lack of adequate staffing directly impacts the hours of operation and the availability of services.

The automated systems linking the Mohegan LRC with libraries throughout Connecticut, the On-Line Computer Library Center (OCLC) and Libraries On-Line System (LION), were both updated during the past year. The operations procedures for the OCLC were changed; the staff participated in numerous training sessions; and new telephone lines were installed. In order to mitigate response time, the LION system migrated from the Data-Phase system to Dynix. The Dynix system also offers Public Access Catalog (PAC) connections, and Mohegan installed two terminals in January, 1992 allowing PAC to replace the current card catalog.

The ReQuest database, now in its sixth edition, continues to be a very popular research tool for both faculty and students. Included in the database are the collections of 130 libraries in

Connecticut. The Expanded Academic Index was installed this past year; it includes the indexing of 1,500 general and scholarly journals and periodicals. The LRC is a member of the Southeastern Connecticut Library Association (SECLA), and the Council of Librarians of Connecticut Community-Technical Colleges for resource sharing and information exchange.

Faculty and staff are regularly notified of new acquisitions (a list is published at least once a semester). Requests for periodicals are generally made at the end of each semester, yet individual or special requests from faculty or staff are handled throughout the semester. Faculty, staff, and students are generally surveyed once a year and are asked to help assess policies, collections, and services.

The attractively renovated LRC is the integral learning support and instructional component Mohegan Community College possesses. According to a faculty survey, the much-used facility provided satisfactory academic support, while providing additional aesthetic and informational opportunities. While currently striving to meet institutional needs with existent staff, the faculty overwhelmingly expressed the opinion that the LRC is currently understaffed and therefore cannot be open as many hours as is desired. The addition of another full-time librarian would allow expanded coverage; additional hours during the evenings and some Saturday availability. Other comments noted the lack of adequate quiet study area space, and another faculty member suggested that the faculty and staff be more actively encouraged to

use the services at the LRC. The proposed building plans will probably include student congregation/study areas which will alleviate current crowding conditions in the LRC at certain times of the day.

An on-line cataloging module provided the current (April 1, 1992) listing on the library's book and videotape collection and displayed breakdown of the works according to the Library of Congress classification system. The current on-line listing accounts for only 85% of the total collection, yet includes the more recent acquisitions.

A proportional display of the library's holdings by LC (Library of Congress) classification listing (when compared to total holdings), and an accompanying analysis of enrollment in college programs follows:

LC CLASSIFICATIONS/GROUP DESCRIPTIONS	COUNT	% OF COLLECTION
LC Class A/General Works	179	1
LC Class B/Philosophy, Psychology, Rel.	1703	6
LC Class C/Aux. Sciences of History	479	2
LC Class D/History	2115	8
LC Class E/History	1863	7
LC Class F/History	471	2
LC Class G/Geography	476	2
LC Class H/Social Sciences (Econ., Soc.)	4409	16
LC Class J/Political Science	753	3
LC Class K/Law	615	2
LC Class L/Education	1103	4

LC Class M/Music	268	1
LC Class N/Fine Arts	422	2
LC Class P/Literature, languages	5169	19
LC Class Q/Science	1601	6
LC Class R/Medicine	4746	17
LC Class S/Agriculture	72	
LC Class T/Technology	304	1
LC Class U/Military Science	93	
LC Class V/Naval Science	12	
LC Class Z/Library Science	621	2

CURRICULUM SUMMARY

PROGRAMS	ENROLLMENT	% OF TOTAL ENROLLMENT
Accounting - CR	130	4
Accounting - TR	55	2
Business Administration - CR	176	6
- Public Administration Option		
Business Administration Option - TR	108	4
Childhood Studies Option	1	
Criminal Justice	101	3
- Corrections Option	18	1
- Transfer Option	61	2
Drug/Alcohol Rehab.	22	1
Early Childhood Education	120	4
General Studies	342	12
Human Services	109	4
Industrial Mgmt/Supervision	5	
Law Enforcement	1	

Liberal Arts & Sciences	659	22
L.A.S./Fine Arts	12	
Marketing - CR	20	1
Marketing - TR	10	
Nursing	511	17
Non-Degree	383	13
Office Administrative Careers		
- CR	1	
- Exec. Secy. Option	25	1
- Word Processing Legal Option	26	1
- Word Processing Business Option	29	1
- Word Processing Medical Option	15	1
Travel and Tourism	13	

APPRAISAL

The Mohegan Community College LRC offers comprehensive library and academic support services to the entire community. The physical space on the main campus is the College's most attractive public area, and the newly automated systems provide access to information and resources in a modern and efficient manner. The LRC is viewed as an integral academic resource component by all curriculum. The staff maintains a cordial and helpful relationship with students, faculty, other professional staff, and the members of the Mohegan community.

Recent administrations have shown regular, strong financial support for the LRC's needs, activities, and programs. Mohegan's institutional commitment to supporting the LRC is seen in recent expenditures. In 1989, over \$100,000 worth of new equipment for

the renovated LRC was purchased with bond and school funds. This was money above and beyond the appointed operating budget amount. Over the past three years, the school has additionally supported the LRC from the operating budget at levels beyond the state's formulated recommendations.

Funding limitations, however, prohibit the complete staffing of LRC positions, and hours of operation are limited. Student and community needs would be better met with extended evening and weekend availability of the LRC's services. The maintenance of timely automated files and services needs to be augmented with additional staffing hours as well. Although the renovated LRC spaces are physically and aesthetically pleasing, we still need additional study spaces (carrels), an enlarged area designated for quiet study, and additional office and administrative spaces for service support and processing.

It is somewhat difficult to assess the comparative adequacy of the collection in terms of academic programs due to the interdisciplinary nature of some curricula. Also, it is hard to determine the relative age of the respective collections without a lengthy review which is currently prohibitive in terms of time, personnel, and cost. However, a plan should be developed to review the collection.

According to the Director, the current collection is generally balanced when viewed with the program enrollments in mind. An area that is under-represented is the Science group. Some listings in areas of seemingly equal representation may actually contain dated

volumes which would partially invalidate the apparent adequacy in those areas. The Director suggested that the adequacy of current holdings in certain areas of Social Science and Nursing may be affected by this timeliness factor.

PROJECTION

The Mohegan Community College LRC plans to continue its support for the College's mission. The current, comprehensive library and academic support services will be available. The College's new programs will be supported with appropriate resources as designated. The newly installed satellite dish and usage policy will provide opportunities to enhance instruction; teleconferencing activities will be considered as an additional service to the Mohegan community, as well as a revenue generating activity. Increased funding will be sought to augment hours of operation and adequately support current services, and space renovations or additions will be considered in order to better provide for our students' and community's needs. The automated systems will regularly be reviewed and updated to maintain and insure technical validity. A review and analysis of holding should be undertaken by the various disciplines, with the assistance of the LRC staff. The impact of the merger on the LRC will also be studied.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Encourage more faculty involvement in Library Instruction Program.

- 2) Develop plans and policies to make utmost use of the satellite to support classroom teaching as well as other institutional purposes.

8. PHYSICAL RESOURCES

DESCRIPTION

Located on an attractive 44 acre site, Mohegan Community College has a well-built, well-maintained physical plant, consisting of three interconnected buildings constructed in 1965. Extensive improvements have been made during the past three years, and plans have been drawn for a major addition and renovation project which is planned for completion in the next five years. The College also uses space at Waterford High School for classes. Our programs at the Naval Submarine Base were recently relocated in a building with improved classroom facilities.

During the past three years the following major improvements were made to the physical plant:

Major capital improvements - new roofing installed on all buildings; creation of the Learning Resource Center by renovating and expanding old library space; complete repair and resurfacing of all college parking lots.

Office and Classroom renovation - Registrar's Office; Dean of Instruction Office Suite; President's Conference Room; Admissions Counselor's Office; Faculty Conference Room; Child Care Room; Storage Room for Theater Arts program; two annex classrooms; Paramedic Office; Accounting, Payroll, and Data Processing Office Suite; Student Services Office Suite; new window blinds for all offices and classrooms; new carpeting and lighting in faculty and student service areas.

Grounds and Access - Creation of a new parking lot for students, installation of a bus shelter, walkways, reservation and designation for handicap parking, installation of public telephones, new garage doors, replacement of underground LPG tanks, gazebo and landscaping improvements.

Building maintenance is under the direct supervision of the Dean of Administration. Day-to-day maintenance and other operating costs are paid for from an annual operating expense budget. Deferred maintenance and most equipment purchases are made with multi-year capital funds. These capital funds plus required minimum balances in the Educational Extension fund and Auxiliary Services fund provide the College with a limited reserve to meet contingencies. However, no major contingency expenses are anticipated at this time.

An in-service training program is provided for the maintenance staff, and personnel are encouraged, and at times assigned, to attend to develop requisite skills. A building superintendent maintains preventive maintenance and cleaning schedules. An automated work-order system is in place to facilitate unscheduled repairs or maintenance and to track completion of these requests. Standing contracts are in place with construction trades to provide assistance when necessary for repair or renovation work beyond the capabilities of regular maintenance staff.

Contractual agreements and memoranda of understandings exist between the College and the following agencies:

Waterford High School

New London High School
U.S. Navy Submarine Base
Opportunities Industrial Center
Niantic Correctional Center

In addition, the Business Services Network provides one time training events on an ad hoc basis at various business locations in the surrounding service area.

During the school week, both day and night, Mohegan facilities are fully assigned, necessitating the proposed addition to accommodate continuing institutional growth. In addition, outside use of college facilities is encouraged for all public and nonprofit organizations in the community. Policies governing use and applicable charges have been developed to cover the various types of use involved.

The existing facilities were originally designed for and constructed to provide secondary education; and therefore, are basically adequate to the mission of the College. However, enrollment has exceeded the parameters of the original design, and space limitations have become an increasing problem. The buildings are maintained and improved in compliance with State of Connecticut procedures and in conformance with all codes governing the use of equipment, constructional materials, electrical appliances and hazardous substances.

In the last three years a number of improvements have been made to increase the accessibility of the campus to students with handicapping disabilities. Among the alterations are the designa-

tion of handicap parking areas; installation of handicap ramps and power assisted door openers for designated building entrances and to the doors of the Learning Resource Center; installation of handicap railing along all hallways; the purchase of emergency evacuation equipment for handicapped persons; providing ready elevator access to handicapped students to enable easy movement to classrooms on different floors; and a program to begin the purchase of handicap seating and tables for classroom use on each floor. A Disabilities Task Force functions as a standing committee to review progress toward goals developed in the Handicap Access Study, provide assistance in the resolution of newly discovered problems, and afford advocacy for these concerns in future renovations and construction. Not all areas of the campus are handicap accessible, but within the constraints of available resources, progress is being made toward full access to the facilities.

Campus safety concerns have been addressed in three documents prepared for administrative use. These are: Fire Safety and Handicap Access Studies; a Safety and Security Procedures Manual (currently in draft form) and a "Right to Know" Program on Hazardous Materials (also in the development stage). These documents will provide administrative guidance and alert students and staff to campus safety concerns. In addition, emergency evacuation plans are posted in every classroom and office; fire extinguishers, emergency lighting and alarm systems are routinely checked and maintained, as is the campus elevator which is under contract for periodic safety inspections. Safety in the instruc-

tional laboratories is a high concern of faculty and administration, and while the laboratories are not considered equal to modern college laboratory requirements, the replacement of lab equipment receives a high administrative priority to maximize instructional benefit and user safety. Adequate laboratory space and equipment is a high priority for the proposed renovation and new construction being planned.

Campus security is considered adequate to the low incidence of crime and vandalism in the campus area and on the College grounds and facilities. Basic security of the building and equipment is maintained by the presence in the building of maintenance staff during and after classroom instructional hours. Access is controlled by issuance of keys on a need to use basis. A log is maintained of after hours entrance to the building. Equipment is assigned to staff, and use is supervised by appropriate administrators. Policy governing the use of equipment for private use has been adopted. All equipment is inventoried; retired equipment is accounted for and shipped to the State Central Warehouse for disposal. Academic and institutional records are retained per State of Connecticut requirements. Additional storage space for records and provision for retention via microfilm mediums are planned as part of future development of physical space.

There is no history of violent crime on campus for at least the past five years and only one incident of threatening graffiti. The College maintains a close working relationship with both the Norwich Police Department and the State Police in dealing with

potential and actual problems. A campus security guard is employed during evening hours and during events where crowd control is a safety consideration. An evening administrator provides assistance to students seeking escort service to their parked vehicles and other personal concerns. Exterior lighting has been improved around the building and in the parking lots to provide high visibility in these areas at night. Safety programs and literature are provided, addressing such concerns as acquaintance rape, AIDS, and parking lot safety. The College has issued appropriate Right to Know information for 1991 in conformance with federal legislation requiring disclosure of crime figures. The only reportable crimes on campus during that period were seven incidents of minor theft (larceny), primarily losses of purses and items taken from vehicles. Individuals involved are asked to report these personal losses directly to the Norwich Police Department. Two of the 1991 thefts reported involved the loss of College equipment. Five such incidents have been reported in the last three years including two VCR's, one microwave, one amplifier and a portable hand truck. These losses of state property are reported both to the police and to the State. The single major crime on campus in the last few years was the break-in of faculty offices during the summer of 1990 and the theft of about \$3,000 - \$5,000 in books. To help prevent this type of problem in the future, uninvited campus visitors and vendors are directed to the Dean of Administration's office to register before entering the office complex.

The College endeavors to maintain a healthful environment for the students and staff. By action of the governance body, the campus was declared to be a smoke free environment with the exception of two limited smoking areas. These are equipped with ionizers and increased ventilation to minimize exposure to secondary smoke by nonsmokers. Campus lighting has been significantly improved to the benefit of campus staff and students. The College has made significant efforts to comply with State of Connecticut requirements concerning immunization against measles and rubella and provides low cost clinics to provide vaccinations for entering students lacking adequate immunization. Heating systems have been improved for campus offices and air conditioning provided on a limited basis for certain campus areas. Air conditioning filters are routinely cleaned and inspected each season. Heating and air conditioning improvements will be incorporated in the future renovations and new construction. The College participates in various recycling programs, both voluntary and those mandated by the State of Connecticut. In addition, the College sponsors both credit programs and student activities directed to environmental protection and conservation.

A master plan for long-range campus development was created in 1987 by a team of professional consultants and has been incorporated into the subsequent planning processes for the institutional goals and preventive and deferred maintenance programs. By periodic review of these instruments, the master plan is adjusted in the light of current needs and available resources.

For the last two years, a comprehensive planning process has been underway with input from all departments for the addition of 22,000 assignable square feet of new building space and approximately 30,000 assignable square feet of renovated space in the existing facilities plus approximately 350 additional parking spaces. Using this planning information, architects have just completed the preliminary plans for these new additions and renovations. These plans will be available to the team.

In addition to these comprehensive planning vehicles, day to day concerns are addressed by way of the governance structure and have resulted in notable improvements such as the smoke free campus environment, the construction of a bus shelter, and campus beautification projects such as the ornamental gazebo and associated plantings. In order to ensure continuing improvement in the area of handicap access, a Disabilities Task Force was created in 1990 and is responsible for ongoing assessment and advocacy in improving campus accessibility to all persons.

The following documents related to physical resources will be available for review: Master Plan Study of Mohegan Community College - June 1987; Deferred Maintenance Plan; Plan to Expand Opportunities for People with Disabilities - June 15, 1990; Fire and Handicap Code Study - January 2, 1990; Draft of Safety Procedures Manual; Institutional Security Policies and Crime Statistics; Layout of Physical Facilities; Facilities Usage Fee Schedule.

APPRAISAL

Within a limited budget, Mohegan has prudently managed to maintain and improve the physical resources and has developed long-range plans for both maintenance and capital improvement. One major shortcoming is an inadequate number of maintenance staff and a continuing difficulty to fill vacant maintenance positions.

Additional, inadequate space has had an impact in many areas. We have had to limit use of the building by the outside community. We have completely exhausted adequate office space for faculty and staff. The lack of sufficient classrooms to meet our significant enrollment growth has affected the schedule of the courses offered during the regular academic year. The lack of effective air conditioning/heating in major spaces such as the auditorium, lobby and cafeteria has greatly decreased the use of those areas.

PROJECTION

While a high degree of uncertainty exists regarding the final shape of higher education in Connecticut, and the impacts that mandated reorganization may have on the College, the administrative team is committed to the long term goals expressed in the several planning documents listed above. While the effect of fiscal constraint and reorganization cannot be minimized, an even more profound change will be the completion of the renovation and new construction anticipated for 1995. An ongoing commitment to high level planning for this new physical resource is recognized as

crucial to the effectiveness of the College in the coming decades.

Throughout the Spring 1992 semester, the Building Committee met weekly with the architectural firm of Max O. Urbahn and Associates which is responsible for the design of the new facility. In Division meetings during May, the staff of the College was shown preliminary blueprints. It is clear that the basic design will help us meet the needs of our growing student population, contemporize our Science facilities, and provide additional areas to meet the needs of our community.

To paraphrase Frank Lloyd Wright, "Man shapes his buildings, and in turn is shaped by them." Recognizing the relevance of this observation, Mohegan is resolved to provide the best possible plans consistent with a comprehensive, long range view of the educational mission of the College.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Develop and issue preliminary plans for temporary location of offices and conducting of business during construction. Identify required temporary equipment changes such as telephones, computers, etc.
- 2) Carefully coordinate College's deferred maintenance plans with the foregoing new construction and renovation planning. Move forward with all projects that will not duplicate or interfere with these new construction/renovation efforts.

- 3) Complete review, revision and issuance of comprehensive safety and emergency procedures manual for all college programs and "Right to Know" program on all possible hazardous materials on campus.
- 4) Renovate existing day care facilities to provide improved operating/care conditions.
- 5) Begin work on restoration/renovation of locker room and showers to provide basic support for limited physical fitness programs.
- 6) Continue to use and enhance recently developed Maintenance Tracking system. Modify system to provide separate procedures to request room set-ups and deliveries to enable faster service.
- 7) Work closely with architects and all staff to achieve optimal results in designing the new addition. Closely monitor plans to insure completion and provide appropriate feed back to all interested parties.
- 8) Contract for acquisitions and installation of a total replacement telecommunications system for the College.

9. FINANCIAL RESOURCES

DESCRIPTION

Mohegan, like most other community colleges in the United States, obtains its finances from a number of different sources. Direct support from the State of Connecticut's General Fund provides approximately two-thirds of total college funding and covers the cost of most of the full-time positions at the institution. Revenues from student tuitions are used to cover most of the operating and maintenance expenses of the College and to fund some of the costs of part-time employees, including educational assistants, part-time laborers and student workers. The College also has two self-supporting, enterprise funds - the Auxiliary Services Fund and the Educational Extension Fund. These funds use the revenues obtained from student fees and non-credit tuitions to cover the costs of various student services and programs not otherwise funded by the state budget. Finally, federal, state and private grants and contributions are sought to enhance college programs whenever possible. The Mohegan Community College Foundation raises money for scholarships and projects to improve the College.

The College's control over its finances was improved by legislation passed in 1991 by the General Assembly. The Department of Higher Education no longer mediates between the Legislature and

our Board of Trustees on finances. Instead, funds are granted directly to the Board of Trustees, which in turn provides block grants to individual colleges, allowing them to make their own hiring decisions and procurement contracts. The Board will distribute monies to the individual colleges based on:

- 1) authorized personnel expenses
- 2) formula budgeting covering the physical plant, library, and O.E. dollars; formula determined by plant size, numbers of staff, numbers of student, and program mix.

In cases where a student was in danger of being unable to graduate because of limited course offerings or cancellations, program leaders have made accommodations for students, typically through independent study or course substitution.

The process for developing the budget and allocating resources is lengthy and involves all segments of the College. Budget, staffing priorities, and recisions are discussed in departments, and reviewed by the Planning and Policy Advisory Committee (PPAC) to insure that budget decisions are in accord with Mohegan's Institutional Plan and mission.

Yearly budgets are allocated to divisions based on current services funding (dollars available for respective program based on previous year's fixed and variable costs). Deans are fund managers, and, within the participative process in President's Cabinet, there is local autonomy to shift dollars among divisions. Deans have authority to shift dollars within their respective divisions; typically, proven need takes priority. All fiscal

policies are in writing and held in the Dean of Administration's office, i.e. all internal procedures and Board manual on fiscal matters.

Although the total direction of the State's budget is uncertain at this time, Mohegan is generally in very good financial shape to respond to any eventuality. All funds are solvent with required minimum balances. There is a minor surplus for contingencies. Over the past several years, cost controls have been imposed on all programs and non-cost effective programs have been "weeded out," critical non-quota positions have been moved to quota budget, and recurring programs are now funded out of recurring dollars. Financial reports prescribed by State and BOT are available to the public upon request. At present there is no long-term or short-term indebtedness. The State is self-insured, and Mohegan does insure students for injury/emergency occurring on campus.

Approximately 8% of total revenue is solely in the control of the College. General Fund and Operational Expense monies are all set originally by the State. It is primarily through Auxiliary Services, Extension, Business Services, and grants that the institution has any independent fund-raising capability. Charitable gifts are solicited primarily through the Mohegan Community College Foundation.

An external audit by the State is done every two years and there are periodic audits by the federal government. During the audit, the Dean of Administration is responsible. Once the audit is done, the President reviews the findings and requests the

responsible Dean to address any problems raised. All findings also go from the institution to the Board of Trustees for approval. Within six months to a year, the auditors recheck to determine if corrective action was taken. Thus, while we have no internal auditors, there are checks and balances, as the Board, the Comptroller, and the auditors routinely monitor the reports.

APPRAISAL

The late 1980's saw some real growth in the budget, allowing for some additional personnel, new programs, and better plant maintenance and renovation. However, the State's budget problems since 1990 have hurt the College in uncountable ways. Early retirement incentives have cost us the loss of experienced staff and increased the paperwork associated with staff turnover. Hiring freezes have resulted in some positions being vacant for as much as two years. Expansion of our services to the shoreline area has halted. Our custodial staff has shrunk while the backlog of deferred maintenance has grown. Our ability to relieve understaffed areas, particularly in clerical services, has been curtailed. Course offerings and programs for senior citizens and high school students have been reduced while tuition and fees have increased. Overall class size has grown because we have not been able to offer enough sections and because we have had to cancel sections with small numbers.

The College has tried to make judicious cuts which would allow for orderly restorations. For example, we cut programs, such as

Travel and Tourism, rather than make across the board reductions which would have weakened all programs. Some funds have been restored, and some positions have been refilled, but the College remains understaffed in many areas. Our staffing in 1993 will depend on budget distributions system-wide and the impact of the merger, as there is a possibility of filling positions with qualified staff in duplicative positions.

Few members of the college community actually understand the budget process. Most particularly, PPAC members should have a better orientation on the budget prior to making recommendations.

Planning has been difficult because we lacked institutional research. As a result of the merger with Thames Valley Technical College, this problem will be rectified within the near future. Also, our ability to secure grants is limited, as we must build the administrative overhead into proposals given our present resources.

Given all the difficulties described, Mohegan is nevertheless in a reasonably strong financial position for an institution of its size, and the budget is managed in an open and participatory manner.

PROJECTION

The budget situation is uncertain. We have sustained some cuts, with the potential for additional reductions. While we still have some flexibility remaining within the Extension and Auxiliary Services Fund, our General Fund flexibility is extremely limited. While we may be able to improve qualitatively, we will be unable to

improve quantitatively through expansion throughout the duration of the State's fiscal crisis. The reductions will be felt most strongly by entering students, who will find their course selections limited. Thus, accessibility has suffered. Hopefully, the pending merger of the technical and community colleges will provide greater accessibility through more effective use of joint resources.

We currently lack up-to-date automated accounting systems which would allow fund managers to have accessible and current budget figures. The community and technical college system is currently working on implementing a software program which would provide this information. The implementation date has been delayed due to the State's fiscal condition. A target date has yet to be set.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Plan and implement 1992-93 budget including all required reductions. Provide alternatives or appropriate guidance to accommodate all shortfalls.
- 2) Continue "Savings Plan" vs. Spending Plan mentality. Carefully monitor costs and report "savings" progress. Provide incentives to save vs. spend whenever possible. Get everyone involved.
- 3) Complete implementation of automated Purchase Order System and make mandatory for all purchases. Fully

implement all P.O. System capabilities and use in conjunction with accounting system.

- 4) Implement project cost accounting procedures to monitor and control all project grants and other programs with separate funding sources requiring individual tracking.
- 5) Continue to implement provisions of Flexibility Legislation for Higher Education and provide appropriate controls as needed to support increased authorities granted. Revise fund management procedures and budgets to accommodate block grant funding and possible incorporation of multiple SID's into single fund.
- 6) Begin a college-wide list of priorities that might be funded by grants and investigate possible funding sources.

10. PUBLIC DISCLOSURE

DESCRIPTION

Mohegan Community College presents itself accurately and honestly in a number of publications, the most comprehensive of which is the college catalog. The catalog contains the institution's mission, objectives, educational outcomes, requirements, procedures, and policies related to admissions and the transfer of credit, student fee charges and refund policies, rules and regulations for student conduct, withdrawing from the institution, academic programs, academic policies and the requirements for degrees.

The schedule of classes, available to students every semester at preregistration, also sets forth student fees, charges, refund policies, and items relating to withdrawing from the institution. Both the catalog and the schedule also give Mohegan's status as an accredited college, information on child care, academic advising, and other services. Neither the catalog, which is revised every two years, nor the schedule, which is revised each semester, list courses that are not taught at least once every two years. The only exceptions are Fine Arts Seminar, which was listed in the Program of Study but not scheduled because of enrollment questions, and Advertising Design, which was not offered because of uncertainties about the program. The catalog also lists faculty, their

status, degrees, departmental affiliation; as well as administrators, and board members.

A Student Handbook contains detailed information on students' rights, responsibilities, activities, services, and procedures for action, such as filing a complaint.

A Faculty Handbook contains useful information on policies and procedures. An Academic Advisor Handbook and Transfer Guide helps faculty to provide accurate and current information to students during advising sessions.

Students and faculty are kept informed of campus events, activities, and issues through the student newspaper, the Joint Effort, through wide dissemination of minutes from the key governance committee (PPAC), through posting of notices on designated bulletin boards, and through an electronic message board in the cafeteria. Mohegan also publishes Alumni News, a newsletter which is distributed to alumni three times a year.

Mohegan will provide on request a financial statement, a Student Profile (1988-1991), which lists demographics on the student body, and an Institutional Profile (1992), which provides comparative data on admissions, financial aid, retention, and other variables for all state supported institutions of higher education.

Mohegan has published numerous brochures describing specific programs in career areas; liberal arts and sciences, assessment of prior learning, and general studies. There is also a video to acquaint our growing Hispanic population with Mohegan's programs.

Mohegan has valid documentation for all public statements made. We are deliberately selective in our statements, avoiding any claims for which we do not have evidence. For example, we have refrained from making any statements to prospective students such as the specific percentage of job placements in a given occupation when that data is not available.

A survey of graduates is conducted each year in an effort to gather information about employment, salary levels, and relevance of the college degree or certificate. Although this information is used internally, it is not valid for publication because the response rate is low and many students are employed while attending college.

Statements on Mohegan's excellence in the Nursing and Paramedic Programs are based directly on our graduates high scores on licensure examinations. Extensive documentation on clinical excellence and other aspects of Nursing such as designation of our ADN program as a Center of Excellence are available from the current Nursing Director.

Mohegan enjoys considerable and increasing success in the acceptance of our students at both Connecticut's four year universities and at prestigious private colleges. Research currently being conducted by the Community-Technical College System statewide will track our transfer students in terms of specific quantitative outcomes such as QPA, credits accepted/lost in transfer, length of time to earn Bachelor's degree, etc. A preliminary report on this needed research was released in June

1991. Further, Mohegan's 5 year Institutional Assessment Plan places considerable emphasis on research so that transfer, graduation, and job placement can be measured over time.

APPRAISAL

Mohegan's publications are current, comprehensive, and honest. With the exception of some brochures, all publications have been revised recently, according to policy.

An "Annual Report from the President" to highlight student enrollment, fiscal information, special accomplishments, etc. in a single publication might be advantageous for Mohegan Community College. This publication could also be used with legislators who control the funding for public education.

The Central Office for Connecticut's Community-Technical Colleges and the Board of Higher Education have begun to gather data which will enable Mohegan to give students better information. We will soon have the services of an institutional researcher, who will help in this effort.

PROJECTION

The merger with Thames Valley Technical College will require revision of all our publications. During the next few years, numerous changes will occur, making it difficult to keep publications perfectly accurate. The wonders of desk-top publishing and more flexible state policies on printing will lighten the burden.

Responsibility for revision and production of publications will be clearly defined.

Mohegan will continue to develop publications to describe new programs, reach populations that are under-served, and inform the public.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) a) Develop a short range communications strategy that will clarify and inform the public about the transition to the merged institution.
- b) Develop a long range marketing strategy which reflects the comprehensive nature of the merged institution and revise all curriculum brochures, Viewbook, and other publications accordingly.
- 2) Prepare booklet showing benefits and eligibility requirements to provide advisement resources for VA and National Guard students.
- 3) Initiate meeting with agencies and human services caseworkers to improve awareness of Mohegan, facilitate access for their clientele, and foster inter-agency cooperation in times of limited resources.

11. INTEGRITY

DESCRIPTION

Mohegan has established a broad array of policies and procedures which exemplify high ethical standards in the management of its affairs and in its relationships with students, employees, external agencies, and the public. The College annually publishes a strong statement of Student Rights and Responsibilities, provides a grievance committee for students within the Student Senate, distributes a Code of Ethics for Public Officials to all staff, and includes an orientation to relevant contractual matters for all new employees. The College's stated policies pertain to fairness in the balance between the institution and individual students and faculty/staff.

Fairness in promotion and evaluation are spelled out in four contracts; American Federation of State, County, and Municipal Employees (AFSCME), Administrative and Residual (A & R), Maintenance and Service Unit, and Congress of Connecticut Community Colleges (4 C's). Additionally, management personnel is covered by separate Management Personnel Policies. Contracts are negotiated by unions representing employees throughout the community college system and employees from other state agencies. An elected Promotions Committee recommends professional staff candidates for